

**Understanding business
school deans' role as leaders
of teaching and learning –
*Perceptions of students, teachers
and deans in Pakistani universities***

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Abstract

This doctoral thesis is motivated by the theoretical, practical, and policy imperative to better understand business school deans' role as leaders of teaching and learning. Business school education claims to produce future leaders. However, research about the leader responsible to run the business school, i.e. the Dean, is limited. Research also suggests taking into account the needs and expectations of main stakeholders. The study therefore seeks to investigate the perceptions that key stakeholders, mainly students and teachers as well as deans themselves have on academic leadership and on teaching and learning. The empirical investigation was carried out using qualitative methods on nine purposefully selected business schools in two cities of Pakistan, three each belonging to public, private and military sectors. The developing country context of Pakistan offers a unique setting where higher education is growing significantly since the turn of this century with significant investments in human resource and infrastructure development. The study reveals similarities and differences within and across the three sectors as well as across the three stakeholders. A long list of attributes or roles associated with academic leadership and specifically teaching and learning is compiled pertaining to Pakistani higher education. The findings are discussed to elucidate the extent to which mainstream leadership theories are supported or extended. The leadership styles and theories, mainly transformational leadership and instructional leadership, are juxtaposed with each other to help explain the commonalities and variations found in the findings. Implications and recommendations for theory, practice and policy are proposed based on the evidence which was collected, analysed, and is presented in a transparent way. To extend this thesis and overcome limitations, further research opportunities are suggested based on alternative research paradigms and methods as well as through empirical studies on different educational contexts, organisational forms, and leadership roles.

Impact statement

The fast-paced evolving nature of higher education sector in Pakistan poses much opportunity for introducing policies that support the current needs as well as how to put teaching and learning at the heart of higher education for the future so that it better impacts individuals, communities, organisations and the nation at large. This research should be valuable for other researchers to build upon and create critical and robust evidence on the peculiarities and challenges associated in the Pakistani higher education system. This developing country context has a dire need for evidence from a broad range of sources and stakeholders. The findings should be useful for local research in Pakistan but also in other countries of similar nature and facing similar challenges. The findings support theory by evidencing that mainstream leadership theories and styles associated with academia and in teaching and learning are context dependent and need to be customised for the needs of the local environment and local stakeholders. Leadership in other words has to be adapted to current and locally contextualised needs.

For impact on practice, this thesis helps to highlight which aspects, areas and sectors are experiencing significant disconnect between the expectations that students and teachers have and the perceptions with which the Deans are exercising their leadership. With this awareness, any discrepancy can be reduced through careful self-reflection, stakeholder engagement, and revision of organisational and institutional policies. And if the expectations between students, teachers and deans are aligned, this should lead to increased level of satisfaction between the stakeholders and pave the way for enhanced and effective teaching and learning. The thesis outlines several specific areas of concern highlighted by students and teachers which should offer a concrete starting point for leaders wishing to adopt and implement change and improvement.

For impact on policy, this thesis should equip the Higher Education Commission of Pakistan and other policy leaders in government and bureaucracy with evidence that while much has been achieved in higher education over the last two decades through concerted efforts and support, there is still much room for continual improvement. Policies require regular revision and updating based on changing circumstances and expectations. Furthermore, policies, while are meant to be as broad as possible, this thesis has shown that the peculiar nature of how different universities in Pakistan operate within silos representing public, private and military sectors, requires that policies be better implemented across the board or be refined to suit those different sectors. Fundamentally though, this thesis shows that policy in higher education has to be student-centric. Students are increasingly being viewed as customers in the UK where world reputed universities are considered to be among the top of their league and developing countries such as Pakistan may also benefit from a similar student-centric approach. However, the pursuit of any such approach has to be adapted to local expectations, for which this thesis should be a useful source of evidence.

Outline

Section 1: The study

Chapter 1: Introduction

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Chapter 4: Research design and methods

Section 2: The findings

Chapter 5: Findings from students

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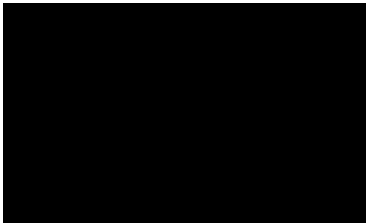
Declaration

I hereby declare that, except where explicit attribution is made, the work presented in this thesis is entirely my own.

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Dedication

To my father who gave me confidence and trust and taught me that there is no short cut in life but hard work

To my mother who always encouraged me and taught me to never give up

To my beloved husband who believed in my abilities and let me follow my dreams

To my daughters for their unconditional love

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Terms and definitions

The terms used throughout this study are common in the field of education; however, in order to ensure complete understanding, several definitions follow:

Associate Dean

Associate deans are middle managers responsible to the dean for particular administrative functions and work between the dean and the academic departments. Associate deans in UK universities may be responsible for teaching and learning, research, strategy and development, student experience and quality enhancement.

Business School

Business schools are educational institutions that specialize in teaching courses and programmes related to business and/or management.

Dean

Dean is a title employed in academic institutions such as colleges or universities for a person with significant authority over a specific academic unit, over a specific area of concern, or both. Deans along with vice chancellors and other deans are also responsible for the strategic leadership of the university. In this study the term dean is used for the head of faculty (collection of related academic disciplines) or school.

Faculty

Faculty is a collection of related academic disciplines or sub-disciplines, commonly referred to as schools or departments, in a university's organisational structure.

Higher Education Commission (HEC)

The Higher Education Commission (HEC), is an independent, autonomous, and statutory institution of primary funding, which oversees, regulates, and accredits the higher education institutions in Pakistan. It also facilitates the development of the higher educational system in the country with the main purpose of upgrading the universities and degree awarding colleges to become the focal point of education, research, and development.

Higher Education Institutions (HEIs)

A higher education institution is defined as a university, college, or a further education institution offering and delivering higher education.

National Business Education Accreditation Council (NBEAC)

NBEAC is a professional body under the administrative control of the Higher Education Commission (HEC), Pakistan. It accredits the Business Administration, Public Administration and Management Sciences degree programmes of Pakistan's educational institutes.

Stakeholders

A stakeholder is a party that has an interest in an organisation and who can either affect or be affected by the organisation's actions, objectives and policies. The primary stakeholders in a typical corporation are its investors, employees, customers and suppliers. Higher education associations, funding organisations, the Pakistan Ministry of Education, the Higher Education Commission (HEC), related congressional committees, accrediting institutions, governors, students, alumni, teaching staff, and faculty leaders can be considered as the stakeholders of any university.

SECTION 1: The study

Chapter 1: Introduction

1.1 Introduction

This chapter introduces and provides an overview of the study. It describes the rationale, aims and objectives as well as research questions along with the significance, purpose and scope of the entire study. It sets the framework for the study to provide an understanding of the phenomenon being researched. It also provides the definition of the key concepts used in the study. The chapter concludes by presenting a summary of the contents of the subsequent chapters to show how the thesis is organised.

1.2 Purpose and rationale of the study

The phenomenon of leadership has been extensively researched over time (e.g. Winston and Patterson, 2006; House et al., 2004; De Jong and Den Hartog, 2007; Yukl, 2010), and with respect to schools (e.g. Leithwood and Riehl, 2003; Javed, 2013; Hitt and Tucker, 2016). However, academic leadership, in relation to higher education institutions has been relatively under-researched (e.g. Bryman, 2007; Bolden et al., 2008). Literature suggests that high-quality leadership is necessary for the high performance of organisations, including universities (Gumport, 2000; Duke, 2002; Goldrick-Rab and Pfeffer, 2009) and it is the leadership that enables universities to achieve their mission (Amaral et al., 2013; Macfarlane, 2013).

Leaders in the higher education sector therefore play a critical role in order to maintain quality and to direct continuous change process in HEIs (Scott et. al., 2010). It is argued that the requirement of academic leadership is different to the leadership practices in other settings such as, in business, the military and churches (Gmelch and Buller, 2015). Academic environments are expected to provide faculty members with high levels of autonomy and individual working arrangements, which may challenge the autonomy of academic leaders (Marshall, et al., 2001). The terms “collegiality” and “shared governance” are therefore considered more valuable in an academic environment (Gmelch and Buller, 2015, p.42).

Academic leaders are considered effective when they play an active role in bringing personal and institutional goals and objectives together by engaging people. They not only bring changes and improvements in the HEIs but also re-design the organisational systems in order to make them less averse to change, more competent and responsive and more adaptable (Taylor and Machado, 2006; Spanier, 2010). Robson (2009) emphasised that ‘true’ academic leaders are expected to develop and communicate their vision across the university and that they should be able to listen, persuade and inspire their followers (Paraschiv, 2013).

I have always been interested in the phenomenon of leadership, first as an undergraduate and post graduate business student and then, as a lecturer in a business school in Pakistan. As a student, I have observed other students having serious issues with schools' leadership, with teachers and with the policies and practices followed in business schools in Pakistan. As business students we were always taught about leadership and its theories and how leadership is different from management but I have never seen the practical aspect of it throughout my university life and never been inspired by any of the people who held leadership positions in an academic environment. I have observed and experienced a high level of dissatisfaction and frustration among business school students about faculty leadership. I used to think then that if I had been on the management side I would probably be in a better position to address the issues and concerns of students but when I joined the business school as a lecturer, again I observed and experienced the same level of dissatisfaction among teachers about schools' leadership and about the policies and practices followed. These differences in the expectations of students and teachers from their academic leaders (deans in this case) led to a high level of dissatisfaction, frustration, and low levels of performance in both students and teachers. By observing these differences on how the academic leadership is perceived by students and teachers and how it is practiced by the leaders I became interested in understanding the phenomenon of academic leadership and hence decided to carry out a study on deans' leadership for my doctorate.

Although deans have key leadership roles in their universities not much is known about their roles and responsibilities and how they lead their faculties in the Pakistani higher education sector. Universities in Pakistan are developing at a fast pace since the establishment of the HEC in 2002 and the area of university leadership and management needs attention. In order to understand the concept of academic leadership it is necessary to study leadership at different levels including that of deans. The position of deans is central in the overall management and governance system of the university as they provide the link between executive management and the functional level of the university. Deans therefore follow the instructions from the executive level and work for the interests of their faculty (Amaral et al., 2013). This study is focused on the Pakistani higher education sector where leadership has been identified as a perennial challenge (Ali et al., 2014; Gilani, 2006) and is an identified area for reforms (HEC Vision 2025). Most of the core activities of universities, in Pakistan and elsewhere, are undertaken within schools or faculties, which are the domains of the deans. Deans therefore have to demonstrate leadership behaviours that would enable faculties to attain their goals.

Another aspect I noticed during my years as a student and as a lecturer was that teaching and learning, which is at the core of any educational institution, is not given due attention by the higher education sector in Pakistan. Unlike in other systems, there were no separate units in universities responsible for teaching and learning practices (e.g. university wide teaching and learning units were established in universities in the 1960s and 70s in

Australia). In Pakistan there were no separate positions in the organisational structure of universities with responsibility for this important area of teaching and learning. In the absence of any other position (such as associate deans, assistant deans or deputy deans) in the hierarchical structure of Pakistan universities, deans become responsible for the area of teaching and learning in addition to research, academic affairs, external relations, strategy and development, quality enhancement, student experience, operations, performance management (Floyd and Preston, 2018) as well as other administrative, academic and non-academic responsibilities related to their faculty. This always made me question how much value deans, as academic leaders of their faculties, give to teaching and learning, and what role they can play to strengthen this core area of responsibility.

The higher education system in Pakistan is developing rapidly and increasingly becoming competitive, and the leadership of learning and teaching at the university level has become one of the main areas that requires significant focus. A focus on the leadership of teaching and learning, along with research and investment, helps universities to respond to the national and global demands for human resource (Barber et al., 2013; Norton et al., 2013). The leadership of learning and teaching in universities is expected to provide high quality learning to students by introducing strategies that enable students to become creative, conceptual and critical thinkers whilst facilitating teachers with the necessary resources and development opportunities to compete in the global market.

The purpose of conducting this qualitative study was therefore to better understand the leadership capability of deans in their position as leaders of learning and teaching and how they could strengthen this key area in Pakistani universities. Deans in Pakistani universities have key leadership positions in their faculties and in the university but not much is known about how they lead their faculties, why they lead that way, what roles they perform (Rasheed et al., 2010; Abbasi et al., 2011; Akhtar and Kalsoom, 2012), what is the impact of their leadership, and how their leadership is perceived among stakeholders. While there has been considerable literature on organisational leadership in Pakistan (e.g. Ullah et al., 2019; Asrar-ul-Haq et al., 2017; Malik and Awan, 2016; Tipu et al., 2012), as well as recent attempts to study leadership and learning in Pakistani schools (Javed, 2013), not much is known about deans' leadership and specifically their role as leaders of teaching and learning. This has made the study of deans' leadership important and timely given the challenges faced by universities in the ever-changing and highly challenging higher education sector in Pakistan.

Business is the most popular subject to study in many universities and is significant to higher education and is often seen as a 'cash cow' (Davies, 2015). It imparts business literacy and economic understanding to students and plays an important role in the success of an industry and the economy in today's rapidly changing world. It provides functional knowledge and skills to the learners, thereby enabling them to contribute meaningfully to the economic development of the country (Amoor, 2010). Business education helps students to develop

their ability to think critically, communicate effectively, and manage firms in such a manner that would help reduce unemployment through employment generation (Kaegon, 2009).

My business education background as a student and then as a lecturer has given me solid knowledge, experience, and access in Pakistan to carry out this study by taking 'business schools' as a significant research site and 'deans of business schools' as my research subject. Business education is an ever-changing discipline and is in constant need of reassessment (Denton et. al., 2005; Gill and Hu, 1999; Lee, Trauth, and Farwell, 1995). Many authors agree that business education has to adapt and change to remain relevant and meet the needs of stakeholders such as industry the students, and the academic community (Ferrin, Landeros and Reck, 2001; Ottewill and Laughton, 2000; Johns and Teare, 1995; Walker and Black, 2000; Thacker, 2002). While much attention is given to stakeholders outside of the university, to contribute to business education in the Pakistani context, I believe it is important to understand the needs of the internal stakeholders (students and staff) as well.

Vinten (2000, p.380) stated:

It is not easy for business schools to provide all things to all people; they need to prioritize their mission objectives in the light of those stakeholders for whom they will decide to dedicate most of their energies.

It is now becoming imperative for organisational leaders to be attentive to what their followers and clients expect from them because it will provide the basis for their being successful leaders and it will make their beneficiaries more satisfied with their leader (Strauss and Warner, 1977; Hanaysha, et. al., 2012). Making followers satisfied will enhance organisational performance and growth and followers' levels of satisfaction and commitment to their jobs (Bushra, et. al., 2011; Hanaysha, et al., 2012). The study is therefore conducted in Pakistani university business schools by exploring the perceptions of its internal key stakeholders, that is: students, teachers and deans of business schools. It aims to understand deans' academic leadership practices and to explore their role as leaders of learning and teaching.

It is hoped that the main findings of the study will help the higher education authorities to understand the perceptions of key stakeholders (students, teachers, deans) from three different university sectors (i.e. public, private, military) on deans' leadership practices. It is also hoped that it will lead to productive collaboration among the key stakeholders of business schools and inform leadership development programmes which in turn may help bring improvements in the leadership practices of deans in Pakistan as well as in other developing countries.

1.3 Research aims and objectives

The aim of this study is to better understand the leadership competencies expected of deans to be effective academic leaders and to explore their role as a leader of teaching and learning in the higher education setting in Pakistan, and how this role could strengthen teaching and learning in HEIs. The dean in Pakistani universities is situated at the middle management level, located between the top management and operating unit, with full management responsibility of the whole department or school. Their position at the centre of the organisation gives them a significant strategic position to integrate different levels of the organisation (Floyd and Wooldridge, 1996).

The study aims to explore the under-researched leadership role of deans and particularly business school deans in a contested and constantly changing higher education sector in Pakistan. It plans to investigate how the leadership of business school dean is defined, perceived and experienced by its key stakeholders (students, teachers and deans) across different sectors (public, private and military) of higher education in Pakistan. The study first intends to identify leadership characteristics expected in business school deans, from the perspectives of students, teachers and deans, and then to understand their role as leaders of learning and teaching in Pakistani business schools in order to help strengthen the much neglected area of teaching and learning in Pakistani business schools and to devise models of good practice and make recommendations for the improved policy and practice in the higher education sector.

The aims and objectives behind this study are thus broken down into three main components:

Deans' leadership

- To understand how the leadership of deans in terms of their characteristics and competencies is perceived by their key stakeholders (students, teachers and deans) from all three sectors (public, private and military) of higher education.

Role of teaching and learning

- To understand the role of business school deans as leaders of teaching and learning from the perspectives of key stakeholders (students, teachers and deans) across all the three sectors (public, private and military) of higher education.
- To explore the roles that business school deans are expected to perform in order to strengthen teaching and the learning environment in business schools.

Integration

- To undertake a comparison between the expectations of business school key stakeholders (students, teachers, deans) from three different sectors of higher

education (public, private, military) on deans' leadership and their role in teaching and learning.

- To suggest how business school deans can improve their leadership behaviour and practices to meet the expectations of business school stakeholders.
- To suggest what roles business school deans can play to strengthen teaching and learning environment in business schools.

1.4 Research questions

In order to examine the complex leadership role of deans in business schools, the following research questions are explored:

- What leadership characteristics (personal and contextual) are business school deans in Pakistani universities expected to possess to be effective academic leaders?
- What roles are business school deans, as leaders of teaching and learning in Pakistani universities, expected to perform to strengthen teaching and learning?

These research questions are answered by exploring the perceptions of three key stakeholders (students, teachers, deans) of business schools across three different sectors of higher education (public, private and military) in Pakistan. The reason for taking the viewpoint of three key stakeholders from all the three sectors of higher education is to provide a complete understanding of the phenomenon under study. The study therefore, tries to provide a comprehensive understanding of the phenomenon of leadership of deans in Pakistani business schools from the perspectives of key stakeholders from all three sectors of higher education in Pakistan. Therefore, two main research questions were further explored via the following specific sub questions:

- How is the academic leadership of business school deans, in terms of their competencies and characteristics, perceived by their key stakeholders (students, teachers and deans) across all three sectors (public, private, military) of higher education?
- What roles of business school deans are perceived by their key stakeholders (students, teachers and other deans) across all three sectors (public, private, military) of higher education to strengthen learning and teaching?
- How can their academic leadership be strengthened to enhance their role as leaders of teaching and learning in business schools?

1.5 Significance of the study

The study is timely and is of significance given the learning and teaching challenges faced by universities across the higher education sector in Pakistan as well as globally. The study is designed to examine the academic leadership characteristics of business school deans

and the role their leadership can play in leading teaching and learning within their business schools, as perceived by business school students, teachers and deans. The comparative nature of this study should help to understand the leadership aspects of business school deans from the perspectives of students, teachers and deans across all the different sectors of higher education i.e. public, private and military. Contextually, the study is unique in that no such study has ever been conducted in Pakistan to understand the concept of the leadership of teaching and learning in the higher education setting, and which has simultaneously taken the views of three key stakeholders in three different sectors of higher education.

The study not only examines business school students' and teachers' perceptions and beliefs about business school deans' leadership but it also invites more critical reflection by business school deans (leaders/heads) as they discuss and examine their own perceptions about academic leadership, especially in relation to the key area of teaching and learning. This study should therefore stimulate deans', teachers', and students' collective reflection on business school deans' competencies and the role they can play to strengthen teaching and learning in their respective business schools and overall in the higher education sector in Pakistan. The potential contribution and implication of this study can be viewed from three main angles:

In terms of theory:

- This study will help to map the leadership characteristics of business school deans and the role they can play as leaders of teaching and learning in a developing country.
- The study will contribute to gathering the significance of the role of business school dean as perceived by business school students, teachers and deans.
- The study will provide a base for future researchers to gain knowledge of other academic and non-academic aspects of deans' leadership, thereby enhancing the knowledge of deans' leadership further.

In terms of practice:

- The knowledge generated by this study will provide insights into how the business school deans' role as a leader of teaching and learning can be better managed to improve the environment of teaching and learning in business schools.
- The study will show how deans reflect on their own leadership behaviour and practices and provide them with the opportunity to align their leadership practices with the perceived expectations of teachers and students. It will help to identify the roles that deans, as leaders of teaching and learning, can focus on to strengthen the environment of teaching and learning in a business school.

- The study will help identify the qualities and competencies required to make deans more effective in their leadership practices and highlight the areas where additional support and guidance can be offered to business school deans and those aspiring to the role.

In terms of policy:

- It will highlight the significance of the leadership of teaching and learning in the Pakistani higher education sector across different stakeholders and in three different HEI sectors.
- The study may provide guidelines to HEC Pakistan as a policy maker to define clearly deans' leadership competencies and understand the significance of their role, specifically as a leader of teaching and learning and how they can be supported in their leadership.
- The study will provide insights to business schools in 'developing countries' in their future reform process to make the business schools deans' approach to teaching and learning up to date and comparative with international standards.

1.6 Thesis structure

The thesis is divided into three sections. Section 1 focuses on establishing the background and context of the study along with mentioning the significance of the study. The section positions the research within a body of relevant literature and reveals the research methodology and methods used to conduct the study. Section 2 presents the findings with the help of qualitative themes that emerged naturally from the data; and Section 3 presents and critically discusses the research findings, recommendations, limitations, future research and conclusion. These sections are further divided into nine chapters.

Section 1 comprises four chapters in which the first chapter is introductory, shedding general light on the research significance, the purpose of this research, its aims and objectives and research questions. As the study is conducted in the higher education sector of Pakistan, it is necessary to provide the contextual background of this study to understand the country's educational setting. The chapter therefore contains relevant research literature on the higher education scenario and business education sector in Pakistan, as well as the cultural practices of teaching and learning in higher education and specifically in the business education sector in Pakistan.

In order to investigate the leadership characteristics of deans and their role as leaders of teaching and learning in the higher education sector, it is important to review relevant literature on the role and responsibility of academic leaders and the practices being followed by the leaders from the middle level management in higher education institutions. All this is

addressed in the third chapter of section 1. This chapter reviews the existing academic literature to discuss the phenomenon of leadership in the higher education sector, various challenges of leadership in academia, factors that influence leadership, roles and responsibilities of academic leaders, and the significance of leadership practices on teaching and learning. The chapter also reviews different leadership practices to lead teaching and learning in an academic environment. Chapter four outlines the research methodology as a whole. It discusses the approaches to undertaking the research, the research paradigm adopted for this study, the development of research instruments, and the selection of research sites and samples. It also discusses the issues related to the methodology and research design, the difficulties faced in data collection and ethical issues faced, and the procedures involved in the analysis of data.

Section 2 is devoted to describing the findings using three chapters. Chapter five presents the findings as captured through focus group discussion sessions with business school students, chapter six presents the findings from in-depth interviews with business school teachers and chapter seven presents the findings from the in-depth interviews with business school deans. The findings are presented with the help of qualitative themes and codes that best match and describe the data.

Section 3 is dedicated to interpreting the findings, analysing, interpreting and discussing their relevance. It is also comprised of three chapters. The first of these (chapter eight) brings together the findings from all three stakeholders of the business schools in question and analyses and discusses the research findings. It also interprets the findings by returning to the main research questions and the literature. Chapter nine draws recommendations, summarises the limitations of the study, and outlines future research. It also concludes the thesis and summarises this research's contribution to knowledge in the literature on leadership in HEIs.

This chapter discussed the purpose and rationale of undertaking this study, explained the research gap and defined the aims and objectives along with the research questions. It concluded by presenting the structure of the thesis. The next chapter provides the contextual understanding of the background of this study.

Chapter 2: Background and context of the study

2.1 Introduction

This chapter sets the background for this study. The study is contextualised in the higher education setting of Pakistan as it is important to understand the country's educational setting and the growth of the HE sector. The chapter provides an understanding of higher education, its history and infrastructure. It also considers the different sectors of higher education, its organisational structure, and the problems and challenges faced by the university sector, business education and business education scenario in Pakistan. This overview of the sector will help provide the context and background needed in order to understand the researcher's rationale of undertaking this study. With respect to Pakistan specifically, it will outline the context of the study in terms of higher education and business education, their history, role of different sectors – mainly public, private and military --, organisational structure of universities, and problems in higher education with particular emphasis on challenges faced by leaders in business education.

2.2 Context of the study

In order to understand the academic leadership characteristics of deans and the role deans play as leaders of teaching and learning in Pakistani higher education institutions, I have restricted the research to Pakistani business schools only. Business education is an important sector of higher education which claims to produce future leaders. However, research on the role of the dean, who is responsible for the business school and to produce exceptional corporate leaders, has been seriously neglected (Davies, 2015). There is particularly very little work in Pakistan on academic leadership, on academic leaders' behaviours, characteristics and on their roles and responsibilities. This thesis therefore aims to investigate the academic leadership of deans, who are the leaders of the middle level of management in HEIs, by keeping the focus only on business schools. It aims to illuminate the characteristics academic deans are expected to possess and how the deans' role as leader of teaching and learning is perceived by key stakeholders of business schools.

2.2.1 Higher education in developing countries

In Pakistan, like elsewhere, higher education is recognized as a vital capital investment and considered to be of paramount importance for economic and social development of the country (World Bank, 1994; Rena, 2010). Universities can play a critical role in nation building (Marginson, 2012). Higher education leads the economy towards the path of sustainable economic development by producing a skilled workforce and raises the productivity and efficiency of individuals. It is considered as a powerful instrument and mediator of social change (Herz and Sperling, 2004). The development of a country's such as Pakistan depends on research and higher education (Jumani and Khan, 2009). There is

therefore a need to place emphasis on the link between the higher education and economic development. The World Bank (2002), establishes the link as follows:

As the 21st century opens, tertiary education is facing unprecedented challenges, arising from the convergent impacts of globalization, the increasing importance of knowledge as principal driver of growth, and the information and communication revolution. But opportunities are emerging from these challenges. The role of education in general and of tertiary education in particular, is now more influential than ever in the construction of knowledge economies and democratic societies (World Bank, 2002, p.1).

Higher education is changing at a fast pace with the changing economic and geo-political situation of the world. The paradigm is shifting from:

... national to global education, from state controlled to an open market economy, from general education to an educational system driven by market forces, from one-time education for a few to lifelong education for all, from teachers centred to learner centred education (Venkatasubramanian, 2004, p.286).

One purpose of higher education is to meet the socio-cultural and developmental needs of a country. According to Marginson (2014) "nations are preoccupied with the problem of global competitiveness and want higher education institutions to help with that" (p. 17).

In developed countries, universities constitute a major source of knowledge, ideas and innovations (Shaikh, 1998). Higher education provides an opportunity of developing potential in an individual. The income gap between developed and developing economies is mainly due to the difference of educational and scientific development. University education is thus a means to attain this development. It fulfils the needs for a high level, well-educated labour source in a society (Government of Pakistan, 2011).

A problem with developing countries including Pakistan is that they have given a relatively low priority to higher education. Pakistan allocated 2.5% of its GDP to education in the budget 2017-18 (Tahir, 2017) in comparison to United Kingdom's 4.4% (UK Spending, 2017), India's 3.71% (Shukla, 2017) and China's 4.11% of GDP (Xinhua, 2017). Pakistan is ranked 147 in the Human Development Index, and is regarded as a country with medium human development, with an adult literacy rate of 59 percent and a tertiary gross enrolment ration of 10 percent (UNDP, 2017). Pakistan is a developing country and like others which have faced crises, it is also a victim of poor quality of education which usually leads towards economic stagnancy and even downturn rather than growth (Saba et al., 2011). Ranis et al., (2000) have empirically shown that over the last decades Pakistan had fallen in categories either of irregular development, under emphasizing human development, or the downward spiral, where human development is not leading to strong economic growth.

Significant issues associated with higher education in developing countries include the quality of faculty and students, infrastructure, development of science and technology, funding deficiencies and good governance. Governance in the higher education sector is often a complicated issue which involves the handling and solving of all the internal and external issues (Marginson and Considine, 2000). Those in leadership positions are expected to address the issues faced by staff and students and also to overcome the problems and difficulties that may exist between the university and its community connections (Nasrullah, et. al., 2018). There are calls for responsiveness to market forces, development of new curricula, adoption of new teaching and learning methods, but importantly also visionary leadership for higher educational institutions (World Bank, 2000).

Pakistan's higher education sector is no different and is also facing similar challenges. It is claimed that lack of competent leadership in higher education is one of the prominent issues in Pakistan which has never been given proper attention (Ali et al., 2014). Universities in Pakistan suffer because of weak leadership (Gilani, 2006) and it is considered responsible for the lack of setting a clear direction for HEIs and the higher education sector more generally (Ali et al., 2014).

2.2.2 History of higher education in Pakistan

Higher education in Pakistan has a strong colonial legacy. Pakistan inherited the present education system from British rule in India. At the time of independence (1947), there was only one Public Sector University, the Punjab University in Lahore, in the whole country. Since independence in 1947, various governments have made efforts to develop the system of education in consonance with the national, social, ideological and economic needs of the country. Since then number of constitutions and committees have been constituted from time to time for the development of the higher education system in Pakistan.

The Higher Education sector was completely ignored during the first phase of country's development (1947-1970). This negligent attitude towards Higher Education continued until 1970. In 1979 president Zia-ul-Haq (an Army dictator) formulated "The National Education Policy" in which Higher Education was synchronized with Islamic concepts and national ideology (Isani, 2001). Higher education remained under government control, yet it was a low priority area for the governments throughout the initial years of the country (Rehman, 1998 in Ashraf and Ghani, 2005). During the second phase (1980-2000), the government realized the importance of Higher Education, and as a result the number of public sector universities increased to 19 and the decision to ban all private higher education institutions was also reversed. This lifting of the ban resulted in the establishment of two private sector universities: The Aga Khan University in 1983 and the Lahore University of Management Sciences in 1985 (Bashir et al., 2011). This made Pakistan the first country in South Asia to allow the establishment of private universities (Agarwal, 2008).

The Higher Education sector in Pakistan has seen marked improvements after the University Grants Commission (UGC) was devolved into the Higher Education Commission (HEC) on the instructions of President Pervez Musharraf in 2002. The commission was instituted with a mission to facilitate and support institutions of higher education to provide quality education vital for the socio-economic development of the country (HEC Report, 2008). It was established as a monitoring body to regulate and formulate policies, to guide and advise federal and provincial governments regarding the charter awarding to public and private institutes (HEC Website, 2019). It monitors the performance of all public and private degree-awarding institutions and universities and reviews the evaluation of all higher education academic programmes (Pakistan Government Report, 2010).

Under UGC in 2001-2002 the annual development funds were only Rs0.4 billion but these had risen 35-fold to approximately Rs15 billion by 2007-2008 (HEC Website, 2019). It was during this period (2000-2008), that Pakistan had experienced the major reforms in the higher education sector and established linkages with a large number of world class universities. In this era the landscape of Pakistani universities had dramatically changed.

Since the inception of HEC, the number of universities and degree awarding institutions has risen from 59 in 2002 to 192 by 2018 (HEC Website, 2019):114 are public sector, and78 are private sector universities. Students' enrolment has also increased from 276,274 to 1,298,600 in the period of 2002-2015 (HEC Website, 2019). This large increase in enrolment and spread of higher education was largely due to the support provided by the military government during 2000-2008. Huge investment had been made into higher education in that last military era. This proved to be a great step by any government to transform the higher education sector for the first time since the inception of Pakistan.

The period from 2002 to 2008 has been regarded as the 'golden era' of higher education in Pakistan (Voelter, 2008). During this time, the Higher Education Commission under the vibrant leadership of Professor Dr Atta-ur-Rehman introduced a series of reforms in the higher education sector with an ultimate goal of transforming Pakistan from an agricultural economy to a knowledge based economy to achieve the country's social and economic development goals (Nasreen and Anwar, 2014). For his contribution to the transformation of higher education, Atta-ur-Rahman, founding Chairman of HEC, has received number of prestigious international awards and praise from international higher education observers.

During his term as Chairman of Higher Education Commission with the status of Federal Minister during 2000 to 2008, four Pakistani universities were ranked among the top 500 universities of the world in the Times Higher Education rankings of 2008.

The objectives set by HEC gave direction to transform the higher education landscape for the first time in the history of Pakistan. The period (2001-2008) witnessed exponential growth in the higher education sector. According to Professor Wolfgang, an eminent

educational expert, “A miracle happened. The scenario of education, science and technology in Pakistan changed dramatically as never before.” (Hafeez, 2019, para 6). Similarly, Professor Michael Rode, former chairman of the UN Commission on Science, Technology and Development stated, “The progress made was breath-taking and has put Pakistan ahead of comparable countries in numerous aspects” (Atta-ur-Rahman, 2011).

However, when it was about time to bear the fruit of these revolutionary reforms, in 2009 HEC faced serious opposition and challenges from the then newly elected PPP government. The university development programmes slowed down due to budget cuts and the introduction of cumbersome bureaucratic procedures. The situation in the higher education sector deteriorated further in the subsequent decade with the rankings of all universities slipping badly.

The Higher Education Commission Vision 2025 policy document (2017) identified five key priority areas for the sector: an integrated system of higher education; research innovation and commercialisation; equitable access to higher education; excellence in leadership, governance and management; increased quality with highest academic qualification; enhanced quality of curricular content; and the use of ICT for education.

2.2.3 History of business education in Pakistan

As noted earlier, this study will focus on business education which is one of the most popular subjects in Pakistan. Of the 192 DAIs in Pakistan, 113 or more than half offer programs in business and management (NBEAC, 2019).

However, Pakistan had no elaborated system of business and commerce education in the beginning, as the country received a very weak system of business, trade and industry at the time of its inception in 1947. Hailey College of Commerce, University of Punjab, which was established in 1927 was the only pre-independence dated organisation. The Institute of Business Administration (IBA), Karachi, (established in 1955) were among the pioneer business institutions in Pakistan. The Hailey College of Commerce only offered programs in commerce, which made IBA Karachi the first to offer Business Administration degrees at both Bachelor and Master level (Ahmad, 2005). Lahore University of Management Sciences (LUMS) is the first private business school in Pakistan that was established in 1986 and became one of the best business schools in the country (Kaleem, 2005). IBA Karachi and LUMS, both are leading business schools in the country because of their strong foundation and continuous growth (Syed, et al, 2018).

According to Kraft and Vodopivec (2003) the demand of management education increases when a nation makes a transition from a protected economy to a market economy and this demand is usually matched with an increase in number of private schools running courses in business management. The same happened in Pakistan after 1992 when business education became competitive, with the growth of private and public sector universities

offering programmes in business management following a national drive for deregulating and privatising the economy. The popularity of business education in Pakistan emerged as a result of gradual development in trade, industry and in the overall businesses, which realized the need of development of business education system in country (Khan et al., 2011).

Due to persistent political unrest and an ever changing government set up, many of the educational plans and policies have not been fruitful in the development of business education (Ali, 2001; Afzal, 2005). With the gradual growth of business and industry in Pakistan, attention was given by the Government of Pakistan to the different aspect of business and technical education. The real effort in the promotion of higher education in business management was through the HEC by standardizing system for proper functioning of universities of Pakistan. It established a professional body National Business Education Accreditation Council (NBEAC) in 2007 to enhance the quality of business education in Pakistan. It laid out systems, procedures, networks and programmes to ensure that all degree awarding institutions in Pakistan achieve standards that are comparable with global standards and thus gain NBEAC accreditation.

Business education institutions in Pakistan offer Bachelor programmes which include Bachelor of Business Administration (BBA) of four years as well as Master programmes which include Master of Business Administration (MBA) of two years and Executive Master of Business Administration (EMBA) of one year (Khan, 2006).

2.3 Sectors of higher education in Pakistan

Higher education infrastructure varies from country to country and is comprised of public and private sectors of higher education. As stated by Marginson (2007) the ownership of higher education can be exclusively public, or mixed, or exclusively private. In some countries public sector higher education is considered prestigious and only selected students can gain entry into public universities. Whereas, in other countries private higher education is considered better than public and students that cannot access prestigious private universities are the ones that opt for public universities (Cummings and Altbach, 1997). According to Marginson (2007) state owned universities are more open to democratic policy intervention and to common social agenda as compared to privately owned universities.

Pakistan has a higher education system with both public and private universities. Also there is a dominant presence of public sector universities and educational institutions which are run by either military or military established foundations. Pakistan's military sector is playing a prominent role in providing higher education services. Military sector universities in Pakistan are all categorised under public sector universities but they are managed, run and funded by the armed forces (Army, Navy and Air Force) and to some extent by the federal government via HEC. Such universities are still categorised as public sector universities but

the infrastructure -the organisation, rules, regulations, policies and working environment of these universities - are all entirely different from other public sector universities.

2.3.1 Public sector higher education

Public sector universities in Pakistan rely heavily on funding and financial support from the government (Government of Pakistan, 1999). The government supports public sector HEIs to enable them to play a key role in the national education system (Aurangzeb and Asif, 2012). Without government funding it is impossible for the public sector higher education institutions to sustain their operations.

Public sector universities in Pakistan, in general, share a symmetrical organisational structure having a top down hierarchy. According to Federal University Ordinance (2002), the Governor of the respective province in the case of provincial universities or the President of the country, in the case of federal universities, is the Chancellor of the university. The Chancellor provides approval for the appointment of Vice-Chancellor, some members of the Senate, Syndicate and Academic Council (the key statutory and decision bodies of the universities) and the deans – the most distinguished academic position in the universities (Government of Pakistan, 1999). The Senate is the governing body whereas the Syndicate, the supreme executive body having diversified management team of 20-24 members, is responsible for taking key decisions.

According to Nawab and Bhatti (2011) public sector University management is strongly influenced by bureaucratic mechanisms. The political scenario in Pakistan makes it even more difficult for higher education leaders to function (Tauqir et al., 2014). The Vice-Chancellor, exercises overwhelming authority and power by being the chief executive, chief academic and principal accounting officer of the university. According to the Federal universities ordinance 2002, the Vice Chancellor has an important administrative as well as academic role to play in the university. The senior administrative staff such as, Registrar, director finance, controller of examinations, director planning and director academics are mainly responsible for the overall administrative function of the university. Department heads, directors or principals are primarily responsible for academic functions in the concerned schools/departments in the university.

In the public sector universities, the pay scales of the permanent teaching staff fall between grades 18 to 22, with 22 being the top of the scale in public service. Public universities provide job security to its employees. They also recruit some visiting or temporary staff on contract basis for specified periods (Nasrullah et al., 2018).

2.3.2 Private sector higher education

The private higher education sector is comprised of all formal institutions that are not public, and may be found, owned, managed and financed by actors other than the state (Niazi and Mace, 2006). These institutions' infrastructure, facilities and operational expenditures are

mostly funded by social, professional, economic organisations or individuals (Aurangzeb and Asif, 2012). Private institutions span several academic domains from medical, engineering, sciences and social sciences. However, many private universities began operations with business education and management degree offerings.

The private universities/degree awarding institutions are mainly monitored by their respective board of governors but HEC also plays a monitoring role for these institutions. The HEC awards a charter to the private sector universities and ensures the quality of education provided by these institutions (Niazi and Mace, 2006). Private universities are even partially funded by HEC in research, faculty development programmes, library, and infrastructure development by fulfilling the specific terms and conditions set by the HEC (Zulfqar, 2016).

Where public universities follow a procedure for the appointment of its executive team (Tauqir et al., 2014), the process for the appointment of the Vice Chancellor or head of a private university is unclear (Bangash, 2019). Most private universities have a board of governors who help the university in its appointments and to deal with difficult issues. As well as a board of governors there is an office of the 'Rector' or 'Vice Chancellor' – the effective head of the institution. Private universities are mostly family run with the 'owner' of the university or their appointee, who practically works under them, act as head of the institution (Bangash, 2019). The Higher Education Commission (HEC), in an effort to streamline the academic system of the country, recommended all universities and degree awarding institutions to appoint their Rectors, Vice Chancellors or heads through search committees existing in each institution.

The quality of private HE institutions is partly assessed by the recognition of their graduates in the labour market. The graduates of some private HE institutions, such as, Agha Khan University, Karachi and Lahore University of Management Sciences, are being readily absorbed in the labour market. Students prefer to gain admission into these institutions even though they are among the most expensive universities in the country because their outputs are highly valued in the labour market (Niazi and Mace, 2006). However, there are a number of private universities providing a low quality education to its students (Halai, 2013) and some with questionable status (Khan, 2019). At this point, the focus of the government and HEC is to increase the access of higher education to a larger number of students rather than on the quality of education (Halai, 2013).

Private HEIs heavily rely on tuition fees as their main source of revenue. Therefore, the cost of private higher education is borne by its beneficiaries, that is, the students and their families (Niazi and Mace, 2006). Government has given no relaxation to the private sector universities either in their capital costs or in terms of taxes imposed on them by the government. This makes these institutions even more expensive for students and as a result

out of reach for poor students and thus inequitable (Niazi and Mace, 2006; Rashid and Mukhtar, 2012).

Public universities in Pakistan offer job security to its employees whereas private universities are able to motivate employees through financial incentives. Private universities provide attractive and competitive pay packages with extra benefits but no job security to their teachers (Ayub, 2010). That is why academics in private sector universities were more satisfied with their pay and promotional opportunities than those in public universities (Khalid et al, 2011).

According to National Educational Policy 1998-2010, to overcome the problem of scarcity of public funds available for the expansion of higher education, a liberal policy was made to encourage the private sector to establish institutions of HE in Pakistan (Niazi and Mace, 2006). The effects of this policy were seen later when the number of private universities and degree awarding institutions increased from 19 in 2000 to 57 in 2008 (IQAS, 2016) and then to 81 in 2019 (HEC, 2019).

2.3.3 Military sector higher education

According to Paul (2014) the Pakistan military runs a vast array of educational institutions: military schools, colleges, cadet Colleges, teacher training institutes and universities. A large number of air force, navy and army schools, colleges and educational institutions operate along with a number of universities, such as the National University of Modern Languages (NUML), National University of Science and Technology (NUST), National University of Medical Sciences (NUMS), National Defence University (NDU), Air University, Bahria (Naval) University, and the Foundation University. All these HEIs are administered by the armed forces and work under the supervision of serving or retired military men. They are considered highly prestigious, reputable and of high ranking and quality among other private and public sector institutions in Pakistan.

All these military established HEIs are categorised as public sector universities. However, the infrastructure and working environment of these universities is not similar to that of other public sector universities. The leadership and administration of these military backed universities consist mainly of serving and retired armed forces personnel. The rector, vice chancellor, registrar, and deans are mostly from a military background. In the majority of cases the Rector/Vice Chancellor is a retired General ranked army officer. In the case of an Army University, it is a Lieutenant General, a Vice Admiral for a Naval University and an Air Vice Marshal for an Air Force University. Registrars and deans are mostly Brigadiers, Air Commodores or Commodore ranked retired officers from the armed forces. Therefore, for this study, it was not considered appropriate to include a university with all military administration to be in the same category as that of public sector universities, which are administered by an all civilian leadership and management. So to study the phenomenon of deans' academic leadership I have placed these military run universities in a different

category as military sector universities. This helped to understand better the roles and practices of deans of business schools working in different sector universities.

2.3.4 History of role of military in Pakistan

Pakistan's military has ruled the country for nearly half of its existence (Looney, 2009). "It rose to power on several occasions through coups (1958-71; 1977-88; 1999-2008), mostly by invoking the need to moralise and rationalise the state apparatus" (Giunchi, 2014, p.4). It has played its impactful role in repelling external aggression, maintaining the internal security regime, setting and implementing national objectives and/or mitigating natural disasters, such as floods and earthquakes.

After the end of the Zia regime (a military dictator from 1977-1988) the civilian governments provided the military with even greater economic opportunities in order to appease it while trying to reduce its political role in the country. As a result of such economic opportunities the military entered into new areas of business such as broadcasting and energy, and opened military-run educational institutions that mainly catered to the elites, while serving and retired personnel were increasingly appointed to key posts in public universities, think tanks and in state run corporations (Siddiqa, 2007).

The military also penetrated the economy through the business ventures of its welfare foundations such as the Fauji Foundation, Army Welfare Trust (AWT), Shaheen Foundation (for retired Pakistan Air Force personnel) and Bahria Foundation (for retired Navy personnel). These foundations, though controlled by their respective service headquarters, are run by retired military personnel (Davar, 2017). Initially created to look after retired and disabled soldiers, these foundations today operate a wide array of commercial as well as educational ventures, whereby economic and geo-strategic interests often intersect, and are among the largest business conglomerates in Pakistan (Siddiqa, 2007). These are engaged in ventures like fertiliser and cement manufacture, hosiery factories, milk dairies, bakeries, cereal production, insurance and banking enterprises, schools, universities and information technology institutes, airport services, travel agencies, shipping, harbour services and deep sea fisheries (Davar, 2017). The profits accruing from these commercial ventures are distributed to all shareholders who are retired military personnel. In July 2016, the Pakistani senate was informed that the armed forces run over 50 commercial entities worth over \$20 billion (Davar, 2017).

Military's penetration into society had further accelerated with military backed government support under President Musharraf's regime, who had also introduced nearly 1,200 officers into key positions in public organisations such as universities and training colleges (Siddiqa, 2007). During this era (2000-2008) several serving and retired armed forces personnel received key posts in the public sector, private sector universities, in state run corporations and in think tanks. A large number of public sector HEIs were managed and chaired by leadership that came from the armed forces of Pakistan (Giunchi, 2014; Rahman, 2004).

The military boasted that it could run such organisations better than incompetent and corrupt civilians (Siddiq, 2007). The participation of serving and retired military officers in universities and think tanks in Pakistan allowed the military to promote its image “as the savour of the country and the guardian of its integrity and ideology” (Giunchi, 2014, p,8).

The army has enjoyed much support for responding to the aspirations or expectations of the nation. The military remained “somewhat successful in terms of economic growth for a series of geopolitical circumstances, but did not address the structural problems of the national economy, did not root out malpractices and had a poor record on distributive policies” (Khan 2002 in Giunchi, 2014, p.4). However, whether the military did good or bad for the country is another debate and it is beyond the scope of this study. The essential part to focus on in this study is to better understand the role of the military in the higher education sector in Pakistan.

2.4 Organisational structure of universities in Pakistan

According to the ‘guidelines for the establishment of new university or an institution of higher education’ published by HEC in 2007, the criteria for the establishment of a university, framework for the governance, management system and principal officers are the same for both public and private sector universities. The document also states that universities in Pakistan (public or private) shall consist of: The Senate, Syndicate, Academic Council, Boards of Faculties, Board of Studies, Selection Board, Advanced Studies and Research Board, Finance and Planning Committee, Affiliation Committee and Discipline Committee. The Senate is the governing body whereas Syndicate, the supreme executive body having diversified management team of 20-24 members, is responsible for taking key decisions. In some private universities there is a Board of Governors instead of Senate.

The university management system in Pakistan is comprised of the Chancellor, Vice-chancellor, Deans or directors of the constituent colleges/schools, Chairpersons or department heads, Registrar, Treasurer, Controller of Examinations and other senior members of the management. A university is headed by a Chancellor, who at the Federal level is the President of Pakistan, while in the Provinces, the respective Governors act as Chancellors of public sector universities. The Vice-Chancellor is the Chief Executive Officer and the academic leader of the university. Other administrative officers are Registrar, the Controller of Examinations, the Resident Auditor, the Treasurer and the Librarian. The Vice Chancellors cannot administer all matters therefore they also appoint and delegate some of their powers to deans, directors and head of departments. However, in some universities beneath Vice Chancellors there are only directors of campuses or principals of schools and no deans. Deans in Pakistani universities are appointed by the Chancellor and have mainly academic responsibilities (World Bank, 2002). University teaching staff is divided into cadres of Professors, Associate Professors, Assistant Professors and Lecturers (HEC, 2007).

The academic structure of universities in Pakistan is flat rather than hierarchical as there are few layers of management compared to the universities in the developed world. These tend to have Vice Chancellors that are supported by Deputy and Pro Vice Chancellors for education, research, strategy and planning, student experience, teaching and learning, innovation, academic development, global engagement etc. In Pakistan some public sector universities have Pro Vice Chancellors working under the leadership of Vice Chancellors but most of the Public, Private and Military sector universities have no layers of Deputy Vice Chancellors, Pro Vice Chancellors, Associate Pro Vice Chancellors and there are no deputy deans or associate deans at the department or school level. In UK and US universities there are Deans' of schools and most of these have several assistant /associate or pro deans. The schools frequently have separate associate dean posts for teaching and learning, research, education, quality and academic standards, internationalisation, knowledge exchange and partnerships, business engagement and innovations. The absence of most of these positions from the university structure in Pakistan has made the present roles over-burdened for the post holders.

The service structure of Pakistani university teachers is explained below in order to clarify the career progression of academics working in the universities. Figure 2.1 explains the key stages of promotion in majority of the universities in Pakistan.

Both public and private sector universities follow the same service structure for academics except that the public sector universities strictly follow the criteria for promotion made by HEC, whereas private sector universities are not so stringent in following the set criteria. Each university has different criteria for appointments and promotion, and the service structure is not as uniform as it is in public sector universities. The organisational structure in Pakistani universities is typically pyramid shaped. For example, a department will have six or seven lecturer posts at entry level, but only three or four posts for assistant professors, two to three associate professors and only one or two full professors.

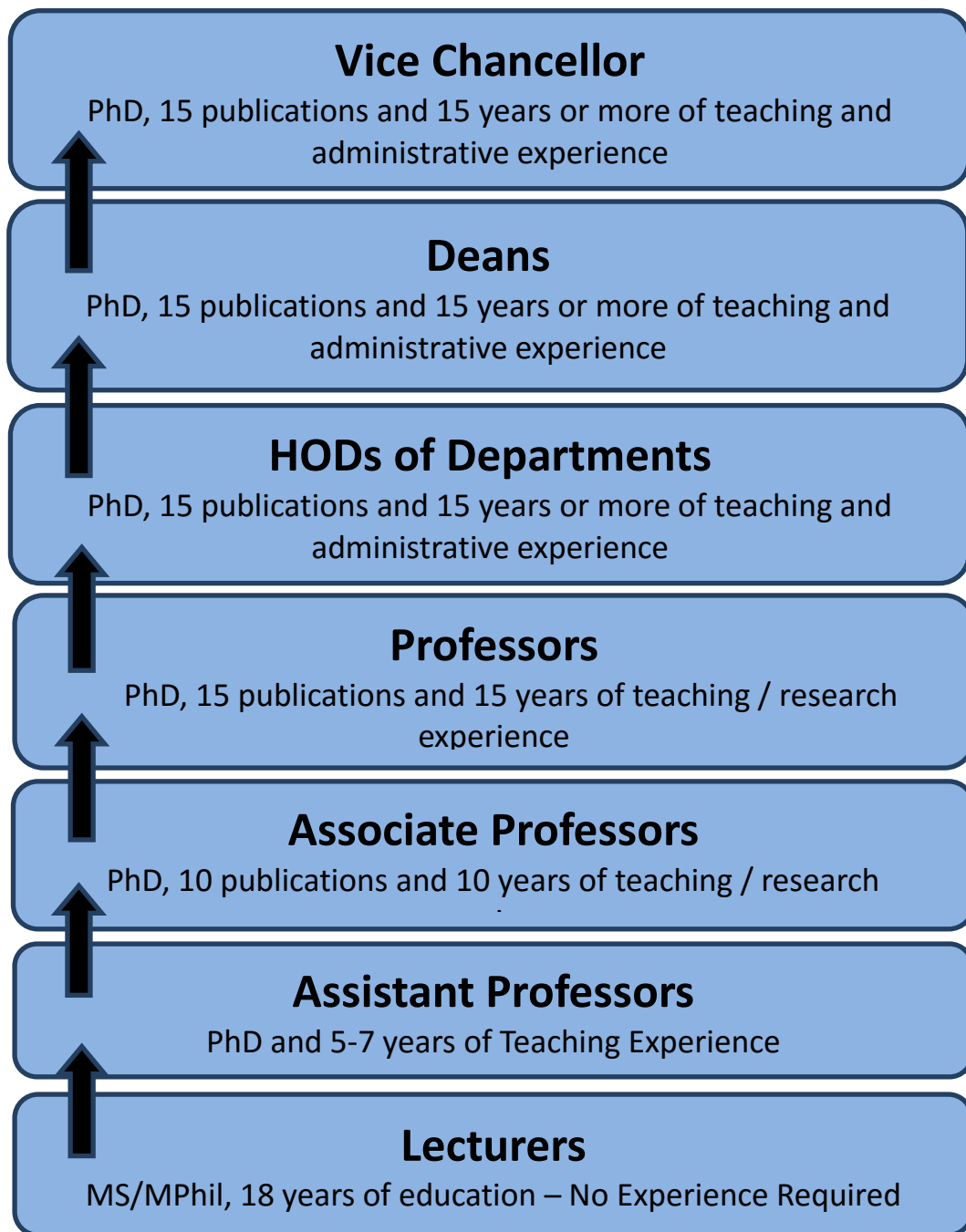


Figure 2.1: Key stages of academic progression in Pakistani universities

2.4.1 Deanship in Pakistani universities

Like many other organisations, universities are also comprised of different levels of management i.e. top, middle and lower level of management. Leadership of all these management levels work together and contribute to the overall performance of the university. Each department or school is, in most cases, led by a dean and there is a growing emphasis on the role of deans as leaders in many HEIs (De Boer and Goedegebuure, 2001). Deans are considered as part of middle management as they work

between vice chancellors or executives and faculty members. Leadership from this middle management often play an important role to bring about positive change in organisations (Currie and Procter, 2005). Deans can play a vital role in leadership, strategy formulation and execution and in the implementation of successful change (Currie and Procter, 2005).

The role of academic deans originally emerged when presidents or rectors needed an individual to relieve them of their duties (Gould, 1964). In the past, professors were elected for the position of dean but now deans are frequently appointed, externally recruited or hired for a fixed time period (Rudolph 1990; Gould, 1964 in Arntzen, 2016). Deans were primarily responsible 'to maintain collegiate and human values in an atmosphere of increasing scholarship and specialisation' (Rudolph, 1990, p 435). An academic dean acts as a leader and manager of an organisational entity (Arntzen, 2016). Deans in the HE sector therefore have a vital role in organisational change but their role is not well understood (Davies, 2015). In different countries the concept of dean has different meanings and even varies between institutions in the same country.

The focus of research on universities middle management and on deans' leadership has increased in recently (De Boer and Goedegebuure, 2001; Meek et al., 2010). The position of deans is central in the overall management and governance system of the university as they provide the link between executive management and functional level of the university. Deans therefore follow the instructions from executive level and work for the interests of their faculty (Meek et al, 2010). Deans' responsibilities have increased many folds in the recent past. Traditionally their role was purely academic with a major focus on overseeing the teaching and research portfolios of their faculties, but recent studies have shown that it is widening with additional leadership, management and financial responsibilities (Meek et al., 2010).

In developed countries' university frameworks (e.g. UK, USA, Australia), at the departmental/school level there are a number of associate deans or deputy deans who are responsible to the dean for particular administrative functions. Associate deans are middle managers working between the dean and the academic departments (Mabrouk, 2018). They are positioned below the level of dean and above the level of department head in the management structure of the university and are perceived to be largely involved at strategic level as opposed to operational level (Floyd and Preston, 2014). The role of associate dean in UK universities appears to be growing in number, complexity and importance in recent years (Floyd and Preston, 2016). Different universities in UK have associate deans' for different areas. There are associate deans' for education, teaching and learning, academic affairs, research, external relations, strategy and development, quality enhancement, student experience, operations, performance management (Floyd and Preston, 2018) and many others depending on the size and requirement of the university.

However, the presence of this important management position is absent in most of the public, private and military sector universities in Pakistan thus making deans solely

responsible for all the above mentioned areas of responsibility. Deans in Pakistani universities are generally responsible for the creation of an academic and research culture and for maintaining high standards of teaching and research activities, as well as the smooth execution of academic programmes in all the departments of the faculty. They are also responsible for quality assurance and to perform all the administrative responsibilities. Therefore, they act as leaders of research, leaders of teaching and learning, leaders of strategy and development, leaders of quality enhancement, leaders of operations, leaders of performance management etc. They are responsible to perform all the academic as well as non-academic jobs.

Due to the recently transformed HE sector in Pakistan, the position of deans has become much more significant. Deans can play a key role in bringing about improvement and can act as change agents because they occupy administrative positions closest to where most significant activity – research, teaching and service - occurs in academia (Lucas, 2000). But in Pakistani universities the role of dean is certainly laden with complexity and, according to an independent report on management and governance (Federal/Provincial roles and responsibilities; HEI managers' appointment, autonomy and accountability) Khwaja et al., (2016). It remains largely undefined and under researched dean is considered to be an important functionary of a University. However, the role of dean in University affairs was found to vary in the different universities. Nearly all acts under the title of 'Officers of the Universities' acknowledge his (sic) existence. However, his responsibilities as done for other Officers (Registrar, Controller of Examinations, Treasurer etc.) are not mentioned. Procedures for his appointment and role are usually included in the Statutes/Regulations. These Statutes/Regulation/Rules of universities however, are not easily available and time constrains prevent delving deeper to obtain and examine all of them. However, those examined reveal disparities in their powers and functions (Khwaja et al., 2016).

The roles, responsibilities and appointment procedures of deans in Pakistani universities need to be defined more clearly (Khwaja et al., 2016) as poorly defined roles of deans have often contributed to academic and financial problems at major universities (Bugeja, 2018). A detailed study is therefore needed to examine the characteristics, roles and responsibilities of the Dean in Pakistani universities. This study is therefore a first step towards understanding the concept of deanship in Pakistani academic institutions from the perceptions of its key stakeholders and the role deans can play to strengthen the much neglected area of teaching and learning in the Pakistani higher education system.

2.5 Problems of higher education in Pakistan

The problems plaguing the educational system of Pakistan are multidimensional. As noted earlier in this chapter, it suffered from decades of neglect. There was no research culture in the universities, teaching quality was poor, the infrastructure was weak and not a single

university was ranked in the top 500 until the beginning of the new century (Hayward, 2009). Only 23 percent of university faculty had PhD degrees (Hayward, 2009). Though faculty strength has increased, the percentage of PhD holding faculty members is around 25% (Khattak, 2016). The higher education sector in Pakistan has faced a serious lack of sustainable policy infrastructure. The sector is facing inconsistency in policies, inadequate funding, implementations issues and a mismatch between heralding the demands of industry, economic realms, and national and global emerging practices (Ali et al., 2014).

Pakistani youth is particularly dissatisfied with the educational system in Pakistan. A British Council report in 2009 documented several concerns commonly expressed by Pakistan's next generation with 92% believing that improving the educational system was an important issue. According to the Human Capital Index by World Economic Forum (2009), Pakistan is ranked 111 out of 122 on the index of education, whereas neighbouring India is ranked 63rd. Pakistan's higher education sector also performs less than many other South Asian countries on the basic requirements. It is ranked 129th out of 133 compared to other countries in the Efficiency Enhancers and Innovation/Sophistication factors in the HE sector (Dawn, 2014). This shows that the Pakistani education system is not competitive with respect to the region and the rest of the world.

The problems faced by the HE sector in Pakistan include an absence of committed and determined leadership, poor governance system, inefficient educational management system, inconsistency and poor implementation of policies and programmes, lack of qualified faculty, lack of teacher training and local field experience, lack of funding, political instability, absence of research culture and research facilities, budgetary constraints, lack of collaboration with both local and international researchers and with the job market (Iqbal, 2004; Haider, 2008; Rashid and Mukhtar, 2012; Hussain, 2015; Sahito et al., 2017). Universities in Pakistan have failed to produce the planners, developers, implementers, and decision makers the country needs (Rashid and Mukhtar, 2012). Students come to university to seek a degree instead of knowledge. As a result, a large majority of Pakistani graduates emerge from universities without the technical or social skills needed for them to be strong contributors in the workplace or society, either in Pakistan or on the global stage (Aadil, 2010).

2.5.1 Leadership crises in higher education

Leadership in the HE sector is of utmost importance. It is a multifaceted, complicated and complex issue as it has to focus on managing internal connections, external connections and their convergence (Marginson and Considine, 2000). Scott, Coates and Anderson (2008) highlighted the role of political interference in leader selection as a reason of leadership crisis. Katzenmeyer and Mollar (2001) note factors such as lack of opportunities for personal development, lack of training sessions available to leaders and out dated curriculum responsible for leadership crises in academia. University leadership is also

expected to overcome the hurdles and barriers between university and community (Nasrullah et al., 2018).

The structural weaknesses in the HE sector of Pakistan are leading to poor governance and questionable quality of education (Ahmad, 2018; Khan, 2019). Rehman (2011) and Gilani (2006) held the HE leadership responsible for its mismanagement and poor standards of academic excellence. According to Gilani (2006, p. 23):

the most critical leadership positions in the higher education management are occupied by individuals who may not be too suitable for the job, are inwardly anxious and insecure, and lack the necessary qualities to provide credible leadership. The rather whimsical methods of their appointment, and the conditions of service; their lack of vision, confidence in themselves; and low institutional or professional commitment—all combine to make a leadership crisis worst in the sector.

A leadership crisis exists in Pakistan (Khaki and Safdar, 2010) and its severity in the HE sector is outlined by the research conducted by Ahmad (2016). Tufail (2011) held leader's narrow self interest, lack of focus, deep rooted insecurities, blaming others for failure and taking credit for success as few of the many reasons for the academic leadership crisis in Pakistan. Ahmad (2016) referred to lack of vision or focus, non-assertiveness, insecurity, leaders' incompetency and subordinates' unprofessional behaviour and lack of enthusiasm as reasons for the leadership crisis in the sector. Absence of transparent appointment procedures and criteria for ensuring merit in the appointments also adds to the crisis (Gilani, 2006). Iqbal and Iqbal (2011) believed that a strong relationship exists between the leadership role and the quality of higher education. Among the many challenges faced by HE, academic leadership is identified as one of the most critical challenges for the future (Bolden et al., 2012).

2.5.2 Leadership challenges in business education

Business education imparts business literacy and economic understanding in students. It plays an important role in the success of an industry and economy in today's dynamic environment. According to New Zealand Commerce and Economics Teachers Association (2009), it prepares students for career options within business and trains them to handle their own business affairs as well as to enable them to function intelligently as citizens, producers and consumers. Business educators have a very important role to play towards the achievement of these goals. Business Education Standards in the United States as set out by the National Business Education Association (2001) articulated:

Business educators play a prominent role in preparing students to become responsible citizens, capable of making the astute economic decisions that will benefit their personal and professional lives. ...business teachers introduce students

to the basics of personal finance, the decision-making techniques needed to be wise consumers, the economic principles of an increasingly international marketplace, and the processes by which businesses operate.

Business education is different from other professional education such as medicine, physical sciences and law in which the nature of knowledge is objectivism (universal truth, generic laws) in contrast to the relativism (pragmatic truth, subjectivity, and contextual relativity) which is adopted in business education (Wang, He, and Yu, 2005).

Business schools facilitate business students by educating them on how to develop their ability to think critically, communicate effectively and manage firms in such a manner that they can serve the community in a successful and responsible manner. Business schools have enjoyed exclusive status in the higher education sector since last few decades (Syed et al., 2018) but it is under severe pressure due to its increasing impact on the business world and on the society (Zahid et al., 2013). Increasing trend of globalization, rapidly changing technology, unstable economic conditions and strong global competition has made it challenging for business schools to survive in the competitive environment (Nawaz and Gomes, 2014).

Deans of business schools, who are considered the leaders of business schools (Davies and Thomas, 2009) have an important role to play in improving the learning environment of the business school. They are expected to do more in terms of contributing to the success of the future leaders who graduate from the business schools (Adenekan, 2009). It is becoming crucial for business schools around the world to use updated curricula, course materials, teaching practices and various research methods that are not only current but also internationally competitive in order to deal with rapid global, technological and market changes (Nawaz and Gomes, 2014). Therefore, business schools constantly strive to make their business administration students imbibe the essential management skills required to survive and excel in today's hyper-competitive business world.

Business school deans have been facing challenges throughout the world because of the growing dissatisfaction among employers (Ivory et al., 2006). Organisations expect business graduates to be equipped with good work ethics, decision making, sound management and leadership skills, critical thinking and analytical abilities (Tay, 2001) along with the tools and skills to analytically deal with a range of problems in a methodical fashion.

Business education institutions in Pakistan suffer from different institutional as well as governmental problems. The majority of them cannot follow the international standards of business education (Ali and Wajidi, 2008). The institutional problems of business education institutions (Haider, 2012; Ali and Wajidi, 2008; Haider, 2008) include:

- lack of highly qualified and specialised professional teachers,
- lack of link between industry and academia,

- lack of specialised teacher training in business studies,
- lack of facilities for good quality research,
- absence of standardised assessment and performance evaluation system,
- slow system of teacher promotions (especially in public sector),
- inadequate remunerations (especially in private sector),
- faculty work overload

Some of these have improved over several years of efforts by the HEC. However, they are still significantly present as weaknesses in the education system (Syed et al., 2018). In order to improve the current practices in the business school, faculty and administrators must learn about the requirements and expectations of the stakeholders they serve (Starkey and Madan, 2001). The former US Academy of Management President, Anne Huff (Starkey and Madan, 2001, p. S16) also valued the involvement of stakeholders by saying “As business schools and their stakeholders begin to work more closely, each must inform the other, and expect their own views to change”.

According to Thomas, et al., (2013) business schools are not properly serving their stakeholders. Weak ties of business schools with their stakeholders make them unfamiliar about the needs and expectations of businesses and students (Sambrook and Willmott, 2014; Syed et al., 2018; Thomas et al., 2013). This weak relationship of business schools with their stakeholders further increases the mismatch between supply of graduates from business schools and the actual managerial needs of organisations and society more widely.

2.6 Summary

This chapter has outlined the background and history of higher education sector in Pakistan, with particular emphasis on the challenges faced by leadership in business education. With very little to begin with at the time of independence, the country has made significant efforts and improvements, but several challenges remain. In the next chapter the literature review for this study is presented as it relates to the study’s research questions.

Chapter 3: Literature review

3.1 Introduction

This chapter engages with the literature to explore and theorise the phenomenon of leadership with the key focus on academic leadership. The literature review informs and provides the background of the research to identify the gaps in knowledge that the empirical study addresses (Sylvester, Tate, and Johnstone, 2013). It provides a theoretical foundation for the study, validates the presence of the research problem, and provides a good reason for the study that adds something new to the existing knowledge or substantiates the methods and approaches for the research (Levy and Ellis, 2006). It is therefore a vital part of the research process prior to, as well as during, the research process. The overview of literature in this study outlines how the term academic leadership has been conceptualised in a higher education scenario. There is an emphasis on leadership theories and styles that guide analysis of the research findings, along with the emphasis of leadership on teaching and learning.

3.2 Leadership

This study is conducted to explore the phenomenon of deans' academic leadership from the perceptions of different stakeholders. In order to understand this phenomenon, I would first like to explore what leadership is. Definitions of leadership are varied in depth and breadth. It has been defined in many ways by many researchers and practitioners. The literature on leadership has revealed that there are as many definitions of leadership as there are people who tried to explain the concept of leadership. Leadership is studied in various aspects and contexts and is found to be a complex and multifaceted concept (Day et al., 2000).

Gandolfi and Stone (2016) have defined leadership as “an intentional means by which a leader influences a group of people in an organisation to a widely understood future state that is different from the present one.” Northouse (2010, p.3) has viewed leadership as “a process whereby an individual influences a group of individuals to achieve a common goal”. House et al., (2002, p.15) have defined leadership as, “the ability to influence, motivate, and enable others to contribute to the effectiveness and success of the organisations of which they are members”. Jong and Hartog (2007) also identified leadership as a process which can influence followers and hence achieve the desired results. Winston and Patterson (2006) provide a comprehensive definition through a detailed review of existing literature. According to them:

A leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organisation's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical

energy in a concerted coordinated effort to achieve the organisational mission and objectives. (p.7).

Leadership has long been seen as a critical variable in enabling organisations to survive and advance in uncertain, turbulent and dynamically changing working environments (Muceldili, et al., 2013). Success of an institute is dependent on its leader (Lok and Crawford, 2004). Leaders inspire, motivate, support, encourage and give recognition to their followers in order to get key performance results (Gill, 2006). Leadership has been studied extensively from different perspectives and contexts by various authors. It has been approached from various psychological and sociological perspectives. Some researchers have focused on the personality, physical traits, or behaviours of the leader; some focused on the debate on whether leaders are born or made (Eddy and VanDerLinden, 2006); others have studied the relationship between leaders and followers, and some others have focused on the ways leaders act in different situations (Hughes, Ginnett and Curphy, 2006).

Strong interest has been shown in a research related to leadership roles for many years (Shahmandi et al., 2011). The literature provides various definitions of the term leadership and what it means to individuals. Simultaneously, leadership is defined in many different ways but scholars seem to agree that leadership is a process, not a position. Some researchers have taken leadership as a two-way process which means that both leaders and followers play an integral part in the leadership process (Sheer, 2015). This shows that leadership is an interactive phenomenon between a leader and her/his followers.

3.3 Leadership theories

The early twentieth century saw an extensive development of leadership theories that identified the traits and characteristics of leaders which distinguish them from their followers (Bass and Riggio, 2006). The era also saw the development of leadership theories based on the identification of specific skills of leaders in different jobs and in different situations and positions (Schneider and George, 2011). The evolution of theories of leadership started from a series of great man and trait theories which focused on the characteristics and behaviours of successful leaders and reached to the level of transformational leadership which considered the role of followers and gave value to the context of the leadership as well (Bolden et al., 2003). There are many different models of leadership. To carry out this study I will first review the initial leadership theories (Table 3.1) and then I will review major leadership models as related to widely practiced leadership styles (Table 3.2).

Theory	Description
Great man theories	These theories are based on the belief that leaders are exceptional people, born with innate qualities, destined to lead.
Trait theories	This theory focuses on the belief that traits or qualities

	associated with leadership exist in abundance and continue to be produced.
Behavioural theories	These concentrate on what leaders actually do rather than on their qualities. It focuses on the belief that characteristics can be learned.
Contingency theory	This theory is related to the leader's personality and behaviour. The behaviour depends on the style needed for a particular situation.

Table 3.1: Leadership theories
(from Bolden et al., 2003)

3.3.1 Great man theory

The great man theory assumes that the traits of leadership are inherent or intrinsic. This theory led to the belief that great leaders are born, not made. This theory describes great leaders as heroic, mythic, and destined to rise to leadership status when faced with a challenging situation. The term "Great Man" was used because it was inspired by a wide array of influential heroes.

3.3.2 Trait theory

Among the theories there were trait theories which explored the innate characteristics and qualities of good leaders. Literature is full of studies which tried to identify a universal set of leadership attributes for a leader by different researchers across the globe like Den Hartog et al., (1999), House et al., (2002), Resick et al., (2006). However, the findings of all such studies are not consistent (Northhouse, 2010; Van Fleet and Yukl, 1992) as different studies have identified different sets of leadership characteristics. The trait theory assumes that personal traits present in any leader are the reason for the success of that leader. Bass and Stogdill (1990) identified five leadership traits: capacity, achievement, responsibility, participation, and status that appear to differentiate leaders from followers. Leadership traits identified by Bennis (2003) were to practise a shared vision, to have a clear voice, to have a strong ethical code, and to practise change on a constant basis.

In spite of the fact that little consistency was observed in the results of different trait studies, however, some characteristics did emerge more often than others. Bolden et. al., (2003) summarised these characteristics as: "technical skill, friendliness, task motivation, application to task, group task supportiveness, social skill, emotional control, administrative skill, general charisma, and intelligence." Of these, the most widely explored has tended to be charisma (Bolden et al., 2003). Bird (1940) identified accuracy in work, knowledge of

human nature and moral habits as important traits in a leader. Stogdill's (1948) review of leaders' attributes stated decisiveness, fluency in speech, interpersonal skills and administrative abilities as leadership qualities. Bolden et al., (2003) also stated that the presence or absence of specific characteristics does not necessarily mean that someone should be accepted or rejected as a leader. Trait theories perceive the leader to have certain characteristics and do not give importance to the context or setting in which the leadership is practiced (Levine, 2000).

3.3.3 Behavioural theory

Behavioural theories of leadership focus on the behavioural aspect of leaders. It describes leadership in terms of what leaders do instead of what they are. This theory believes that people can be made leaders through the process of teaching, learning and observation. It focuses on identifying critical behaviour of leaders that could be used to train people to become leaders. Hogan et al. (1994) identified 14 behaviours of leaders: planning and organizing, problem solving, clarifying, informing, monitoring, motivating, consulting, recognizing, supporting, managing conflict and team building, networking, delegating, developing and mentoring, and rewarding.

The early work conducted by Lewin, Lippett and White in 1939 implied that leaders are either autocratic or democratic. The autocratic leader takes all the decisions on his/her own and gives direction to the employees on what to do and how to do the work. The leader assigns clear roles and goals to the employees. On the other hand, a democratic leader believes in participative decision-making and involves the employees to determine what to do and how to do the task. The focus of a democratic leader is to meet employee needs while building relationships (Lewin et al., 1939; Likert, 1967; Likert, 1961). Tannenbaum and Schmidt (1973) described an autocratic leadership style as being boss-centred and democratic leadership style as subordinate-centred.

3.3.4 Contingency theory

Contingency theories (Fiedler, 1967) support the idea that the success of the leader is based on the leadership style and on the environment in which the leader operates. Leadership styles based on the contingency theory are broadly placed into two categories: task-oriented and relationship-oriented (Dubrin, 2007). According to Yukl (2006) task-oriented leaders focus on achieving goals whereas relationship-oriented leaders focus on developing close relationships with their followers. Contingency leadership theory recommends that the same leadership style cannot be used in all situations instead the style that best suits the situation should be adopted (Avolio, Bass and Jung, 1999; House and Aditya, 1997)

3.4 Leadership styles

Leadership has a strong influence on the overall performance of the school and satisfaction level of students and teachers. Different styles of leadership are adopted by leaders to motivate different types of followers in different settings and contexts. There is no such

phenomenon of “one size fits all” in leadership as it is situation and context dependent (Amanchukwu, Stanley and Ololube, 2015). A leadership style is the pattern of behaviours engaged in by the leader when dealing with employees.

Researchers like Amanchukwu et al., (2015) suggested that leaders should adopt a leadership style by considering the type of organisation, situations, groups and individuals involved. Different researchers focused on different styles of leadership like, autocratic, democratic, participative, situational, instructional, transactional, and transformational leadership. Lewin, Lippit and White (1939) identified leadership styles as being autocratic, democratic, and laissez-faire. Avolio and Bass (1991) divided leadership behaviour into three typologies: as transformational, transactional and laissez-faire. Burns (1978) and Bass (1997) categorised leadership styles into transformational leadership and transactional leadership. It is therefore useful to have a thorough understanding of the different styles of leaderships before actually leading the followers.

Although literature on leadership has widely discussed transformational and transactional leadership styles, keeping in mind the political and institutional history and bureaucratic organisational structures, it is important to also understand the autocratic and democratic styles of leadership as well in order to fully understand and analyse the leadership behaviour of academic deans in Pakistani business schools. A lot of work has been done on leadership styles in developed countries whereas few researchers have studied leadership styles in the specific cultural and organisational context of developing countries. In order to understand the behaviour of academic leaders in the business schools’ context in Pakistan various theories of leadership are studied to help understand the conception of academic leadership from the perceptions of different stakeholders of business schools.

Autocratic leadership	This leadership display controlled behaviour and believe in controlling events and people. Autocratic leaders are described as ones who are aware of their power and position and have little belief or confidence in their subordinates.
Participative leadership	The participative theory includes the characteristics of sharing power during the decision-making process.
Instructional leadership	Instructional leadership, and leadership for learning, focus primarily on the direction and purpose of a leaders’ influence; targeted at student learning via teachers. There is much less emphasis on the influence process itself.
Situational leadership	This approach sees leadership as specific to the situation in which it is being exercised. It entails addressing a situation according to the needs of that situation. It also proposes that there may be differences

	in required leadership styles at different levels in the same organisation.
Transactional leadership	This approach emphasises the importance of the relationship between a leader and his/her followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of her/his followers.
Transformational leadership	The central concept here is change and motivation. The role of leadership in envisioning and implementing the transformation of organisational performance.

Table 3.2: Leadership styles

(from Bolden et al., 2003; Bush and Glover, 2014)

3.4.1 Autocratic leadership

Autocratic leadership is linked to a transactional leadership style (Bass, 2008). Autocratic leaders display controlled behaviour and believe in controlling events and people. They are described as ones who are aware of their power and position and have little belief or confidence in their subordinates. Autocratic leaders use a directive manner of speech (Fey et al., 2001). Such leaders are identified as punitive, dictatorial, dominating, controlled, and authoritative by Van Vugt et al., (2004), De Cremer, (2006) and Foels et al., (2000). Autocratic leaders just like transactional leaders feel that pay is a reward for work, and it is only the reward which can motivate the group members and followers.

The autocratic leader makes the decisions, tells employees what to do, and closely supervises workers (Lewin, et al., 1939; Likert, 1967). Such a leader gives less opportunity to his/her subordinates and displays dominant behaviour. In autocratic leadership members are not allowed to take part in the decisions-making process nor are they consulted by the leader before any decision is taken (Van Vugt et. al., 2004). The decisions are made quickly and can be implemented immediately without worry about dissent. Groups which are led autocratically are considered more productive than those led democratically. They complete various group tasks quickly as the decision is made autocratically by only one individual. Researchers have identified more discontent, hostility and aggression among followers of an autocratic leader (Lewin et al., 1939). Autocratic leaders are poor at both retaining existing members and attracting new members to replace them (Van Vugt et. al, 2004).

3.4.2 Participative/ Democratic leadership

This type of leadership supports participation in decisions and assumes the decision-making process is a participative process (Leithwood et al., 1999). This kind of leadership in an academic environment helps create bonding among staff members and eases the pressure

on leaders. "The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal leadership", (Sergiovanni, 1984, p.13). Participative leaders are also called democratic leaders. These leaders are sensitive to the needs of employees and they focus on providing trust, support and trust to the employees along with taking care of their welfare (Likert, 1961). Democratic leaders are identified as considerate and participative, concerned with maintaining relationships with others and involved in taking group decisions (Foels et al., 2000; Woods, 2004 in Hassan et. al., 2016)

Participative leaders share the decision-making process with their followers and have the characteristic of discussing the problem with the subordinates before decisions are taken (Bolden et al., 2003). In a participative style of leadership, the leaders criticise and praise the system, processes or followers objectively in order to develop a feeling of responsibility within the group. The leaders act as moderators and facilitators in the decision-making process and provide support to the followers to accomplish the task. Participative leaders either participate in democratic or consultative decision-making (Bass, 1990). In participative decision-making, decisions are made often by following the majority rule whereas in consultative decision-making decisions are taken by the leader after taking the opinions of all the group members (Van Vugt et. al., 2004). Therefore, democratic or participative leaders either provide process control (consultative leaders) or some decision control (participative leader) to the followers.

Leaders who follow participative/democratic leadership give a feeling of appreciation to the group members and that they are valued members of the group (Tyler and Lind, 1992). Group members thus have more positive feelings, and fewer hostile emotions. Most importantly, under this kind of leadership group members continue to work in the same manner even when the leader is absent.

3.4.3 Instructional leadership / Leadership for learning

The term 'instructional leadership' originates from North America and it has been used in England and elsewhere to mean learning-centred leadership (Bush and Glover, 2014) or leadership for learning (Hallinger and Heck, 2010). Various terminologies are used to describe instructional leadership such as 'leadership for learning', 'learning-centred leadership', 'student-centred leadership' and 'leadership of learning' (Dempster, 2012; Hallinger, 2011; Timperley, 2011). The concept of learning-centred leadership or leadership for learning is much broader than instructional leadership and has greater potential to impact on teachers' performance and students' achievement (Brundrett and Rhodes, 2010).

Instructional leadership has mostly been used in schools to bring improvements in student outcomes by focusing on teachers' professional development (Earley, 2017). However, it was equally found helpful in higher education institutions (Harris and Cullen, 2008). Marks and Printy (2003) argue that instructional leadership is about the dynamic collaboration

between principals and teachers on assessment, and curricular and instructional matters to further improve teaching and learning. Instructional leadership focuses more on curriculum, quality of teaching and learning and less on managerial tasks (Hattie, 2009). Principals have high expectations for teachers and students and a major focus on creating a disruption free climate for learning and creating a system of clear teaching objectives (Hattie, 2012). A learning-centred leadership model is the term preferred to be used in this study for leadership for learning, and instructional leadership. The model of learning-centred leadership is comprised of the leadership behaviour of modelling, monitoring and dialogue (Southworth, 2009; Earley, 2013).

Teachers expect their leaders to “walk the talk”. They expect their leaders to be role models and lead by example. What leaders say matters to teachers, but what they do matters more. It is of great value to teachers who keenly observe one another and keenly watch their leaders. Leaders know this and therefore use their practice as an example for others.

Monitoring involves leaders, as well as all teachers, looking at one another’s work. It is to find out what is going on in the classroom. The work could be teaching plans, observation of teaching, examining samples of students’ work, analysing learning outcome data, or reviewing test results and assessment information. According to Southworth (2003) monitoring can be like: leaders’ observing teachers’ teaching, teachers observing one another, students giving feedback about school, staff reviewing learning outcomes.

According to Southworth (2009) dialogue is about encouraging teachers to talk to other teachers and leaders about teaching and learning. This dialogue includes encouragement, feedback and questioning about teaching. Dialogue allows the teachers to talk and discuss practice.

Mentoring and coaching was another strategy expected to be followed by learning-centred leaders (Burnham and Coates, 2005). Mentoring is usually defined in terms of getting guidance or advice by a more experienced colleague, and coaching is to provide help or assistance in a problem or issue they have (Earley, 2013).

Despite its distinction and prolonged existence, instructional leadership has been criticised on two counts. First, it is perceived to be primarily concerned with teaching rather than learning (Bush 2013). The second criticism is that it gives too much power and authority to the leader as the centre of expertise (Hallinger 2003). As a result, the role of other leaders lower in the hierarchal level than principal tends to be ignored.

3.4.4 Situational leadership theory

Stogdill (1948) stated that “persons who are leaders in one situation may not necessarily be leaders in other situations” (p. 65). This statement showed the significance of situations and the relevance of context in the identification of leaders’ traits and characteristics. Jones and Holdaway (1996) defined leadership as a pattern of leaders’ behavioural characteristics in a

given context. This approach seeks to explain the variances and lack of consistency found in leadership traits by different researchers (Northouse, 2010; Van Fleet and Yukl, 1992). Leadership is thus considered as a complex phenomenon whose generalisability is dependent upon different situations and variables (Ghasemy, Hussain and Daud, 2016).

The situational theory of leadership is based on the assumption that each situation and context in which the leadership practices takes place is unique and call for a unique combination of leadership practices. Fiedler (1978) was among the first researchers who referred to the situation and context, in which the leadership practice takes place, as a significant factor to be considered while studying leadership. According to Fiedler (1978) one cannot differentiate between effective or ineffective leadership without referring to the situation. According to him a leadership style is dependent on the work situation.

Situational leadership theory suggests that successful leadership calls for a logical understanding of the circumstances, and a suitable response from a leader instead of relying only on the charismatic characteristic that has attracted the leader a huge followership (Grint, 2011). Both transactional and transformational leadership styles come under situational leadership theory because they produce different results in different situations. In some situations, transactional leadership provides a high level of satisfaction and organisational commitment to the followers by using the contingency reward system (Wu, 2009; Epitropaki and Martin, 2005), whereas in other situations transformational leadership provides a high level of satisfaction and productivity by associating itself significantly with followers in accepting change (Bommer et al., 2004), bringing in innovation (Boerner et al., 2007), creating team cohesiveness, producing work unit effectiveness and organisational learning as compared to transactional leadership (Stashevsky and Koslowsky, 2006; Zagorsek et al., 2009). Transactional and transformational leadership processes are seen as opposite ends of the same continuum (Burns, 1978).

Situational leadership theory takes leaders' behaviour as either people-oriented or task-oriented. This theory is therefore considered to present the academic leader with transformational and transactional kind of leadership practices to improve teachers' effectiveness in schools (Blase and Blase, 1999).

3.4.5 Transactional leadership

The transactional leadership style was dominant in the 1970s and 1980s. This leadership style is based on the exchange between leader and followers in which the needs of both are fulfilled. Transactional leadership behaviour is based on setting expectations, negotiating contracts and clarifying responsibilities to the followers. It motivates and encourages the followers to achieve the objectives and expected level of performance set by the leader, in return of which recognition and rewards are provided to the followers (Bass, 1985).

In this leadership style the leaders complete the specific tasks by managing each portion individually. Transactional leadership focuses on the exchange that takes place between leaders and followers (Bass, 1985; Burns, 1978). According to Kunnanatt (2016) transactional leadership focuses on individual welfare and the results produced and its success are based on the one-way exchange of information and order from a leader to the followers.

This leadership style uses an exchange mode in which the followers act according to the direction and expectations of leaders and in return leaders positively reward the efforts of the followers in the form of recognition or rewards (Bass, 1997; Podsakoff et. al., 1990). The base line of this kind of leadership is reward which can either be positive in the form of praise, recognition, promotion or bonus if the followers comply with the aim and direction set by the leader and attain the set objectives or it can be negative in the form of punishment, penalties or punitive action if the followers fail to meet the criteria set by the leader (Riaz and Haider, 2010).

According to Hussain et al., (2017) monetary rewards and recognition encourage the culture of knowledge-sharing in the organisation. In the transactional leadership style, the leaders work with employees to establish the rewards and goals. Researchers have also noticed a significant relationship between knowledge-sharing and a contingent reward system (Alam et al., 2009). The reward system in many organisations was established to encourage their employees to participate in knowledge-sharing. In such organisations the transactional leadership style would be the system that allows effective and efficient sharing of knowledge (Hussain et al., 2017). Lack of recognition, incentives and rewards were found to be a limitation for the creation of a knowledge-sharing culture in organisations (Yao et. al., 2007).

The leadership theory presented by Bass (1985) stated contingent rewards, and passive management-by-exception as two dimensions of transactional leadership. New literature on transactional leadership theory has divided the management-by-exception into two dimensions that is active management-by-exception and passive management-by-exception (Mester et al., 2003; Yukl, 2006). Schermerhorn et al., (2000) described transactional leadership behaviour by summarising it into: contingent rewards, active management-by-exception, passive management- by-exception, and laissez-faire.

Contingent reward is the leadership behaviour in which followers' level of reward and effort is identified by the leader through negotiation (Densten, 2003). In this kind of leadership, the leader tells the followers what is expected of them and how they are expected to achieve it in order to get a reward (Odentunde, 2005). According to Yukl (2006) leaders provide different motivating factors like rewards, praise, incentives, punishments to the followers to achieve their set goals.

Management-by-exception describes how leaders react to the errors of their followers (Odentunde, 2005). In active management-by-exception leaders set the standards of compliance, monitor the performance of followers, identify ineffective performances by employees against the set standards, and take action when problems arise to avoid future mistakes (Bass et al., 2003; Bass and Avolio, 1994; Yukl, 2006).

In passive management-by-exception the leader ignores timely decision-making (Avolio et al., 1999) and instead waits for the error to occur (Den Hartog et al., 1997). Densten (2003) associated passive management-by-exception with dictatorial and bureaucratic leadership in which the deviation from the set standards was treated with punishment (Yukl, 2006). Judge and Piccolo (2004) identified that the difference between the two dimensions of management-by-exception is based on the *time* when the leader gives a response to the errors. The leader searches for errors in active management-by-exception whereas the leader responds once the error occurs in passive management-by-exception (Den Hartog et al., 1997).

The other passive leadership dimension is laissez-faire leadership, where leaders abandon responsibility and avoid taking the initiative or they delay important decisions (Avolio et al., 1999). This leadership dimension also found to be ineffective for achieving positive outcomes (Judge and Piccolo, 2004). Bass and Avolio (1994) stated that in such leadership “decisions are often delayed, feedback, rewards and involvement are absent and there is no attempt to motivate followers or to recognise and satisfy their needs“ (p.20).

Lack of participation, avoidance of responsibilities and struggle in discussing critical issues were identified as key characteristics in laissez-faire leadership (Bass, 1997; Skogstad et al., 2007; Eagly et al., 2003). Kelloway and colleagues (2005) described laissez-faire leadership as a poor leadership style and held it responsible for workplace stressors such as role conflict, role ambiguity and low-quality interpersonal treatment of the followers by the leader. Other empirical studies carried out by Jackson and Schuler (1985), Zaccaro and Dobbins (1989) and Boshoff and Mels (1995) also supported the presence of work place stresses under laissez-faire leadership. Skogstad et al., (2007) viewed the approach of laissez-faire leadership as a destructive leadership behaviour approach. In support of this, the laissez-faire style of leadership is often negatively perceived by teachers on the gauge of global satisfaction levels of teachers on leadership (Nyenembe et al., 2016).

A transactional leadership style provides limited decision-making power to the staff in order to improve the achievements of the students (Brooks et al., 2007). Burns (1978) stated that transactional leadership practices establish a short-term exchange relationship with the leader. These relationships come out as shallow, temporary and often create bitterness among the participants. Transactional theory is also criticised by many scholars because of its single approach to leadership theory that rejects the consideration of situational and contextual factors (Yukl, 2013; Yukl and Mahsud, 2010).

3.4.6 Transformational leadership

Transformational leadership has gained a lot of popularity and interest over the past decades by many researchers. Givens (2008) described that this theory was developed by Burns in 1978 and later enhanced by Bass (1985, 1998), Avolio and Bass (1988), Bass and Avolio (1994), Bennis and Nanus (1985) as well as Tichy and Devanna (1986). Transformational leaders work to build commitment to the objectives of the organization and then worked to empower followers to achieve much more than they planned to achieve (Krishnan, 2005).

According to Chin (2007), "transformational leadership examines the relationship between leader and follower and considers that by engaging the higher needs of the followers, instead of merely working for the greater good, the followers become self-actualising and finally grow to be leaders themselves" (p. 166). Transformational leadership occurs "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978, p. 20). The transformational leader influences his followers to go beyond their self-interest for the betterment of the organisation. Bass and Bass (2008) stated that such leaders uplift "the followers' level of need on Maslow's (1954) hierarchy from lower-level concerns for safety and security to higher-level needs for achievement and self-actualisation" (p. 619).

Transformational leadership has shown a positive impact on the self-efficacy beliefs of followers. It is positively related to followers' perceptions of leaders' effectiveness and of higher levels of motivation. It inspires the followers to achieve organisational goals (Avolio, Bass and Jung 1995). Transformational leadership has a positive impact on the personal outcomes of the followers as well as on organisational outcomes. The study conducted by Nguni et. al., (2006) showed that transformational leaders positively influence the outcomes of the organisations such as job satisfaction, organisational citizenship, commitment to the organisation, and level of effort, and performance of the followers.

Transformational leadership style has four components: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. These components are often called the Four I's of transformational leadership (Bass, 1998; Bass and Bass, 2009; Judge and Piccolo, 2004; Warrilow, 2012):

1) Idealised influence refers to a leader's ability to act as a role model in admirable ways to influence others. It allows the followers to identify the leader with clear set of values and demonstrating them in every action.

(2) Inspirational motivation refers to the ability of a leader to articulate a vision, provide motivation and a sense of purpose that appeals to and inspires the followers. This aspect of transformational leadership demonstrates future goals, and offers meaning for the current tasks in hand. It requires the leader to have superb communication skills to convey the

message effectively to the followers, with precision and power. According to Bass and Avolio (2004) "inspirational motivation targets the principle of organisational existence, instead of the personality of the leader".

(3) Intellectual stimulation allows the leaders to support the followers in undertaking creative thinking in order to recognise problems and come up with innovative solutions and also to involve them in the decision-making process.

(4) Individualised consideration refers to the degree to which the leader addresses each follower's needs and concerns at the individual level and acts as a mentor, and gives respect and appreciation to the individual's contribution to the team. This helps each follower to fulfil their needs and ambitions - and in so doing inspires followers to further growth and development.

Transforming and inspiring followers is a core leadership quality and concentrates on the development of followers as well as fulfilling their needs (Dvir et. al., 2002). In short, the leader becomes the cheerleader for team spirit, and displays positive praise, enthusiasm, and optimism toward all followers. In addition, the leader works collaboratively to establish long-range shared objectives (Bass and Avolio, 1994). Further, as Bass and Avolio et al., (2003) write, transformational leadership requires the leader to communicate clear expectations for the followers to meet, and to be committed to a strong collective commitment to the achievement of goals. Additionally, transformational leaders look to their followers to be creative by questioning assumptions, thinking about improved processes, and approaching routine matters with the thought of improving practice.

The aim of transformational leadership is to bring improvement in the people and organisations by enlarging their vision, providing them insight to understand, making their behaviour align with values, helping them by bringing the change which is permanent, helping them self-perpetuate and keep pace with the momentum (Bass, 1997). Leithwood and Jantazi (2005) described a transformational leader as someone who is able to develop vision for the organisation, to establish commitment and trust within followers, to facilitate organisational learning (in the case of an educational organisation it would be to facilitate teaching and learning), to set the directions, to help and guide people, and to redesign the organisation.

The model of transformational leadership in relation to educational institutions was first developed by Leithwood (1994). Leithwood's model frames eight dimensions grouped into three main categories: 1) building a school vision; establishing school goals, and demonstrating high performance expectations; 2) "developing people" by providing intellectual stimulation; offering individualised support; modelling best practice and important organisational values; 3) redesigning the organisation by creating a productive school culture; developing structures to foster participation in school decisions.

Ramsden (1998) supported Leithwood's work on transformational leadership in his book. Leithwood (1994) identified three fundamental goals for the transformational leader to pursue; to develop a collaborative and professional culture, to cultivate the culture of training and development for teachers, and to help people to solve problems collectively and effectively. These practices are aligned with the leader's vision and teachers' aims and objectives and proved essential to perform successful academic operations (Leithwood, 1994).

According to Demir (2008) transformational leadership contributes to teachers' self-efficacy. It expects a high level of commitment from the teachers which leads to the development of an organisation towards improvement (Marks and Printy, 2003). The transformational kind of leadership style plays an important role to bring improvements in the school. Educational leaders are also expected to focus on the distribution of power in order to improve the performance of student (Leithwood, 1994).

In today's world change is inevitable. Organisations are constantly under pressure for a change and hence feel the need to transform and adapt to changes. HEIs are also no different in this challenge to adapt themselves quickly to the changes around them. An important role identified by many researchers for transformational leadership in the continuously changing functional context of the universities is to focus on change (Leithwood and Jantzi, 2005). However, Randeree and Ninan (2011) raised an important issue that is faced commonly in developing countries and that is instead of developing new models of leadership within the context of developing countries, they try to fit the western models of leadership into the setting of developing countries.

3.4.7 Comparison between transformational and transactional leadership

Bass (1985) distinguished between a transactional and a transformational style of leadership by noting that transactional leaders give tangible rewards to their followers for their work and loyalty and focus on low-level intrinsic needs. Transformational leaders on the other hand focus on high-level intrinsic needs and increase the level of awareness about the significance of specific outcomes. They also focus on providing new ways to achieve the outcomes after establishing a personal connection with followers (Hay, 2012). Transactional leaders have a propensity to be passive whereas transformational leaders exhibit active behaviour.

Chen and Fahr (2001) differentiated transactional and transformational leadership by indicating that a transactional leadership style is based on positive and negative reinforcement whereas transformational leadership focuses on motivation and inspiration. Transactional leaders are reactive and focus on the self-interest of the individuals whereas transformational leaders are proactive and pay attention to group progress. Table 3.3 provides a summary of the comparison between the two leadership styles.

Transactional leadership	Transformational leadership
<ul style="list-style-type: none"> • Builds on people's need to get a job done and make a living • Is preoccupied with power and position, politics and perks • Is mired in daily affairs • Is short-term and hard-data oriented • Focuses on tactical issues • Relies on human relations to lubricate human interactions • Follows and fulfils role expectations by striving to work effectively within current systems • Supports structures and systems that reinforce the bottom line, maximise efficiency, and guarantee short-term profits. 	<ul style="list-style-type: none"> • Builds on a person's need for meaning • Is preoccupied with purposes and values, morals, and ethics • Transcends daily affairs • Is oriented toward long-term goals without compromising human values and principles • Focuses more on missions and strategies • Releases human potential – identifying and developing new talent • Designs and redesigns jobs to make them meaningful and challenging • Aligns internal structures and systems to reinforce overarching values and goals.

Table 3.3: Comparison of transactional and transformational leadership

(adapted from Covey, 1992)

3.5 Academic leadership

Leadership is recognised as a significantly important factor in the success of organisations (Yukl, 2010) including institutions of higher education (Goldrick-Rab and Pfeffer, 2009). Academic leadership in higher education institutions is not similar to corporate leadership (Ghasemy, Hussin and Daud, 2016). Universities now demand competitive leadership to address the issues of globalisation and internationalisation (Black, 2015). They face multiple challenges such as keeping pace with research, arranging funding, attracting competent teachers as well as students and staff, introducing new technologies, addressing stakeholders' requirements, and responding to market changes (Paraschiv, 2013). This work narrows in on this aspect of addressing stakeholder requirements. It would be interesting to focus on internal stakeholders, mainly students and teachers, as they are deemed to be followers of a leader in terms of hierarchy and indeed, the teachers are expected to follow the lead of the deans in delivering the missions and objectives of their academic institution.

The dean/head occupies a key position in the hierarchy of management. Deans acquire a broad understanding of university concerns while remaining involved in the teaching and learning process of the institution (Baskan and Ercetin, 2000). Academic deans are often considered visionaries who are expected to transform their university. As administrative officers of the university, the deans are often responsible to encourage excellence in teaching, research, programme development, and active collaboration across the university (Land, 2003). The school's effectiveness is therefore dependent on dean's leadership.

Bryman (2007) has defined the notion of leading, in the literature of higher educational research, as the capacity of an individual or a group to influence the goal-directed behaviour of others. An academic leader is defined as 'an academic member of staff who is teaching or administrating academic programmes and having primary responsibility for the (re)design, delivery, monitoring and review of one or more educational programmes of a study (course) within a higher education institution' (Somalingam and Shanthakumari, 2013). Wolverton and Gmelch (2002) defined it as "The act of building a community of scholars to a set direction and to achieve common purposes through the empowerment of faculty and staff" (p. 5).

According to these definitions, academic leadership should put emphasis on encouraging staff members to become a community of academics. Academic leaders are expected to provide direction to the faculty to achieve well-established goals and objectives, and also to provide empowerment to the faculty and staff to perform and to continuously improve their performance and processes through rewards, providing them with resources and by motivating and encouraging them (Wilkins, 1999; Wolverton and Gmelch, 2002).

Maintaining a high level of internal as well as external communication to create a vision for the department in order to achieve their goals and to establish links between the stakeholders, are also considered to be roles of an academic leader (Moore and Diamond, 2000). Leaders in academia are expected to maintain the self-esteem and confidence of the faculty members and they are expected to have the skills to reduce, resolve and prevent conflicts among faculty members (Aziz et al., 2005).

In order to maintain quality and to direct a continuous change process in higher education institutions, leaders play a critical role (Scott et. al., 2008). The requirement of academic leadership is different than the leadership practices in other settings like, business, the military, and churches etc. (Gmelch and Buller, 2015). An academic environment is expected to provide faculty members with a high level of autonomy and individual working arrangements, and that challenges the autonomy of academic leaders (Marshall et. al., 2001). The terms "collegiality" and "shared governance" are therefore considered more valuable in an academic environment (Gmelch and Buller, 2015, p.42).

Research on academic leadership involves analysing the concept of academic leadership, leadership styles, and the relevance of leadership styles in the academic environment (Briggs and Coleman, 2007). Scott et. al. (2008) have identified a number of areas to focus on in academic leadership. These areas are policy formation, managing relationships, working with challenging staff, involvement in various aspects of planning, and attending meetings. In the same study the researchers have identified budget outcomes, staff, meeting students, management, external relations and identifying new opportunities as other areas to focus on by deans or heads of departments.

Higher education leaders are considered effective when they play an active role in bringing personal and institutional changes and improvements by engaging people. They not only bring changes and improvements in the organisational systems but also redesign them in order to make them more competent and responsive, and more adaptable (Scott et. al., 2008). Robson (2009) emphasised that a true academic leader is expected to develop and communicate his/her vision across the university and that he/she should be able to listen, persuade and inspire his/her followers (Paraschiv, 2013).

With the constant change in the higher education scenario, the responsibilities of academic leaders have increased manifold. Academic leaders have multiple roles to perform which depend on their freedom of choice, and the adaptability of their own behaviours (Marginson, 2014; Hersey et. al., 2001). Over years a number of researchers such as Drew (2006), Middlehurst (2004), Sathye (2004), Bryman (2007) and Barge and Musambira (1992) have identified different characteristics of an academic leader. All these characteristics were summarised as “integrity, courage and passion, trustworthiness, consideration, responsiveness, adaptability, being able to adapt and change, to envision alternative futures, to develop people and collaborative partnerships, to create a positive and collegial working atmosphere, being both supportive and able to get necessary support, and being able to influence others positively” by Scott et. al, (2008). In addition to these characteristics, openness, broadmindedness, commitment, genuineness, enthusiasm, connection, fairness, honesty, credibility, integrity, competency, sensitivity to values and hopes were other effective characteristics identified in academic leaders by Kotter (1990), Kouzes and Posner (1995) and Ramsden (1998), and in Taylor (2005). There are also some additional leadership practices, “such as use of strategic problem solving, articulating a set of core ethical values, building trust and being visible in the school, building a safe and secure environment, introducing productive forms of instruction to staff, coalition building, and the promotion of equity, care and achievement.” (Leithwood and Day, 2007 in Gurr, 2015, p. 138)

To meet the demands and expectations of internal stakeholders, academic leadership requires more than just conventional leadership traits (Akilli et al, 2014). Academic discipline, educational framework, and leadership principles were the three areas identified by Debowski and Blake (2007) for academic leaders to gain expertise in.

The literature review thus far suggests that we know much about leadership behaviour in business as well as in higher education. However, much of this knowledge stems from studies in developed countries. The contingency view of leadership suggests that culture of the country can affect and enhance leadership effectiveness. Therefore, in order to identify which academic leadership practices are followed in the Pakistani academic context, there is a need to understand the perceptions of local students, teachers and deans on deans' leadership practices.

3.6 Teaching and learning in higher education

As stated in the Institute of educational leadership (2000) "Learning does not happen without leadership" (p.2). West-Burnham (2004) mentioned that the quality of learning is directly related to the quality of teaching, which in turn is a function of the quality of leadership. Leaders therefore play a critical role in improving teaching and learning in a school environment. The academic leadership role on teaching and learning in the higher education sector is a multifaceted and underexplored concept. It is understood and exercised in numerous ways in HEIs (Scott et al., 2008).

Teaching and learning is an important role that is considered to be a core concern of academic leadership (Robinson, 2007; Leithwood et al., 2008). Debowski and Blake (2004, p. 3-4) in summary said that leaders who have to carry out the role of teaching and learning require general attributes such as, the ability to develop a collaborative and supportive culture and to offer opportunities to share knowledge between colleagues. Other capabilities and competencies specific to teaching and learning that were also considered essential for the academic leaders to possess were: "a strong grounding in pedagogy; a sound awareness of the university or faculty and school teaching and learning policies; knowledge of curriculum areas and factors which need to be considered when designing relevant and effective curricula; the ability to evaluate and review courses and programmes; the capacity to analyse and evaluate curriculum content for relevance, suitability, currency and uniqueness; an understanding of student needs and learning styles; and ongoing development of new teaching strategies (such as flexible learning)".

Scott, Coates and Anderson (2008) identified academic leaders' knowledge on teaching and learning as a specific skill. Teaching and learning was considered to be a necessary competency of an academic leader. According to Scott, Coates and Anderson (2008), to perform a competent role in improving teaching and learning in an academic environment, the leader needs to understand how to develop an effective learning programme, to have an up-to-date knowledge of how to make university students engaged in productive learning, to be able to understand how to design and conduct a thorough evaluation programme on students' learning and teachers' teaching, to understand how to implement new programmes, to be up-to-date on current developments in teaching and learning, and to be able to identify and spread good learning and management practices across the university.

The presence of these skills is considered necessary in an academic leader to improve students' experience and learning outcomes.

The study conducted by Hubbard et al., (2003) identified a number of successful features of an organisation which Debowski and Blake (2004) found useful to apply in the teaching and learning context. Other leadership attributes mentioned by Debowski and Blake (2004) were: to align the value system and goals to encourage quality outcome and successful management; to build a mutual support culture which persuades effective and committed faculty members to share their best practices and appreciate them; to create an environment of trust for constructive feedback; to give respect to different talents and abilities of members of the faculty group; to provide opportunities to the faculty to share their expertise and knowledge and to provide mentorship to those who are less experienced; to establish effective communication channels and integration across different staff members and academic years of programme; to recognise problems, identify solutions and address emerging concerns, the leaders arrange regular reviews of the processes; to make the roles of the faculty members clear; to invite them to participate in planning and decision-making and to allow them to contribute their expertise in appropriate ways; to establish a high level of commitment from the faculty members so that they perform their duties in a constructive and proficient manner.

Scott et al., (2008) highlight that having a high level of skills and knowledge about university operations and knowing about a productive approach to learning and teaching is essential but is not sufficient for effective leadership in higher education. Emotional intelligence and a contingent way of thinking are other attributes that are considered essential for an academic leader.

Academic leaders who perform the role of teaching and learning in higher education institutions play a key role to make their institution prosper in the new, highly competitive, volatile, transnational and IT-enabled environment (Scott et al., 2008). Academic leaders who perform the role of learning and teaching should know that this role is not focused on one's own goals and interests. Instead it is focused on institutions' goals and on the interests of students. Researchers have found the phenomenon of learning and teaching in an institution complex to handle as it requires all the followers on the side of the leader to achieve success. A study conducted in Australian higher education (Scott et al., 2008) showed that an effective leadership of teaching and learning requires the characteristics of: having up-to-date knowledge and skills in the discipline, self-awareness, decisiveness, commitment, being able to understand and influence a wide variety of people, being flexible and skilful at analysis and development of a strategy. In short the learning and teaching leaders need intellectual, personal and interpersonal skills to handle situations effectively as they arise. Integration and further development in these characteristics would make a leader more successful but there is limited incentive, recognition or legitimacy in higher education

institutions to develop academic scholarship in the area of teaching and learning (Hofmeyer et al., 2015).

Teaching and learning in higher education has been given much needed attention recently by encouraging academic staff to focus not only on the up-to-date content of their teaching, but also on identifying effective ways to engage students in learning, along with other transferrable skills (Cleaver et. al., 2018). This is considered as a core of any educational institution. This has increased the pressure on higher education institutions all over the world to ensure effective teaching and learning practices. Leadership in higher education institutions is responsible to maintain and enhance the quality of teaching and learning and play a key factor in students' outcomes. According to Robinson (2007) the increased focus of academic leadership has a great impact on the teaching and learning and professional development of teachers.

Dinham (2005) acknowledged that good universities are found where there are good leaders. The ability of an academic leader to work in collaboration with followers and gain their cooperation towards their organisation's goals and objectives is the key to being an effective leader (Bijandi et al., 2011). The leadership of a HEI affects both the teacher's teaching and the student's learning directly or indirectly.

Estyn, the education and training inspectorate for Wales, used inspection judgments to identify effective leadership practices (Estyn, 2007). The analysis in the report led to the conclusion that leadership has a significant impact on the quality of teaching and learning. Ineffective leadership often lead to weaknesses in many areas of an organisation's work. It affects the quality of learning that students achieve and the value for money that the organisation provides. Gibbs et al., (2007) mentioned that in order to develop excellent teaching practices in teachers, and to maintain that excellence, leaders need to talk about teaching more often. This aligns with Leithwood and Jantzi's (2006) concept, in which school leaders encourage colleagues "to take intellectual risks, re-examine assumptions, look at their work from different perspectives and rethink how it can be performed."

As an academic leader, deans of business schools should have a deep understanding of the teaching and learning process in the same manner as is expected of head teachers in primary schools. Higher education can learn a lot from the extensive work done on school leadership. Surveys conducted in Canada, USA, UK and Australia on the academic development of staff (Wright and O'Neill, 1995) and on academic staff in USA (Massy, Wilger and Colbeck, 1994) showed that there was a potential that the quality of university teaching could be improved through the leadership of a dean (Ramsden et al., 2007). Higher education in Pakistan, in particular, therefore needs a concerted effort from all key players (especially teachers and policy makers) to improve the quality of teaching and learning and its relevance. There is no tradition of quality reviews of teachers' course delivery methods

and actual learning of students in Pakistani universities (HEC, 2010). This discussion sets the groundwork for the present research.

Martin et al., (1997) conducted interviews with heads of academic departments to understand their conceptions of the leadership of teaching. Martin et al., (2003) also conducted interviews with teachers to understand their experiences of the leadership of teaching. Based on the results of these mentioned studies, Ramsden et. al., (2007) formulated four scales of teachers' perceptions of leadership. These scales are: transformational leadership, clear goals and contingent reward, teacher involvement and collaborative management. Teaching and learning is considered an important area that an academic leader is expected to focus on. Bryman (2007) has mentioned that there should be more research conducted on the leadership roles in universities. This study contributes to an explanation of the roles that business school deans are expected to perform as leaders of teaching and learning in Pakistani universities.

3.7 Role of deans' leadership on teaching and learning

Academic leaders in higher education have the responsibility of ensuring teaching and learning effectiveness. It also includes the responsibilities for coaching and developing instructional staff, managing student issues, monitoring programme outcomes, and designing curriculum content and instructional design (Vilkinas and Ladyshewsky, 2011).

A lot of work on educational leadership is done in the primary and secondary education sector and it can therefore provide some insights to the higher education sector as well (Knight and Trowler, 2001). Literature is available on leadership in higher education (Diamond, 2002; Bryman, 2007; Ramsden, 1998; Knight and Trowler, 2001) but considerably less research is conducted to understand the perceived ethos of the leadership, and the roles and practices by different stakeholders in higher education.

Extensive review of the literature on the leadership of business schools showed that studies which explored the concept of academic leadership have mostly been conducted on universities' vice-chancellors (Breakwell and Tytherleigh, 2008), associate deans (Floyd and Preston, 2014), head of departments (Floyd and Dimmock, 2011) but with few exceptions the role of business school deans has remained largely an unexplored area of research in the UK, USA and Australia, and therefore even internationally (Davies, 2015). Some of these exceptions include works by Dawson (2008), Fragueiro and Thomas (2011), and Thomas and Thomas (2011).

Thomas and Thomas (2011) suggest that there is a need to explore leadership processes by conducting in-depth case studies which examine interactions between deans and the different stakeholders such as faculty, university councils and advisory boards. Along with faculty, students, I argue, are another key stakeholder that needs to be included in any study of leadership interaction. Davies (2015) stated in her report that business is the most popular

subject in many universities and is significant to higher education as a cash cow, contributing over £13b to the UK economy each year, therefore business school deans must be taken seriously as important players in business education. And in Pakistan no such empirical study has ever been carried out to study the leadership role of business school deans. This study seeks to contribute in that direction by collecting and collating in different contexts the perceived characteristics of business school deans by their key stakeholders, and the role they can play in strengthening teaching and learning.

Strong leadership is needed to move forward and to bring about change (Thomas and Thomas, 2011). Academic leaders juggle multiple roles and face numerous expectations from different constituents. Academic institutions are productive when the leaders practise a high level of adaptability while making decisions (Wang, 2001). This flexibility and adaptability is expected from the behaviour of educational leaders (Hersey et al., 2001) and therefore probably also from the deans of business schools. Vinten (2000, p.180) stated: "It is not easy for business schools to provide all things to all people; they need to prioritize their mission objectives in the light of those stakeholders for whom they will decide to dedicate most of their energies".

Academic leaders are expected to perform different roles. Literature on leadership has identified a number of different roles for an academic leader to perform. Gurr (2008) broadly grouped the roles of academic leaders into four major categories: learning and teaching; symbolic and cultural awareness; future orientation; and accountability. Gurr (2015) also identified four core leadership practices as: setting the direction, developing people, leading change, and improving teaching and learning. To carry out this study I am focusing only on one key role of academic leadership and that is teaching and learning, which has never been focused on in any research on the Pakistani higher education sector before. Academic leaders are expected to motivate and to support their staff. They are also responsible for staff development as well as to ensure improvement in teaching and learning (Gurr et al., 2007).

The level of complexity of the deans' role increased after strong criticisms were made on the business schools and on the legitimate position of business schools as an academic discipline (Rosser et al., 2003). Thomas and Thomas (2011) stated that "it is necessary to strengthen and professionalise business schools' leadership and re-examine deans' roles so that they can respond swiftly and effectively to the challenges of the post crises world". As the leaders of business schools, deans in an academic environment have to manage multiple roles and numerous expectations from various constituents (Davies and Thomas, 2009). They bear the pressure from top to bottom and from within and outside the university. According to Ivory et al. (2006) although business school deans are facing a number of challenges, these can be inconsistent and fragmented. Furthermore, deans have enormous responsibilities, but little positional power, insufficient resources and limited authority, and they are often held accountable for outcomes on which they have little control and influence

(Gallos, 2002). Deans are expected to be change agents, responsible, accountable, risk-takers, observant, innovative, knowledgeable, expert, experienced, have negotiation skills, and be able to maintain good relationships (Booth, 1994).

Davies (2015, p.5) outlines that “Thinking globally, crossing boundaries, collaborating, thinking critically, being creative and innovative, learning continuously, understanding systemic impacts and leading with courage and integrity” were the attributes of an academic leader mentioned in a Boston University study (2015). Studies on leadership and management traits confirm that in order to improve the governance, teaching and learning, relevance, and success of higher education institutions, leaders and leadership plays a central role (Bolden et al., 2009; Bryman, 2008, Middlehurst, 2008; Parrish, 2013; Ramsden, 1998; Scott et al., 2008, 2010 in Hofmeyer et al., 2015).

According to Bassaw (2010, p. 1002) deans are responsible for maintaining “high standards in teaching, research and professional practice; bringing about educational development; building research capacity; contributing to the development and advancement of the institution; developing external links; overseeing academic administration; managing the faculty’s budget; chairing the faculty board and other committees; dealing with quality control and quality assurance; ensuring accreditation for the faculty; managing human resources; dealing with issues such as effective staff review, personal and career development; seeking funding and capacity building”.

Deans of the departments or schools are gaining recognition as leaders and agents of change (Gmelch and Miskin, 1995). Deans usually arrive at their positions without leadership training and with limited administrative experience (Gmelch, 2000). Without adequate preparation, academic deans rarely have the time to develop a philosophy of their role and goals (Raines and Squires Alberg, 2003). There is also no formal training, instruction or orientation provided to academic leaders in Pakistani universities (Aziz et al., 2005). Deans, who are expected to have the management skills to manage people and to facilitate the achievement of their goals, do not have such expertise. The understanding of deans’ complex and varied roles and responsibilities are often viewed in a different way among teachers, students, provosts and deans themselves (Gmelch et al., 1999). Their differences in perceptions on deans’ role and responsibilities puts additional conflicting and consequential pressures on deans (Gmelch et al., 1999).

“Business school deans are “reticulists”, i.e. individuals who are especially sensitive to and skilled in bridging interests, professions and organisations” (Webb, 1991, p. 231 in Davies, 2015). This interaction of deans with different stakeholders and their role of bridging interests and meeting expectations is an opportune area to study. This study therefore focuses on the stakeholders to understand if their perceptions are aligned to the perceptions of deans. Many of the studies on this subject outlined here are from developed country contexts. For instance, deans of business schools in developed countries were found “to be

more visible in media and social media and to develop skills in corporate and public relations as boundary spanners, intermediaries and ambassadors” (Davies, 2015). This study investigates the leadership practices of business school deans in the context of a developing country, Pakistan.

Business schools mostly share a common structure in Pakistan and are not too deeply hierarchal. Marshall et. al., (2001) were also of the belief that educational institutions lack hierarchical structure. The majority of the business schools are either led by a dean or director and underneath their leadership, in some cases, there are associate deans or heads of departments, but that is not common in all the business schools. So the dean is responsible to manage resources, finances, staff members and ensure the quality of teaching and learning along with research, engagement and a range of management functions.

For this research, deans’ academic leadership is explored along with its role on teaching and learning from the perspectives of students, teachers and deans to understand how the leadership is practised and experienced in the business schools and what is expected of this position. Instructional (learning-centred), transformational, transactional, autocratic and democratic/participative leadership theories were examined in connection with the understanding of deans’ leadership.

According to Memon (2007) and Rehman (2011) academic leadership in Pakistan is quite weak. Rehman (2011) complained about the lack of availability of leaders who can be taken as role models in academia and the lack of any set standards against which the performance of academic leaders can be checked. The higher education sector in Pakistan was ignored in the past and it is still facing unprofessional conduct in the name of leadership which results in the further decline in the standards of academic excellence (Rehman, 2011). Researchers have proved the presence of a strong relationship between the quality of higher education and the role of a leader (Iqbal and Iqbal, 2011).

Few researchers in Pakistan have tried to study the leadership phenomenon in educational institutions and most of it is focused on school leadership. Literature that is available on leadership in higher education in Pakistan is hard to find. Few studies that this literature review revealed included research conducted on leadership styles of faculty members (Nawaz and Bodla, 2010) and on the qualities of effective academic and corporate leaders in Pakistan (Yasin et al., 2015). This study on the academic leadership of business school deans in Pakistani business schools will add to the emerging educational leadership literature to better understand the role of deans in business schools and how the perceptions of students and teachers as key stakeholders can help to align and develop the leaders’ capacity to enhance the level of teaching and learning.

It is now becoming imperative for the leaders to be attentive to what their followers expect from them because it will provide the basis for them being successful leaders and it will gain the compliance of their followers (Tee et. al., 2013). Making followers satisfied will enhance organisational performance and growth and followers' level of satisfaction and commitment to their job (Bushra et al., 2011; Hanaysha, et al., 2012).

Deans in the Pakistani higher education system are middle leaders positioned above the level of the department heads and below the level of vice-chancellors. Deans are often perceived to be involved in strategic as well as operational duties with a substantial amount of power and authority. However, as there has been no previous research into the role and responsibilities of deans in the Pakistani higher education sector, the nature of their job is unclear.

3.8 Conceptual framework

Experiences of researchers suggest that when developing the research question, it is very beneficial to also diagram the problem or topic in a written or visual format. This is often called a conceptual framework. According to Miles and Huberman (1994) "A conceptual framework explains either graphically, or in narrative form, the main things to be studied – the key factors, concepts or variables – and the presumed relationship among them" (p.18).

According to Hogan et al. (1994) subordinates or followers have a unique power to judge the leadership's effectiveness. They are in a position to identify the characteristics of leadership they feel significant. Hegarty (1974) documented that university department chairs showed an improvement in their performance when they were judged by their subordinates and received feedback from them. This literature further strengthened the significance of identifying the effective traits of business school deans and their role on teaching and learning by taking the perspectives of business school leaders' subordinates into consideration. The three key stakeholders of business schools taken in this study are students, teachers and deans. The phenomenon of deans' academic leadership and its role on teaching and learning in a business school is explored through the perceptions of these key stakeholders. Relevant literature and data gathered from each of these groups of deans, teachers and students will inform the research and provide a foundation for the analysis of findings.

The conceptual framework (Figure 3.1) shows graphically the core concepts under investigation in this study. The main premise is to gain a better understanding of business school deans' academic leadership in light of the perceptions of multiple stakeholders.



Figure 3.1: Conceptual framework

The dean of the business school is in general responsible to achieve the school's mission and objectives and lead in delivering the strategic plan for the school. Deans exercise authority and play a key role in building a school's reputation. But they cannot do so without taking into account the needs and role of teachers and students. To better use their authority and influence on teachers and students to improve the schools' performance and reputation deans need to understand their own perceptions and conceptions as well as that of their teachers and students on academic leadership. This is shown in the orange coloured arrows leading to the academic leadership of a dean. The study will provide an understanding of the perceptions and expectations of different stakeholders from the leadership of dean and will highlight the areas of alignment as well as of differences and gaps particularly on teaching and learning. These are shown as blue arrows leading to the role of deans' leadership on teaching and learning.

The core research questions that emerge from this literature are:

- What leadership characteristics (personal and contextual) are business school deans in Pakistani universities expected to possess to be effective academic leaders?
- What roles are business school deans, as leaders of teaching and learning in Pakistani universities, expected to perform to strengthen teaching and learning?

3.9 Summary

Deans of the business schools are considered as strategic leaders of the schools and thus are expected to address a number of complex problems and critical challenges from inside as well as outside the business school. The deans have to meet the expectations of faculty

as well as students who are directly affected by their leadership. It is therefore imperative to know the perceptions of students, teachers and deans on the phenomenon of deans' academic leadership and specifically on teaching and learning. The next chapter outlines how the research opportunity revealed in this literature review was examined using appropriate methodology and methods.

Chapter 4: Research design and methods

4.1 Introduction

This chapter starts with an overview of the philosophy of the research, including the ontological (nature of reality) and epistemological (sources of knowledge) standpoint of the researcher. It provides justification of the chosen research paradigm for this research, along with the research strategies and approaches adopted for this research.

The chapter presents an overall research design, and the methods employed in this empirical study concerning information on the techniques adopted for data collection. It not only presents the methods selected to collect data for this research but also provides an explanation for the adoption of these methods within the selected research paradigm. The process of the construction of research instruments along with the process of data collection including sampling strategies is discussed in detail. It then provides detailed explanation of the experience gained by the researcher after the pilot study. The final section of this chapter covers the ethical issues considered in the research and the actions taken to validate the research findings.

4.1 Research philosophy

Research philosophy helps to seek the truth (nature of reality) and knowledge through argument and reason (Saunders et al., 2012). According to Creswell (2013) it refers to the belief systems and ideas that inform the research process. Research philosophy helps to define the philosophical assumptions of ontology (nature of reality) and epistemology (knowledge creation and justification) and methodology (research design) (Proctor, 1998). These philosophical assumptions reflect researchers' assumptions and belief systems about reality, knowledge and research design (Guba and Lincoln, 1994). These philosophical assumptions further help define the research design and therefore the overall approach adopted for investigating the research question (Shih and Fan, 2009; Cohen et al., 2011).

Greenbank (2003) stated that researchers are certainly influenced by their ontological and epistemological position when they have to decide which research methods to adopt. Knowledge about these research philosophies enables the researcher to know about his/her own philosophical standpoint. I describe below how I was influenced by my ontological and epistemological beliefs in selecting the research design and methodology to carry out this study.

4.2 Research paradigm

A paradigm is a set of basic beliefs that guides how research data is transformed into information through the analysis process (Guba, 1990). It provides a lens to make sense of the data (Guba and Lincoln, 1994; Morrison, 2002; Creswell, 2013). Paradigms shape the

research and methodological approaches. They enable the researchers to choose between a subjective or objective philosophy. According to Patton (2002) research findings can be influenced by the objective and subjective nature of research philosophy.

4.2.1 Ontological assumptions

Ontology addresses the nature of reality (Allison and Pomeroy, 2000). Ontological assumptions are based on the belief of what constitutes social reality (Blaikie, 2000). From an objective lens, reality and truth are taken as external and considered independent of an individual's interest in it. Positivists take this objective ontological stance in philosophy and make use of quantitative research methods to measure a phenomenon. However, reality could also be seen from a subjective lens where reality and truth are considered as an outcome of individual's consciousness (Bryman, 2004; Brown, 2000; Morgan and Smircich, 1980).

Given the focus on the perceptions and expectations of stakeholders, subjectivism was taken as the ontological base for this study. The ontological stance here is that reality is subjective and is created by individual consciousness (Bryman, 2004) and that it is in a constant state of revision (Saunders et al., 2012). It is applied here to understand the perceptions of business school stakeholders (social actors) on deans' academic leadership (social phenomena) and their expectations of the impact this leadership has, might, or should have, on teaching and learning. The adoption of this philosophical position for this study was supported by the argument in Saunders et al. (2012) that it is imperative for a researcher to understand the subjective meanings of the actions and behaviours of social actors. For instance, in this research, students, teachers and deans, as social actors, shared various interpretations of the phenomena (academic leadership of deans) as a consequence of their perceptions of reality.

4.2.2 Epistemological assumptions

While ontology focuses on the nature of reality, epistemology explores the nature of knowledge (Allison and Pomeroy, 2000) and how we acquire it (Cohen et al., 2011). According to Allison and Pomeroy (2000) epistemology is concerned with inquiring about the sources and basis of knowledge. From the philosophical viewpoint epistemology is broadly categorized as positivist, post-positivist, interpretivist/constructivist, critical realism, and realist. Each of these philosophical positions influences the research practices in a different way. Positivism and constructivism are the two broad research philosophies that prevail in the literature on research. These two paradigms are different in their philosophical assumptions concerning the concepts of behaviour, action, and social reality. A combination of these philosophies has provided a third paradigm, called emancipatory (mixed) research, in recent years (Polit and Hungler, 1997). Research designs in a positivistic approach are usually quantitative, co-relational, experimental, and causal comparative. Data in this research paradigm can be collected using questionnaires, observations, tests, and experiments (Polit and Hungler, 1997). Positivists believed that the knowledge is measured

objectively and is independent of human interaction (Reiners, 2012). Whereas in an interpretive approach it is believed that knowledge is constructed in a subjective manner (Cohen et al. 2011) by using qualitative methods of data collection such as, in depth interviews, participant observation, document analysis etc. Interpretive research philosophy adopts a subjective approach to reality and as Reiners (2012) maintained in his research, reality is not fixed but based on individual and subjective realities and often discovered within the domain of qualitative research.

The focus of this study was to understand the phenomenon of deans' academic leadership and their role as leader of teaching and learning by understanding the perceptions, expectations and experiences of key stakeholders of business schools. The study thus took an interpretive approach which was influenced by the researcher's epistemological and ontological stand point.

The subjective/interpretive nature of this research resonates with Denscombe's (2003) phenomenological approach which focuses more on the subjective nature of the research, description of the data and participants' interpretation of the phenomenon under study. The phenomenological research approach attempts to understand people's perceptions, perspectives and understandings of a particular situation or phenomenon (Bogdan and Bilken, 1998; Creswell, 2013). The phenomenological approach appears to be a great fit for the study in order to provide meanings to the individual's experiences (Mozingo et al., 2000) and could help to examine the phenomenon of academic leadership and to understand its impact on teaching and learning in this study through the perceptions, experiences and expectations of research participants. Phenomenologists believe that knowledge is created through the interactions between a researcher and research participants and that it is based on the meaning of the individual's experience (Reiners, 2012). This approach helps "to understand an experience from the participants' point of view" (Leedy and Ormrod, 2001, p.157). As a result, the research based on the phenomenological approach was considered subjective, inductive and dynamic. The overall procedural format to conduct phenomenological research starts with writing research questions to explore the meaning of participants' perceptions and experiences, conducting the interviews, followed by data analysis to understand the meanings, and ending with a report to make the readers understand the perceptions and experiences of participants (Creswell, 2013).

The phenomenological approach is explained using two schools of thought, Husserl and Heidegger (Cohen and Omery, 1994). Heidegger's (1962) approach to phenomenology stressed the understanding of individuals' experiences and looking at the socio-cultural context where the individual is unavoidably associated with the world (Koch, 1995). To carry out this study I adopted the Husserl phenomenological approach which focuses on the participants' perceptions of the event or situation while the researcher brackets (sets aside all opinions or preconceptions) to carry out the research (Koch, 1995). Bracketing is

necessary so as to avoid the impact of the researcher's connections, experiences or stake in the situation (Chan et al., 2013).

The study collected qualitative data that leads to identifying common themes, issues and concerns that were not evident on the surface and that shaped the understandings of key stakeholders (students, teachers and deans) on the social phenomenon of deans' academic leadership and their role as leader of teaching and learning in business schools.

4.3 Research strategy

It is important to define a research strategy that could be used for exploratory, descriptive and explanatory research (Saunders et al., 2012). According to Brown and Schulze (2001) research needs to have a clearly defined strategy to have theoretical worth. A research strategy is considered to be a guide that dictates how the research can be carried out, and this underpins the philosophical and ontological assumptions of research. Saunders et al. (2012) define research strategy as: "a general plan of how the researcher will go about answering the research questions" (p: 90). A research strategy can be subjective, objective or mixed and its selection depends on the researcher's epistemological and ontological position (Cohen et al., 2011). A subjective strategy does not aim to create universal laws as in case of an objective strategy instead it focuses on the different ways individuals modify and interpret the world (Cohen et al., 2011).

A range of alternative research strategies and approaches that inform empirical studies, for example surveys, experiments, ethnography, grounded theory, case studies, and action research, were assessed before selecting a research approach for this investigation. As the objectives of the research and nature of the research questions require an in-depth description of the social phenomenon under study, a case study was selected as an appropriate strategy for this research. Case studies allows the researcher to get deep insights into the phenomenon under investigation, in its real-life context (Yin, 2009). The case study method is a "research strategy, which focuses on understanding the dynamics present within single settings" (Eisenhardt, 1989, p. 534). As the objective of this study is to gain an in-depth understanding of the social phenomenon from the perspectives of three different stake holders, a case study was found to be an appropriate research strategy. A case study allows the researcher to use multiple sources for a deep understanding of the phenomenon in its real-life context (Yin, 2009), and that too from direct stakeholders. A case study in qualitative research can be used to study single or multiple cases.

A qualitative multi-case study approach was adopted as a methodological framework for this study. The case study results in a rich and holistic account of a phenomenon anchored in real-life situations, and offers insights and expands the readers' experiences (Merriam, 1998) in their construction of knowledge (Stake, 1994). Multiple-cases allow cross-case analysis and comparison, and the investigation of a particular phenomenon in diverse settings. Multiple cases were selected either to predict similar results (literal replication) or to

produce contrasting results for predictable reasons (theoretical replication) (Yin, 1994, p. 46). Nine business schools selected from three different sectors of education (public, private and military) were used to carry out the research. This helped the researcher to identify the similarities and differences in the perceptions, expectations and experiences of key stake holders (students, teachers and deans) on deans' academic leadership and their role as leader of teaching and learning in a business school setting. Each business school was taken as a separate case study. A multiple case study design has all the advantages of a single case design but additionally allows the researcher to repeat the procedures on multiple cases, which can enhance the validity and reliability of the findings (Galloway and Sheridan, 1994).

4.3.1 Research design

Cooper and Schindler (2008) defined research design as “a blue-print for the collection, measurement and analysis of data” (p.140). Cohen et al. (2011) added that “there is no single blueprint for planning research” (p. 78) and considered it as a broad and wide phenomenon. It is defined as a framework for the collection and analysis of data (Bryman, 2004). Bryman (2008) and Cohen et al. (2011) suggested that a research design should be adopted based on the aim of the investigation. According to Fraenkel and Wallen (2003) an important methodological consideration of a research design is to identify which methods or combination of methods can address what kind of questions. It is therefore evident that the selection of a research design is always guided by research questions (Bryman, 2004). It is further affirmed by Cohen et al. (2011) that the research design and methodology is determined by the purpose of the research.

A research design is a characterisation of the research strategy that allows one to link the research questions to the research conclusions through the steps undertaken during data collection and data analysis. It therefore provides a structure that helps coordinate the whole research process. As the study aims to understand the similarities and differences (identified during pilot study) among the perceptions, expectations and experiences of key stakeholders of business schools on leadership and its impact on teaching and learning, a comparative multiple case study design was adopted in relation to a qualitative research paradigm.

4.3.2 Research approaches

The literature on research divides the research into two approaches, qualitative and quantitative. Both research approaches have their own characteristics and strengths and weaknesses. They are distinguished by data collection methods and analysis procedures (Saunders et al., 2012). Quantitative research approach is used when the researcher seeks to answer the *how many*, *how much* or *how often*, type of research questions. This approach seeks to generate information that can be quantified and analysed by making charts, graphs and by using statistical analysis techniques. The data collected is mostly numeric. The methods used to collect data while following a quantitative research approach are – surveys,

questionnaires, online polls, structured interviews and systematic observations (Creswell, 2013). Qualitative research, on the other hand, aims to collect data in a natural setting (Silverman, 2001). It allows the researcher to bring extra detail into the phenomena under investigation by being actively involved in the actual research process (Creswell, 2013). It helps explore the values, opinions, behaviours and social contexts of a specific group of people (Mack et al., 2005). The methods used to collect data in this approach are unstructured or semi-structured interviews, group interviews, focus group discussions and participant observations. This study used in-depth semi-structured interviews and focus group discussions, and document analysis as instruments to collect data.

4.3.3 Qualitative research approach

According to Cohen et al. (2011) social reality can be understood with the help of social science and it helps to demonstrate how people's views shape the action which they take within that reality. Hatch (2002, p.9) considers social settings as "unique, dynamic and complex" which highlights the strengths of a qualitative approach.

Mertens (2005) suggested that one way to assist in choosing the appropriate research methodology is to review the nature of the research questions. The objectives of this research, the nature of research questions, and my philosophical position called for the qualitative research approach to be used to conduct this study. Qualitative research is widely used as an approach in educational settings. It allows the researcher to understand and interpret the phenomena through the meanings assigned to it by the research participants. It provides richness of data through the insights of human interaction within research settings (Foskett et al., 2005). Adopting a qualitative research approach allows the researcher to understand values, beliefs, perceptions and the behaviour of research participants about a particular phenomenon in a particular context. The use of a qualitative research method helped me to explore the complexities involved in understanding the perceptions, expectations and experiences of business school students, teachers and deans on deans' academic leadership and their role as leaders of teaching and learning. The epistemological stance of this study is exemplified by collecting data subjectively using semi-structured interviews and a focus group discussion format.

4.4 Sampling strategy

A method to draw a small part from a population is called sampling (Johnson and Christensen, 2014). A research sample is defined as "a set of elements selected in some way from a population" (Schofield, 1996, p: 25). It is considered as an essential part of research (Cohen, et al., 2011). Blaikie (2009) stated that it is not necessary for the sample to be representative of the whole population in qualitative research. Patton (2002) explained that sampling is done by keeping in mind the specific purpose of the study and the time and resources available to conduct the research.

Generally, there are two main types of research sampling, probability and non-probability sampling (Sekaran, 2000; Bryman and Bell, 2003). Qualitative researchers mostly choose non-probability sampling methods to select the sample for their research (Cohen, et al., 2011). Although this type of sampling method does not give equal opportunities to all the population to be included in the sample it is still used frequently because of its convenience and inexpensiveness (Fox and Bayat, 2007).

Among non-probability sampling methods are, quota sampling, purposive sampling, self-selection sampling, and snowball sampling techniques (Chang et al., 2010). I adopted non-probability purposive sampling (Fraenkel and Wallen, 2009) as it helps the researchers to focus on a specific topic under research and because the objective of the study is to understand social processes as opposed to statistical representativeness (Mays and Pope, 1995). It is also called judgemental sampling (Sekaran, 2000) because it is based on the judgement of the researcher to identify those people who have in-depth knowledge because of their position, role or experience about a particular issue (Cohen et al., 2011). Characteristics of the population of interest (business schools in Pakistan) were identified by the researcher and then narrowed down to those units (business schools) where the key stakeholders (students, teachers and deans) could help answer the research questions (Bowling, 2002; Mertens, 2005) in an informed manner. Denscombe (2003) stated:

Purposive sampling is applied to those situations where the researcher already knows something about the specific people or events and deliberately selects particular ones because they are seen as instances that are likely to produce the most valuable data (p.15).

The quality of higher education in Pakistan is not up to the mark according to international standards (Hoodbhoy, 2009). Since 2002, after the establishment of the HEC, rapid growth was seen in the number of universities in both the public and private sectors but the quality of education was not ensured (Hoodbhoy, 2009). Keeping in mind the level of quality reported about higher education institutions in Pakistan, I purposefully chose to conduct this research in business schools of highly ranked universities, as per HEC ranking 2014, in three different sectors of higher education, to understand whether there is a gap in the perceptions of key stakeholders of business schools on deans' academic leadership and on their role as leaders of teaching and learning. I investigated how the phenomenon of deans' academic leadership is perceived by different stakeholders and what roles deans, as leaders of teaching and learning, can play to strengthen teaching and learning in a business school.

4.4.1 Selection procedure for the research site

The sampling was of different levels in this study. The first level was the identification of the university/business schools. The reason for choosing three cities was that most of the highly ranked universities (HEC, 2016) were located in City A, City B and City C, and also these cities were geographically located at a manageable distance. Another reason for choosing

the cities was that I was quite familiar with them and had relatives and friends who provided support during my stay for data collection. The cities in which the research was conducted were given the names City A, City B and City C. Each of the business school was given reference as 1, 2 and 3. For instance, each business school from the public sector was referred to as 'G' and given numbers 1-3 (e.g. G1, G2, G3). Each private sector business school was referred to as 'P' and given numbers 1-3 (e.g. P1, P2, P3). The Military sector business school was referred to as 'M' and given numbers 1-3 (e.g. M1, M2, M3).

S/No	Sector of Education	Pseudonym of Business Schools	Geographical location
	Public sector		
1		Public sector business school G1	City B
2		Public sector business school G2	City B
3		Public sector business school G3	City A
	Private sector		
4		Private sector business school P1	City B
5		Private sector business school P2	City C
6		Private sector business school P3	City C
	Military sector		
7		Military sector business school M1	City A
8		Military sector business school M2	City C
9		Military sector business school M3	City C

Table 4.1: Sample of business schools from three different sectors of higher education in Pakistan

4.4.2 Selection procedure for business schools

The second level of sampling was that of selecting the business schools. From the three cities I chose nine highly ranked universities under each category of public, private and military sectors of higher education. The business schools of these universities, three from each, public, private and the military sector of higher education, were chosen as research sites. Business schools were chosen from all three sectors so that the sample represents the whole population of business schools in Pakistan. It will help to gain a complete understanding based on perceptions of the phenomenon under study from all of the three sectors of higher education and to further understand whether or not the perceptions of stakeholders vary across different education sectors. The justification to choose nine business schools, three from each sector was that the scale of business schools in most of the universities was not big enough as a single case and also the number of permanent faculty members per school was limited. Most of the faculty are employed as visiting faculty in business schools and it was difficult to gain access to them as they generally leave immediately after giving their lectures. Also, studying three business schools in each category made my research findings more reliable, authentic and significant.

4.4.3 Selection procedure for research participants

The third level of sampling was of selecting research participants. Each of the chosen business schools was headed by one dean (or called director in some universities). They were automatically selected via purposive sampling with the selection of business schools. All of the nine business school deans/directors were included in the research. In total, 59 interviews were conducted in nine business schools across all the three sectors of higher education. Of 59 interviews, 50 interviews were of business school teachers and nine were of business school deans.

For the sample selection of business school teachers, the administration of MBA programmes was accessed to get the approval for the research and it was requested to send an email to all MBA teaching faculty and students to invite them to participate in the research. However, the response rate was extremely poor as there is no culture of responding to such emails in Pakistan, with the exception of one private sector business school. The response from that private sector business school was very positive. I scheduled all the interview timings and venues by email. It was a unique experience. In all the other business schools I had to visit the schools in person and tried hard to get the time to meet the dean. After getting the permission from the dean to conduct the research in the business school, I requested the deans to introduce me to the course coordinator. With the help of the course coordinator in each business school I approached the permanent faculty members of the business schools. The coordinator shared the list of permanent faculty members and I randomly selected lecturers, assistant professors, and professors in each

business school to make sure that every category of teachers became part of sample and to make my participants' sample, representative of their business school. I then conducted interviews with those who showed their interest in the research and participated in the interview voluntarily. Fifty interviews were conducted with a randomly selected sample of permanent faculty members in the nine business schools. Although the sample was selected randomly, I made sure that both the genders were represented in the sample. The study is not a gender-based study and data is required in general from students, teachers and deans irrespective of their gender. This helped me to keep the focus of the study only on the research topic.

For student focus groups, 5-6 students were randomly selected in seven business schools after an announcement was made at the end of their class to participate in the research. But in two business schools, the teachers recommended names of few students and asked them to take part in the focus group discussion sessions. Business school students were asked to discuss among themselves their perceptions on academic leadership, deans' characteristics, and their role in teaching and learning in a business school. The total number of students that took part in the focus groups was 50.

4.4.4 Gaining access to the sample

It is not always easy to gain access to the sample for research (Patton, 2002; Feldman, Bell and Berger, 2003). Although I was conducting research in my own country gaining access to the universities was not an easy task. The field work was carried out in the main cities of City A, City B and City C. I was familiar with all the three cities but to navigate through City B on my own was a bit of a challenge. I had to reach different universities on my own so even after drawing the directions on paper before leaving for universities in the morning, I got lost a number of times and was caught by the traffic police three times, either because of driving in the wrong lane or because of talking on the phone to get the directions, and was issued with tickets by them. I contacted the business schools by writing introductory emails and followed them up by making phone calls, but the initial response was not positive.

After reaching the university, another challenge was to gain access. Because of the serious security issues in Pakistan the universities have made access a challenging task. There are security barriers and guards at university entrances and then they scan you, check your bags, and then you have to tell them who you are going to meet, and then the receptionist has to call the said person to check if they are expecting you. Even after that you have to deposit your National Identity Card (NID) at the reception to enter into the university. Although initially I did not want to use *sifaarish* (local jargon to refer to an influential person) as I wanted to approach the universities without any reference or without the use of any influence, I found it time-consuming and impossible to gain access to the right people. Additionally, because of my limited time period for the field work in Pakistan, I had to use my personal contacts to get access to the universities and that worked quite well. Using personal contacts and influence to reach the key informants to get real and important

information is a common practice among researchers (Alvesson and Deetz, 2000). My friends, ex-colleagues and family members who were in influential positions gave me their personal references to approach the right people in the universities and that improved the efficiency of my field work.

To get access to the participants and then to gain their agreement to take part in the research was another challenge. When I officially sent an email request to the teachers to take part in the research in the first public sector business school, I did not get any positive response. Later a teacher told me that the reason for this was that she took me for a foreign researcher and felt reluctant to participate in a study where she had to talk about the leadership of her immediate leader. After seeing this poor response, I then decided to physically meet them and I approached them with the help of the course coordinator either on the phone or physically by knocking at their door and requesting them to take part in the research. I did not face any reluctance in their behaviour after I talked to them on phone or after I met them physically; everyone was welcoming when I entered their offices, and I think the ice was immediately broken when they met me. After giving my brief introduction and telling them about my research they willingly gave me time for an in-depth interview. Of those I approached for an interview, not a single one refused however, many of them were concerned about privacy issues and couple of them were reserved and remained formal and did not discuss the issues openly. I however, experienced that in Pakistan if you email people and use very formal channels people avoid you and feel reluctant to respond but if you approach people in person or via some referee they become very friendly, open and helpful. Most of the people even referred to me as their colleague. The ratio of those who were not helpful and cooperative was negligible. I have thus found this technique of meeting participants physically very helpful and successful and I used the same approach in all the business schools. It helped me to approach the right people and saved my time and I learnt how things work in Pakistan.

The dean of only one military sector business school (an ex-army officer) showed an unwillingness to participate in the research. Despite sending him emails and meeting him personally, after waiting for a long time in his PA's (personal assistant) office, he did not give me time for an interview. He asked me to return the next day and he would see if he could find the time but when I reached his office, after an hour and a half of travelling, his PA said that he was busy and did not have time for the interview. The PA could easily have told me this earlier (by email or phone) but unfortunately this is not the culture in many organisations in Pakistan. The PA then again asked me to come the next day. The next day before departing I called the PA and he told me that the dean was not willing to be interviewed. I then had to remove this business school from my sample and add another one in its place.

Hence, in my experience, it is difficult to gain access into any university in Pakistan especially the military ones, without a reference. It is still a normal practice in many universities to ignore emails and not to respond to the emails promptly. However, it is also

noted that once access is gained then people are generally very cooperative, approachable and helpful. I have also observed that teachers and students of public and private sector business schools were more open and relaxed while giving their interviews, whereas some of the teachers and students in military sector business schools showed reluctance to give permission for a recorded interview. One very senior teacher in a military sector business school also asked me to stop my recording device in the middle of an interview so I had to take notes of his interview manually by hand.

4.5 Reflexivity

Reflexivity is a course of action which allows the researchers to understand their position in the research process in relation to the knowledge they are producing (Cohen et al., 2011). It is acknowledged that in qualitative research, the researcher is the primary instrument (Lincoln and Guba, 1985). "Researchers' reflections on their actions and observations in the field, their impressions, irritations, feelings and so on become data in their own right" (Flick, 2002, p.6).

I am a business administration post graduate from a Pakistani business school and worked in another business school as a lecturer for two years but I left the job five years before starting my PhD so I consider my status partially as an insider and partially as an outsider (Rubin and Rubin, 2012). The interpretive research approach assumes that the social world where we live in is characterised by numerous interpretations which makes it difficult for the analyst to remain isolated from the issue being studied. Therefore, I considered myself as an insider having lived in Pakistan all my life and having experience of studying and working in two different business schools in Pakistan. I therefore know the sector well and consider myself in possession of the "local knowledge" (Yanow, 2000, p.27) but at the same time I fell into the category of an outsider researcher because I am no longer part of any of the business schools in Pakistan, in any capacity. I started the research as an independent full-time researcher. During this study I did not interview any of my colleagues or students in order to avoid the possibility of any kind of influence on their responses. My position as an independent researcher from a foreign university without any relations or designations in the business schools reassured the research participants to share their personal experiences openly without any threat that I would disclose their responses to any of their teachers or deans.

I knew that my role as a product of the same system and as a cultural insider was critical. On one hand my insider-outsider position allowed me to be reflective, critical, and insightful and on some accounts skilful enough to understand the perceived notions of the research participants in their true meanings. On the other hand, it made me extra cautious to avoid any preconceived ideas while analysing the findings of this study (Robson, 2002). I also acknowledged the fact that a distance needed to be maintained between research

participants' views and my personal perceptions (Griffith, 1998) so as to make sure that I did not impose my own perceptions on research participants' responses.

4.6 Pilot study

The term 'pilot study' refers to a mini version of a full-scale study also called feasibility study (Teijlingen et al., 2001). It helps in ensuring that the research procedure will produce the results intended (Burns and Grove, 2007) and in the pre-testing or 'trying out' of research instruments (Baker 1994:182-3) including questionnaires or interview schedules (Polit, et al., 2001). It allows the methods and questions to be tested before launching the main study. According to Keats (2000) and Yin (2009) before starting the main study, it is a good practice to conduct a pilot study because as Bryman (2008) stated 'it will facilitate the researcher to estimate the cost and time taken to conduct the field work and to experience research participants' reactions'.

The pilot study in this research was conducted to determine the flaws, limitations and other weaknesses within the interview protocol and to make essential revisions to the questions before the start of the actual field work and prior to the implementation of the research (Kvale, 2008). Pilot interviews were used as an additional self-critiquing tool to test and refine interview questions and to enhance interviewing skills prior to actual data collection (Miles and Huberman, 1994). The pilot study helped improve the validity of the main study.

I conducted the pilot study in three business schools; one public, one private and one military sector business school in City A and City C between the months of July and August in 2015 well before the actual start of the field work which started in November 2015. The three business schools included in the pilot study were not selected as sample business schools in the actual data collection process.

Six in-depth semi-structured pilot interviews, two each in public, private and military sector business schools, were conducted at the participants' offices to suit their convenience and were audio recorded. The interviews were conducted with a dean and one teacher at each business school and two focus group discussions were also conducted with students of the two business schools in their classrooms. In addition to the audio recording of the interview I also took field notes of the answers provided by the interviewees. On average, each of the six in-depth semi-structured interviews with deans and permanent faculty members of the selected business schools lasted for about 20-35 minutes. During the pilot interviews some interviewees sought explanation on some questions. I marked those questions and made changes in the questions before proceeding to conduct the next pilot interview to get better and clearer responses from the participants. This practice helped me to eliminate misconceptions on wording of the questions and helped to identify the "questions that seemed not to be understood or questions that are often not answered" (Bryman, 2008, p.248).

At the end of each interview, the interviewees were asked to provide their feedback on the interview as a whole, including the interview schedule, process and manner of conducting the interview. I took the comments and suggestions of the participants into consideration and, based on participants' feedback I made modifications in the wording, sentence structure and sequence of the interview questions and rephrased the questions which were not clear to the participants in the first instance. I rearticulated these questions to make them clearer and more understandable for the participants and I made them more open-ended, and removed any guidance and extra explanation so as to get more open responses from the interviewees. For example, I kept the question 'what does leadership mean to you in an academic setting?' deliberately open by trying to avoid giving any clues or guidance on academic leadership known from the literature. Open questions allowed the interviewees to formulate their own proclamation and led to unanticipated responses. However, I noticed that the interviewees took longer to respond to open-ended questions and it had increased the interview time beyond what was expected. The interview schedules underwent considerable changes before being used in the main study.

In addition to the interviews with deans and faculty members, two focus group discussion sessions were conducted with 4 to 5 students from a public and private sector business school respectively. The focus group discussions were conducted in business school classrooms with the permission of the Dean. Each discussion lasted between 30 - 45 minutes. The discussion was audio recorded but I took field notes as well so as to identify each student's point of view separately.

4.6.1 Learning from the pilot study

It was after conducting a pilot study of focus group discussion that I realised that the field notes are of much more importance than the audio recordings. So for the actual focus group, I met the students in advance, noted down their names, assigned them numbers and made a sheet with their names on it and pre-planned their seating plan. I drew the seating plan along with student names and numbers on my field notes and this helped me remember where the particular student was sitting in the discussion session. It helped me recall the student through my memory. This piloting experience helped me to conduct the actual group discussion in a more organised manner with much more ease and success.

Apart from making the interview questions clearer, improving my interview skills and understanding the requirements of the field work, the pilot study made me more confident on the significance of the research and on the chosen methodology to conduct the study. Feedback from the teachers and deans gave me helpful insights to conduct this research on a larger scale. It also gave me the opportunity to visit universities from different sectors of education and experience their management style, infrastructure and working environment.

4.7 Methods of data collection

As mentioned earlier in the chapter, qualitative research approach was used to conduct this research. The focus of qualitative research methods is to discover and understand the thoughts, perspectives and experiences of research participants. It explores meaning, purpose or reality (Hiatt, 1986). Data in the qualitative research approach is gathered through a variety of methods such as in-depth interviews, participant observation, case-studies, diaries, pictures and documents (Polit and Hungler, 1997).

The selection of research methods to collect data depends on the characteristics of the data, aims and objectives of the research, research questions, and the time and resources available for the research (Brannen, 2005). Keeping in mind the above-mentioned measures for the selection of the most appropriate data collection methods, I chose in-depth semi-structured interviews and focus group discussions as the main data collection instruments for this research but I also collected some information by doing documentary analysis. I also maintained the records of my field notes and kept a record of my reflective diary for reliability and authenticity purposes.

4.7.1 Interviewing

Interviewing is considered as the most common data collection method in qualitative researches (Cohen et. al., 2011) for the deep exploration of the phenomenon under study (Denzin and Lincoln, 2000; Patton, 2002). According to Punch (2005) "Interviews are one of the main data collection tools in qualitative research...They are also one of the most powerful ways we have of understanding others" (p. 168). Kvale (1996) described the qualitative research interview as a "construction site for knowledge". He further explained an interview as meaning "literally as inter-view, an inter-change of views between two persons conversing about a theme of mutual interest" (p.14). Powney and Watts (1987) consider research interviews as 'conversational encounters to a purpose' (p.7). Interviews provide freedom and choice to both the interviewer and the interviewee to express their opinion freely and fully (Cohen et al., 2011).

Interviews are used widely in the field of educational research. It allows the researcher to obtain experiences, opinions and interpretations of research participants on the phenomenon under study (Powney and Watts, 1987). Interviews range from structured to semi-structured to unstructured interviews (Bryman, 2004). Patton (1996) described this continuum of interview approaches as "at one end are interviews which are highly structured with regard to the questions asked, the order in which they are asked, and the way they are phrased. At the other end are interviews which are unstructured, relying only on ideas and questions which come up as the discussion evolves" (p. 309). According to Edwards and Holland (2013) structured interviews are taken at the quantitative end of the scale, used mostly in survey approaches, with little flexibility available to the researcher. Structured interviews follow a "strict sequence of questions, asked in the same order and the same way

of all subjects of the research” (Edwards and Holland, 2013, p. 3). Semi-structured and unstructured interviews lack structure and are used mostly by qualitative researchers who find the increased level of flexibility useful to conduct the interviews (ibid).

Face-to-face and a one-to-one, in-depth, semi-structured interview method was selected as the main form of data collection instrument to collect data from the research participants (teachers and deans) and it allowed deeper insights into the individual experiences and perceptions of research participants into the phenomenon under study.

4.7.1.1 In-depth semi-structured interviews

The main method of collecting the data from the field for this study was in-depth interviews using its semi-structured form. I have found this one-to-one method of data collection as the most appropriate in order to gain in-depth insights and understandings of the research participants’ perceptions on the phenomenon under study. These semi-structured interviews allow the research participants to be flexible and open (Arksey and Knight, 1999) and to explore the responses of the interviewees (Bryman, 2004) in great detail. It also allows the participants to clarify the questions (Fontana and Frey, 2000) and to be spontaneous in their responses (Arksey and Knight, 1999).

The flexible nature of qualitative interviews helped the researcher to keep the method aligned with the research objectives, philosophical assumptions and with the theoretical and analytical framework. I designed the interview schedule well before the pilot study and tested the designed schedule during pilot interviews. The final interview schedule (Appendix V) was the improved version after incorporating the changes received from the pilot study participants.

I agree with Wengraf (2001), that semi-structured interviews are hard to conduct as compared to fully-structured interviews. The responses of the interviewees can be unpredictable and also many a times they drag the discussion in an irrelevant direction so the interviewer needs to be able to manage and channel the conversation to keep it on the topic and all this requires the interviewer’s mental preparation of handling the situation spontaneously and with an attentive mind.

4.7.1.2 Interview schedule construct (Appendix V)

After an extensive review of the literature on how to construct an interview schedule for qualitative research (Edwards and Holland, 2013; Seidman, 2006; Silverman, 2000; Legard, Keegan and Ward, 2003; Kvale, 1996; Gill, Stewart, Treasure and Chadwick, 2008), I listed interview questions by keeping in mind the research questions as well as the aims and objectives of the study. I later added a number of probing questions under each open-ended question which enabled me to go deep into the discussion with the interviewees. As was stated by Strauss and Corbin (1998), the primary interview questions may be based on

previous literature but these may be changed during the actual interview to allow the interviewer to pursue emerging concepts.

The aim of the study is to explore the perceptions, expectations and experiences of three different stakeholders (students, teachers and deans) of business schools and to gain deep insights into their understanding of deans' academic leadership and their role as leaders of teaching and learning. Therefore, I had to design three different interview schedules for students, teachers and deans of business schools. Each interview schedule was divided into three sections. The first section focused on the demographics part of the interview. The second section focused on exploring the perceptions of students, teachers and deans, on how they perceived academic leadership, and the third on how they perceived the role of their dean as a leader of teaching and learning.

The interview schedule consisted mostly of 'how and why' questions which were designed to explore the dynamics of deans' leadership and their role as a leader of teaching and learning within the context of business schools. Extensive research on the existing literature on the perceptions of students, teachers and deans was conducted before devising the interview questions.

I started the interview schedule with open-ended questions like, "What is leadership to you?" "How do you perceive academic leadership?" and "How did you experience the leadership of your Dean?" Minor modifications were continuously made throughout the interviewing process by asking probing questions beyond the scheduled questions (Khilji and Wang, 2006) to get a deep understanding of the data shared by the researcher and to investigate new perspectives as they came up. This was rightly described by Rubin and Rubin (2012, p.xv) as: "Researchers respond to and then ask further questions about what they hear from the interviewees rather than rely exclusively on predetermined questions".

4.7.1.3 Process of conducting in-depth semi-structured interviews

Before the start of the interview, I filled in the small demographics part of the interview schedule (Appendix V, part I) to collect participants' demographic information including name, gender, education level, designation, length of service, organisations where they worked, and any corporate work experience. This was followed by a question "Tell me about your journey to becoming a teacher/dean at a business school?" in the case of teachers and deans' interviews. This question helped break the ice between the interviewee and the interviewer. All this information helped me understand the interviewee perceptions, experiences and viewpoints in a better manner.

The sample of teachers amounted to 20 females and 30 males. Of the 50, 31 held doctorate degrees. The number of teachers possessing PhDs was very low in public sector business schools, with the majority of teachers concurrently enrolled in PhD programmes. Those with

doctorate degrees represented mostly private and military sector business schools (see Table 4.2).

S/No	Sector of education	Pseudonym of business schools	Teachers interviewed / Total faculty	Gender ratio	Level of qualification
	Public sector				
1		Public sector business school G1	8/13	6F, 2M	2 PhD
2		Public sector business school G2	5/8	5M	1 PhD
3		Public sector business school G3	5/9	5F	No PhD
	Private sector				
4		Private sector business school P1	7/54	2F, 5M	7 PhD
5		Private sector business school P2	6/30	6M	5 PhD
6		Private sector business school P3	4/19	2F, 2M	2 PhD
	Military sector				
7		Military sector business school M1	6/20	2F, 4M	5 PhD
8		Military sector business school M2	4/16	1F, 3M	4 PhD
9		Military sector business school M3	5/33	2F, 3M	5 PhD
	Total interviews		50 / 202 (25%)	20F, 30M	31 PhDs

Table 4.2: Demographics of interviews with teachers in different business schools

Interviews with randomly selected business school teachers were conducted in the premises of business schools. Most of the interviews were conducted in the offices of the business school teachers to minimise disturbance and noise level. One interview was conducted in the school corridor because the teacher was in a hurry to leave. Eleven interviews were conducted in an open office space area where the faculty sits, because in some schools not all the teachers are provided with individual offices. Each interview took place within a range

of 30-47 minutes and all the nine interviews amounted to around 7.5 hours' worth of audio data.

All the interviews with business school deans were conducted in their offices within their business schools. The time taken to conduct the interviews with deans of the business schools ranged between 23 min to 1 hour 38 min with the minimum time given by the dean of a military sector business school, M3, and the maximum time given by the dean of another military sector business school, M1.

Table 4.3 shows key features of the nine deans of the sampled business schools. Four out of nine deans were female. The cumulative experience of the deans amounted to almost 30 years and eight out of nine had PhD degrees. Five out of nine business school deans did not have the qualification related to business and management discipline.

Dean ID	Sector of education	Business school ID	Gender	Former position/ Experience	Dean term	City	Interview duration	Qualification/ area of specialisation
	Public sector							
Dean G1		Public sector business school G1	Female	Assistant Professor	1 Year	City B	1 hour 03 min	MPhil/ English literature
Dean G2		Public sector business school G2	Male	Professor	8 Years	City B	40 min	PhD/ Physical sciences
Dean G3		Public sector business school G3	Female	Professor	2.5 Years	City A	35 min	PhD/ Bio technology
	Private sector							
Dean P1		Private sector business school P1	Male	Professor	3 Years	City B	39 min	PhD/ Business & Management
Dean P2		Private sector business school P2	Male	Professor	5 Years	City A	42 min	PhD/ Business & Management
Dean P3		Private sector business school P3	Female	Associate Professor	4 Years	City A	56 min	PhD/ Management
	Military sector							
Dean M1		Military sector business school M1	Male	Professor, Military Service	1 Year	City A	1 hour 38 min	PhD/ Engineering Sciences

Dean M2		Military sector business school M2	Female	Professor	1.5 Years	City A	43 min	PhD/ Economics
Dean M3		Military sector business school M3	Male	Associate Professor, Military Service	4 Years	City A	23 min	PhD/ Management
			5 Male / 4 Female		Total approx . 30 years		439 mins (7.5 hours)	8 PhDs

Table 4.3: Qualifications and experiences of deans of business schools

The interviews with deans and teachers were all conducted in English which is the official language of the country and is the official medium of instruction in all the business schools. Respondents were very comfortable in giving responses in English as they were all highly qualified having a PhD or MPhil level of qualification.

4.7.2 Focus group discussion

Focus group discussion is a type of group interview that is commonly used for conducting qualitative research (Johnson and Christensen, 2014). This method is also conducted in a semi-structured or unstructured format. Like Zikmund (1997), I defined it as an unstructured interview conducted with two or more people to discuss or comment on a specific subject. The format of such an interview encourages open and two-way communication among research participants.

Because of the size of this research and the variety of stakeholders of business schools as research participants, I found focus group discussion to be the most appropriate tool to capture the insights into the perceptions, expectations and experiences of sample business school students on the academic leadership of their dean and to understand students' conceptions of their leadership characteristics and their dean's role as leader of teaching and learning in a business school context. The method was chosen because of its flexible approach towards data collection and because a large amount of data can be gathered in reduced time period.

4.7.2.1 Focus group interview protocol constructs (Appendix VI)

The focus group discussion with students was also carried out in two parts on two issues; the perceptions of students on the leadership characteristics of their dean in a business school, and their perceptions, expectations and experiences on the role of their dean as a leader of teaching and learning. To carry out the focus group discussion with business school students an interview schedule (Appendix VI) was prepared. The main interview

questions were written along with sub-questions and probing points so that interviewer could conduct the discussion in all business schools in a systematic way, and there was no chance of missing out any question. The focus group discussion session started with the questions on deans' academic leadership and on deans' characteristics. Examples of the first few questions were: "How do you describe the deans' academic leadership". It was followed by the following questions, "What do you expect from the leadership of your dean?"; "What particular qualities does a dean of business school need in his role?"; "In your opinion, what characteristics should there be in a business school dean?" "Which leadership characteristics do you value the most in your dean and why?" "In your opinion, which leadership traits would make your dean an expert academic leader?" Sub-questions and probes were mostly generated from the responses of the students and varied across the discussion sessions carried out in the different business schools.

4.7.2.2 Process of conducting focus group discussion

All the participants of the group interviews were informed of the purpose of the research, research aims and objectives, and of their consent to participate. They were given full freedom to withdraw from the interview at any time. They were all asked to sign the consent form (Appendix IV) before taking part in the discussion.

In total, nine focus group discussion sessions, with 50 MBA students, one in each business school, were carried out. Each group comprised 5-6 students from the MBA course (Table 4.4). The participants for the focus group were selected by convenient sampling (Cohen et al., 2011). In two business schools, students were recommended by teachers and in rest of the schools, students volunteered to take part in the discussion session. Each discussion session lasted between 28-35 minutes. I played the role of a facilitator in each discussion session. Focus group discussion allows for diversity of composition which broadens the views on, and understanding of, the issue (Spencer et al., 2003). The method allowed the participants to express their views and experiences freely about the topic under discussion. These discussion sessions allowed me to gain insights into the phenomenon under study from a number of students in a short time period (Cohen et al., 2011).

Sector of education	Pseudonyms of business schools	Number of group interview participants	Gender ratio
Public sector			
	Public sector business school G1	6	2 (F), 4 (M)
	Public sector business school G2	5	1 (F), 4 (M)
	Public sector business school G3	5	5(F)

Private sector			
	Private sector business school P1	5	3 (F), 2(M)
	Private sector business school P2	6	2 (F), 4 (M)
	Private sector business school P3	6	3 (F), 3 (M)
Military sector			
	Military sector business school M1	5	4 (F), 1 (M)
	Military sector business school M2	6	3 (F), 3 (M)
	Military sector business school M3	6	4 (F), 2 (M)
Total participants		50	27 (F), 23 (M)

Table 4.4: Demographics of focus group discussion participants

Six out of nine interviews were conducted in the lecture rooms of the respective business schools to avoid disturbance and noise level. One was conducted in the discussion room, which was especially built for the students to have their group meetings and project discussions and was booked by the students before the interview. Two group interviews were conducted in the business school grounds as in one business school there was no electricity supply (because of nationwide load shedding) and the classrooms were very cold and dark, and in the other business school, classes were going on and the room was not booked by the students prior to the interview.

Each discussion session among students was audio recorded but I took field notes as well so as to identify each student's point of view separately. I had learnt the importance of taking field notes from my pilot study experience. I also became more organised and prepared to conduct focus group sessions after the pilot study experience. I met each group of students in advance, noted down their names, assigned them numbers and made a sheet with their numbers on it and pre-planned their seating plan. The discussions were all conducted predominantly in the English language because all the selected business schools were high ranking according to HEC ranking 2014 and the students studying there were mostly from English medium schools so they were quite comfortable in giving interviews in English. However, a few student participants did sometimes switch from English to Urdu. Also, a number of students used the wrong grammar, tenses and pronunciation of words but being from the same area (Punjab province) helped me understand what they meant and thus reduced any language barriers. While transcribing the data I translated the words and phrases used in the Urdu language myself and because of my understanding and familiarity

with the local culture and language dialect I managed to minimise the risk of misinterpretation, misunderstanding and loss of respondents' real data as per Mangan (1999). An effort was made to exactly reproduce the interview data without any reduction in the text amount (McLellan et al., 2003). Although doing transcription myself was an extremely time-consuming and cumbersome job, it helped me to interpret the responses correctly and to provide conceptual equivalence of the data.

The verbatim method was used to transcribe all focus group discussion sessions as well as all the other interviews as it is considered a common data management strategy for the analysis and interpretation of verbal data (Halcomb and Davidson, 2006).

Each participant in the focus group was assigned a pseudonym to keep track of their responses. All the responses of the participants were noted down against their pseudonyms. Using focus group discussion along with in-depth interviews helped in data triangulation and allowed the researcher to better understand the research problem than any single method used (Creswell and Clark, 2007).

4.7.2.3 Merits of focus group discussion

The focus group discussion allowed me to understand students' perceptions, expectations and experiences in a much better way. The format of focus group discussion provided a high level of flexibility as students could share their experiences and expectations from their deans honestly. I tried to play the part of a facilitator to make the discussion flow easily among students and to ensure that every student got the opportunity to express his/her point of view. This method helped me identify the points where students agreed and the areas where they were in disagreement. The company of each other allowed the students to become more confident and they felt less threatened in sharing their experiences openly. It took me less time in focus group discussions to gain students' confidence in a group as compared to the time I spent in interviews to gain teachers' confidence which were on a one-on-one basis. It proved to be the most practical method to gather rich data from a number of research participants in a limited time period.

However, focus group discussion was not considered suitable to gather data from teachers because teachers were more concerned about their anonymity and their stakes as employees were much higher than the students in telling the truth and criticising their leadership or any policies and practices of the business school. Teachers as opposed to students talked much more confidently and openly when they were alone, they would not have spoken truthfully in front of other teachers in a group as most of them repeatedly asked me not to use their real name anywhere in my research.

4.7.3 Document analysis

The study was started by studying and analysing the business school data and information that is available online and by studying the Pakistan Higher Education Commission (HEC)

policy documents on business schools. The document analysis was done to gain insights into the higher education scenario in Pakistan. I reviewed the annual reviews of the HEC of the last 3 years. I also reviewed the organisational structure of the universities of different sectors in Pakistan. By reviewing these policy documents, I gained information on deans' position and status in the university and about their responsibilities. I scanned the websites of sample business schools in great detail before the start of actual field work to gain a thorough understanding of each business school I would visit. All this exercise helped me to gather some initial information about the organisations (Pole and Lampard, 2002) before conducting in-depth interviews of the research participants.

During this process I came to know that the websites of even some highly ranked business schools were not organised and up-to-date. There was little information available on dean and faculty members, such as contact email and phone numbers. Even the vision and mission statements of the schools were missing. But where information was available, this exercise helped me to understand the organisational structure, roles and responsibilities of business school deans, department heads and teachers. I examined the job description, minimum qualification level requirements and experience of business school teachers as required by the business school. The documents that I studied included business school online website, prospectus, teachers' manual, student manual, HEC policy document on business schools, HEC annual review 2014, HEC teachers' training and development manual. All these documents were not studied and analysed at any specific time rather they were analysed in relation to their relevance (Creswell, 2013). The information that I got from document review process helped me to understand the business education scenario in Pakistan and to better understand respondents' perceptions and experiences within their context.

4.8 Data analysis

Minichiello et al. (1990) defined the term 'data analysis' as "the process of systematically arranging and presenting information in order to research for ideas to find meaning in the information collected" (p. 285). Qualitative data analysis is considered as a multi-phase process which examines the whole process of the study, major themes, associated theories and approach of the researcher and view point of participants (Krathwohl and Smith, 2005). Consistency needs to be ensured in collecting, handling and analysing data (Krathwohl and Smith, 2005). All the data that was generated required careful analysis because of the need to understand the diversity of views as well as their relevance to the context and to the study.

Data analysis involves "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (Bogdan and Biklen, 1982, p. 145). As the study is based on a phenomenological approach, the analysis is informed by insights and

reflections gained through a repetitive and thorough reading of the collected data from the research participants (Lin, 2013). The phenomenological approach allows the researcher to see the phenomenon as reported by the participant. Throughout the research process, data analysis was going on in my mind which allowed me to reflect and make subsequent adjustments in the data collection process (Kvale, 2008).

Conducting field work for this qualitative study allowed me to be in the field, analyse the situation and take immediate decisions to dig for emerging avenues of inquiry and look for similar and contrasting cases in different contexts (Pope et al., 2000). For example, I tried to include participants from all age groups, genders, status, and level of education into my sample to know their insights on the phenomenon under investigation. I used an inductive approach to data analysis as mentioned by Saunders et al., (2012) in which the theory was informed or developed after the analysis of the data. The research findings from in-depth interviews, focus group discussions and documents in this research followed the thematic analysis guidelines suggested by King (1998; 2004); Braun and Clarke (2006) and Creswell (2008).

4.8.1 Thematic analysis

Thematic analysis is considered as one of the most commonly used methods in qualitative data analysis (Howitt and Cramer, 2008). However, different authors have outlined different ways of thematically categorizing and analysing text data. For example, Patton (1990) used the term thematic coding, while King (1998) relies upon the coding of text in a thematic way to produce a given template which he terms template analysis. Dey's (2003) approach to qualitative data analysis advocates the creation of a structure for the data through the assigning of chunks of data to particular categories. Similarly, Robson (2002), when outlining some rules for the analysis of qualitative data, recommends that themes, categories and codes should be generated as the analysis progresses. Braun and Clarke (2006) used the name thematic analysis for qualitative data analysis. It is a method to identify and search any repetitive themes and patterns particularly associated with the research questions (Braun and Clarke, 2006; Creswell, 2008). It focuses on the meaningfulness of data and promotes a logical and thorough interpretation of data (Guest et al., 2012).

Thematic analysis is considered to be a foundation method for the analysis of qualitative data by developing core skills in researchers for conducting any other form of qualitative analysis (Braun and Clarke, 2006). It provides an in-depth analysis of data while identifying similarities and differences across the data set. It also allows unusual information to emerge and social or psychological interpretation of the data to develop (O' Neill, 2011). In thematic analysis, it is not necessary for a theme to represent a large data set. In fact, it can represent any idea or point with a small data set, as long as it shows meaningful patterns with regard to the research question (Braun and Clarke, 2006).

Braun and Clarke (2006, p.78) viewed thematic analysis as a method of identifying, analysing and reporting patterns (themes) within the data. The current study followed the six staged thematic analysis model proposed by Braun and Clarke (2006).

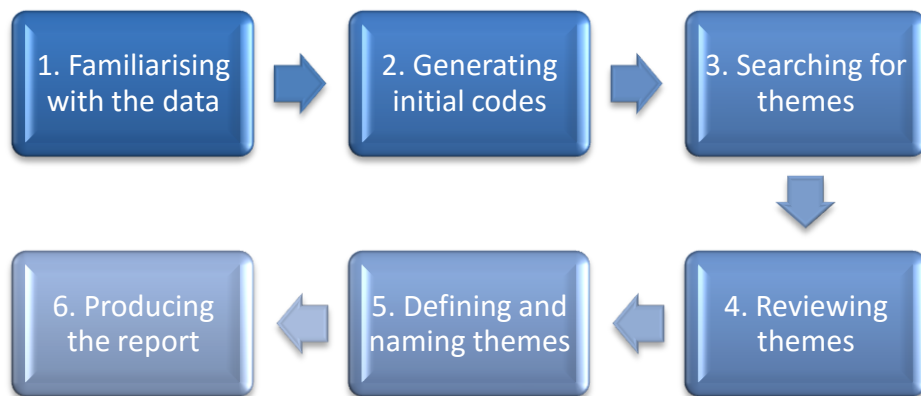


Figure 4.1: Stages of thematic analysis

(from Braun and Clarke, 2006)

4.8.1.1. Familiarisation with the data

The qualitative research methods produced a large amount of textual data in the form of field notes, interview transcripts and notes from documentary reviews. Well before the start of the analysis process, after transcribing the interview and focus group sessions myself, I organised and arranged the data in different word documents and excel sheets and then made myself familiar with the data by moving back and forth between the data sets and the existing literature (Miles and Huberman, 1994). The reading and re-reading process helped me to gain more familiarisation with the data and to determine vital information contained in the data (Creswell, 2008; Ritchie and Spencer, 1994). I became more confident and familiar with my data and this repetitive reading process helped me conduct data reduction by separating the useless from the relevant data.

After considering the data a number of times, I decided to analyse the data manually without the assistance of any computer software. Although, computer software is available for qualitative data analysis and considered to provide a specialist way of processing data, it appears that software architecture “will result in loss of shades of meaning and interpretation that qualitative data bring” (Rodik and Primorac, 2015). Qualitative data analysis software is also considered to mediate and possibly muddle the interaction between the researcher and the qualitative data collected (Bringer et al., 2004). The data were therefore analysed and interpreted manually.

4.8.1.2. Generating initial codes

The second stage of data analysis according to Braun and Clark (2006) (see Figure 4.1) concerns the generation of initial codes. During the data analysis process, common

responses began to emerge from the data which were considered theoretically significant (Creswell, 2008) and relevant to the research questions. These common responses were assigned colour codes using the electronic highlighter in MS Word and Excel and grouped into different categories. Codes were used to organise the data into meaningful categories. I tried to identify codes that were rooted in the data, rather than those influenced by my own biases and assumptions.

Codes were assigned to lines, phrases, and parts of phrases and even to words. I developed as many codes as possible to ensure in-depth analysis (Braun and Clarke, 2006). I did all the coding process manually and wrote remarks and notes with every code. It helped me keep track of my thinking process. An individual extract of data can be coded into many different themes as long as it is relevant (Braun and Clarke, 2006).

4.8.1.3. Searching for themes

After the completion of the initial coding process it was then time to search for themes. In generating themes, I tried to develop the relationships between codes by merging similar codes and trying to develop links between them. Braun and Clarke (2006) suggest that in order to make the process of the development of themes straightforward, tables, diagrams, charts or mind-maps can be used to draw links and relationships between codes. The codes conveying similar meanings were merged or subcategorised under one category and theme (Creswell, 2008; Guest et al., 2012). In this stage of data analysis, a number of themes and subthemes emerged by merging the initial codes. However, no initial codes were discarded as they may be needed at the later stage of reviewing themes (Braun and Clarke, 2006). I thoroughly examined all the initial codes again and again to find ones that were repetitive, overlapping and/or similar. All the codes that shared similar meanings and concepts were then combined and renamed to reflect a more suitable title.

For example, I merged the five codes of: establish networks with corporate sector, corporate connection, linkage with industry, engagement with the companies and liaison with industry, because they shared a large part of similar data. So after going through it repeatedly I selected a new name to represent the merger of these five codes: "industry academia linkages". This new theme presented the coded data in relation to the participants' perceptions of how business school deans can make connections and establish networks with business and industry to enhance the teaching and learning experience in a business school.

4.8.1.4. Reviewing themes

The fourth stage of reviewing themes is to process the themes further that were developed in the third stage. At this stage, some of the themes may be dropped because the data do not support them, may be combined with others in one theme, while some may be divided into separate themes (Braun and Clarke, 2006).

After all the themes were coded from the interview transcripts I re-read the interviews and the list of codes and themes thoroughly to make sure that no other theme or code was left. It was the messiest part of qualitative analysis. An excel sheet was made where all the codes and themes were put together along with the lines, words and phrases taken from the transcripts. It was examined thoroughly to make sure that all the codes are coherent under the themes and that the distinctions between themes were clear.

4.8.1.5. Defining and naming themes

After going through all the codes, final themes were constructed. At this stage the themes were refined, and their overall meaning was understood. It was made sure that the data under each theme was coherent and consistent and backed up with a narrative. There were some unique codes reflecting the unique experiences of the participants. Braun and Clarke (2006) suggested presenting detailed description of the themes that not only paraphrase the content of the data but also provide the overall story of the data with regard to the research questions. At this stage, I organised the themes according to the research participants (i.e. students, teachers, deans) and according to their institution (public, private, military). This categorisation helped me to make comparisons between the different stakeholders and the education sectors. These themes are represented in tables in each of the three findings chapters along with a brief description and examples quoted from the transcribed responses of the research participants.

4.8.1.6. Producing the report

The final stage of thematic analysis is the production of the research report. This begins when the themes are fully developed. During this stage a detailed analysis was done in a concise, coherent and logical manner. The analysis was presented with extracts from the data to provide evidence and to show prevalence of themes (Braun and Clarke, 2006).

In addition, Braun and Clarke (2006) suggested that participants' quotes extracted from the interview and focus group discussions should be included in the research report in order to present the real essence of participants' points. These should clearly be seen as examples of the issue being addressed in the research. The quotes extracted from the data were embedded within an analytic narrative along with reasonable arguments relevant to the research questions.

4.9 Ethical considerations

According to Cohen et al. (2011) research involving human beings has serious ethical implications which must not be ignored. Carrying out research ethically, 'means that a code of conduct needs to be followed for the research which ensures that the interests and concerns of those taking part in, or possibly affected by, the research are safeguarded' (Robson, 2002, p18). 'Social research gives rise to a range of ethical issues around privacy, informed consent, anonymity, being truthful and desirability of research' (Blaxter et al., 2006,

p. 158). These ethical considerations are also at the core of the British Educational Research Association (BERA) guidelines for educational research (2004).

In order to address the above-mentioned ethical issues, I followed the instructions put forth by University of London to carry out social science research. This included getting permission from the Institute of Education's ethics review committee prior to beginning any process of data collection. I gained approval from the ethics committee to carry out the data collection process after submitting a detailed application form, identifying research participants and presenting data collection procedures and protocols. In research of this nature it is important to ensure that participation is voluntary, and that the information given remains confidential and anonymous. Research participants who were willing to take part in the research were notified orally and in writing about the objective of the study. I also tried to avoid my biases by not deviating from the role of researcher (Robson, 2002).

4.9.1 Consent

Institutional permission from the sample business schools was obtained, by writing a formal email (Appendix I) to the head of the business schools, to request permission to conduct interviews at their business school and to involve its teachers and students as research participants in the research process. Attached with the email were the consent form and synopsis of the research to let the research participants know about the rights and aims and objectives of the research.

After getting permission from the business school heads to conduct the research in their business schools, interviews were conducted first with business school dean and then with teachers who showed their willingness to participate in the research. Lastly, the focus group discussion was conducted with the students of the MBA programme at the business school.

Before conducting the interviews, every research participant was asked to sign a consent form (Appendix IV) signifying his or her desire to take part in the research. Also, each research participant was informed of his or her right to withdraw from the research at any time of the research period. Participants were told about their right to refuse to answer any question which they did not feel comfortable to talk about.

The participants were assured that their views would be published anonymously in the thesis and their identities kept confidential. They were informed that the results of this research will form the basis of a PhD dissertation with some results to be published in academic journals.

4.9.2 Confidentiality and anonymity

According to Bryman (2004) the research experience could be a disturbing one for some research participants if a certain level of confidentiality and anonymity is not maintained by the researcher.

In this study the predictable harm to research participants especially to business school teachers could be that their perceptions, expectations and experiences of academic leadership of their dean might be different and in disagreement with business schools' policies, higher authorities, other teachers and with deans themselves. If the point of view of teachers were to be disclosed to other people, it might result in victimisation and discrimination.

According to Cohen et al., (2011) the maintaining of confidentiality and anonymity in social research is very important. By assuring research participants of the strict maintenance of privacy, confidentiality and anonymity of their responses, this helped me to encourage participation in the study by business school teachers and students, and to get open and honest responses from the research participants. They became relaxed, open and more happy/comfortable to share their experiences and expectations.

After the completion of my field work, I took several steps to protect the privacy of research participants (Locke et al., 2000). The voice recordings of the interviews were saved on a personal computer, protected by password (Kvale, 2008). To achieve the essence of anonymity I assigned pseudonyms instead of actual names to every research participant while saving the audio recordings of their interviews on my computer and used these pseudonyms during transcribing, analysing and reporting of the data (Saunders et al., 2012). Field notes in my research diary from every interview were copied onto the computer by assigning the same pseudonym to every participant's data. The rest of the papers and field notes along with the consent forms, with each participant's signature, were stored in a secure cabinet (Miller-Day et al., 2012) to which only the researcher has access.

4.10 Validity and reliability

"Validity refers to the accuracy and trustworthiness of instruments, data, and findings in research" (Bernard, 1995, p. 38). The term validity is used to address the integrity in qualitative research (Ary et al., 2006). Validity is determined differently depending on the paradigm under which the research is being performed (Denzin and Lincoln, 2005).

The terms validity and reliability are considered essential to check the quality of findings in quantitative researches however, according to Lincoln and Guba (1985) the terms credibility, dependability, consistency and transferability are used to check the quality in qualitative research. Denzin and Lincoln (2005) summed up these terms under the term trustworthiness of the interpretive paradigm.

Where the credibility of research in quantitative research is based on instrument construction, Patton (2001, p.14) described that "researcher is the instrument" in qualitative research. Ary et al. (2006) stated that credibility is the term used to check the integrity of qualitative research. Credibility is achieved by assessing the level of interpretation of the data (Charmaz, 2005).

According to Golafshani (2003) the terms validity and reliability are used to check the credibility of quantitative research whereas in qualitative research credibility is dependent on the effort and ability of the researcher. She further added that the terms reliability and validity are not taken as separate concepts in qualitative research as they are in quantitative research. Lincoln and Guba (1985) stated that "since there can be no validity without reliability, a demonstration of the former (validity) is sufficient to establish the latter (reliability) (p.316).

As per the nature of this research design, validity did not reflect the true findings of the research in an ontological sense. In fact, it revealed whether the findings of the research provide trustworthy knowledge (Silvermann, 2011). According to Bevir (2006), one approach to check the validity of a qualitative study is to measure how the theories, concepts, categories and analytical claims are in accordance. I therefore made sure that the whole research process, from the research questions to the collection of data to the emergence of themes and categories to the analysis and finally to theoretical linking, was an aligned and coherent process. During the data collection process, I kept on asking follow-up questions to research participants and discussed my initial understandings with them to make sure that my understandings are accurate. Also, throughout the analysis process of this research, interpretations and findings were discussed with the supervisor and fellow researchers who were familiar with my philosophical approach towards this study. Knowing that the opinions and views of the supervisor and my research fellows on research findings were similar to that of mine helped to improve the validity of the research.

Lincoln and Guba (1985) used the term "dependability" in qualitative research as against the notion of reliability in quantitative research. To make the findings of the qualitative research trustworthy and reliable I tried to maintain high standards and carried out thorough analysis throughout the research process (Kvale and Brinkmann, 2009). Clont (1992) and Seale (1999) also supported the use of the term dependability for reliability in qualitative research. Denzin and Lincoln (1994) defined dependability as the process of collecting, analysing and understanding data. It was first achieved in this research by conducting a pilot study to validate data collection instruments. This process makes sure that the data received was consistent with the questions asked.

Performing these small steps added to the credibility and dependability of this study for other researchers and leaders who are looking for a better understanding of the phenomenon of academic leadership of business school deans as perceived by its key stakeholders.

In the next chapter findings from the focus group discussion sessions with business school students are presented.

SECTION 2: The findings

Chapter 5: Findings from students

5.1 Introduction

The purpose of this chapter is to present the qualitative data collected, and report on the themes that emerged, from the analysis of the focus groups with business school students. Focus group discussions were conducted in November and December 2015. The respondents were MBA students in the selected public, private, and military sector business schools in Pakistan.

The purpose of conducting focus groups with MBA students had two objectives. First, to know how business school deans' academic leadership was perceived by students in terms of their competencies and characteristics and what leadership traits they expected their deans to possess as an effective and efficient leader. Second, to understand the perceived role of the dean as a leader of teaching and learning. This knowledge was needed in order to strengthen teaching and learning in a higher education scenario, where there are no separate pro vice chancellors or deputy directors for teaching and learning at the university level and no presence of associate deans of teaching and learning at the school/department level.

Teaching and learning, which is the core focus of any educational institution, is not given due attention in the higher education sector in Pakistan. In the absence of these extra layers of management to pay attention to teaching and learning, automatically the whole burden rests with the deans. That is why it is imperative to study the role of the dean as a leader of teaching and learning. The study is carried out in a business school setting, which is an ideal place to learn about leadership and where future leaders are produced, and where this phenomenon is actually taught, studied and therefore should also be practiced.

A total of 50 students participated in nine focus group discussions and each session was comprised of five to six students. Table 4.4 (in Chapter 4), shows the gender distribution of participants in the focus groups.

5.2 Perceptions of students on business school deans' academic leadership

The students were asked a broad range of questions during the focus groups conducted in each of the nine business schools, with the intention of discovering their perceptions, expectations and experiences of their deans' academic leadership. They were asked to define academic leadership and how they perceived it. Academic leadership was mostly defined by students using references to different characteristics and competencies that students perceived as essential in the leadership of business school deans. These leadership characteristics were sometimes personal attributes or bestowed by the context in which the deans operated.

The question that was asked regarding deans' leadership was "What academic leadership means to you?" and then, "How do you define leadership (in the context) of a business school dean?" These were followed by probing questions including, "What do you expect from the leadership of your dean?"; "What competencies does a dean of business school need in his/her role?"; "In your opinion, what characteristics should there be in a business school dean?"; "Which leadership characteristics do you value the most in your dean and why?"; "In your opinion, which leadership characteristics would make your dean an expert academic leader?"

MBA students from all three sectors of business schools have shown a clear understanding of the term 'leadership' and have described different characteristics business school deans should possess and exhibit in their leadership to be successful and effective business school deans. Responses from student participants were transcribed, coded and grouped together under the following eight main themes using thematic analysis.

Ranking (in order of significance)	Students' perceived leadership characteristics of a business school dean	Subthemes	Number of focus groups which valued the characteristic
1.	Visionary	<ul style="list-style-type: none"> • Clear vision • Long-term plan • Far-sightedness • Planning for the future 	9
2.	Competent/ Intellectual ability	<ul style="list-style-type: none"> • Experienced • Committed • Passionate • Able to perform under stress • Authority and command • Able to handle situations • Strong decision-making ability • Goal-oriented • Thinking ability • Logical • Scholar and academic 	9
3.	Well-connected/ Networked	<ul style="list-style-type: none"> • Links • Collaborations • Extrovert • Active behaviour 	9
4.	Adaptable/ Flexible	<ul style="list-style-type: none"> • Changing environment 	9

		<ul style="list-style-type: none"> • Passive behaviour • Laggard • Initiative 	
5.	Accessible and available	<ul style="list-style-type: none"> • Present • Visible • Approachable • Available and accessible 	8
6.	Responsive	<ul style="list-style-type: none"> • Show reaction • Reply • Responsive • Get things done • Take action • Pay no attention to • Ignore 	7
7.	Knowledgeable/ Well-informed	<ul style="list-style-type: none"> • Well-aware • Up-to-date knowledge • Up-to-date information • Expert 	7
8.	Interactive	<ul style="list-style-type: none"> • Meeting • Establishing contact • Keeping in touch • Sharing • Open communication 	6

Table 5.1: Leadership characteristics of business school deans as perceived by students

Table 5.1 indicates eight themes that emerged naturally as characteristics of business school deans during the data analysis. These characteristics are ranked in order of significance by showing the approximate number of responses from the focus group data. All these themes are discussed in detail in the following section.

1. Visionary

Vision is the leadership characteristic that is most highly valued by students of business schools. The phrase was used very often during the discussions and it seemed that because students were from a business education background they were quite familiar with leadership traits and terminologies and therefore, used the technical terms generally associated with leadership. The students expected the dean to have a clear vision and a long term plan for the business school.

The theme vision was derived by grouping together the sub-themes of clear vision, long-term plan, far-sightedness, and planning for the future.

Students from military sector business school M1 mentioned vision as an important characteristic in their dean's leadership as discussed among themselves. Male student 1 (MS1) appreciated his dean for having a plan for the business school and being open about it. He said:

The dean has a clear plan for the business school. In his addresses he always mentions his plan for the next 5 years. A lot of this is happening now. (MS1-M1)

Female student 3 (FS3) supported her male colleague views and added:

Our dean is visionary [...] He talks about his vision and about his future plans for the school [...] (FS3- M1)

Another female student contributed in the discussion:

I think it (vision) is an important characteristic. [A] Dean should have a vision and a clear plan to achieve this vision. (FS2-M1)

The above students appreciated the fact that their dean is active in making an effort to achieve his five-year plan.

Students from the other two military sector business schools also mentioned vision as characteristic or trait to be seen in deans' leadership. They talked about their perceptions, and not about their experiences, of their dean's vision. A female student from military sector business school M2 expected leadership to be visionary. Her colleague (MS3) added in the discussion that "[A] Leader cannot be called a leader without vision". Male student 1 participated in the discussion and said, "Planning is what we never do as a nation [...] Vision is required to move in a certain direction".

Students from military sector business school M3 believed in the sharing of his dean's future plan with the internal stakeholders of the business school. One such student said:

A dean should have a clear plan for his tenure and he should share his plan with at least all the internal stakeholders. We would like to know about his plans for us. (MS3-M3)

Other students from the same school also supported their colleagues and valued vision as an important characteristic to be present in business school deans.

Public sector business school students also identified vision as an important factor while defining deans' leadership. They wanted their dean to share his short and long-term plans for the school with them. For instance, they noted:

[...] He should have some far-sightedness so as to develop a 5- to 10-year plan for the business school. (MS2-G1)

[A] Dean should have a clear vision in his mind of what he will do for the business school, and what his plan is. And ideally, he should tell his vision or plan to all his subordinates. (FS 5- G3)

[...] the most important thing for a leader is to have a vision. [...] What are his future goals and objectives? What is his short-term and long-term plan for the school? (MS2- G2)

Private sector business school students also pointed out vision as being a key element in the leadership of deans:

[A] Dean [...] should communicate his vision to the teachers, students and academic staff. If vision is communicated, then everyone will try to achieve it. (MS2- P1)

The students expected deans to share their vision:

Our school's vision is written in the business school and on its website. We all know what the vision of the school is. (FS2- P1)

Vision was identified as the foremost characteristic of a leader by a male student from private sector business school P2:

The foremost characteristic of a leader is to have a vision and that is what we are lacking in this country. (MS3- P2)

His colleagues supported his statement and added:

Vision certainly is the main element of any kind of leadership. (MS2- P2)

Vision was mentioned by the students of private sector business school P3 as well, and they valued the characteristic by giving supporting statements about it during their discussion:

[...] I would like to see my dean's vision. (MS2-P3)

[...] he should have a future plan and an approach to achieve this. (MS1-P3)

Only a visionary leader can bring improvements in the school. (FS2-P3)

Far-sightedness is important in a leader. (FS3-P3)

If we want to compete with the international market; we can only compete by making a long term plan. (MS2-P3)

2. Competent/ Intellectual ability

Competency was another characteristic that students gave value to in the leadership of their dean. They wanted the dean to be able to perform and have the expertise and ability to lead the business school.

Experienced, committed, passionate, able to perform under stress, authority and command, able to handle situations, strong decision-making ability, goal-oriented, thinking ability, logical, scholar, and academic, were the subthemes that were grouped together under the theme of competent/intellectual ability. One student from public sector business school said:

The dean should be experienced enough to be fit for the job. (MS1- G1)

Another student from the same school added:

He should be strong in taking decisions, in fact should be a quick decision-maker. (MS4- G1)

Public sector business school students talked about deans being competent, experienced, and logical as characteristics in their dean's leadership. Another student from another public sector school said:

I believe, he should be competent, and experienced enough to lead the school. (FS1- G2)

Military sector business school students valued the characteristics of authority, command and decision-making. A couple of students said:

He should have some authority and command in his personality. (FS1- M2)

He should have strong decision-making power. (FS3- M2)

Able to handle situations and stress was another factor that was discussed by the students of military sector business school M2. Also they should have the ability to work in critical conditions and under stressful circumstances. They expressed that in a country like Pakistan, things can sometimes become unpredictable and often there is uncertainty in the political scene which requires the leaders to be able to handle such situations.

A student in the private sector business school P1 summarised what he perceived as the leadership characteristics of a business school dean. He said:

For me, a person who can lead and has got all the qualities of a leader, like being confident, extrovert, having an awareness of the business world, strong decision-

making ability, able to handle stress, good management skills, would be fit for this position. (MS2- P1)

Students of private sector business school P2 considered setting clear goals for the business school as another significant characteristic of deans' leadership. One said:

The dean should be goal-oriented. He should make small goals and motivate the faculty and students to achieve those. (MS2- P2)

Handling stress and pressure was also talked about as a quality in a dean by a private sector business school P3 student, who mentioned:

[The] dean should be able to handle stress and should be able to work for long hours under pressure. It is definitely a job with a lot of responsibility and dedication. (FS2- P3)

3. Well-connected/ Networked

Students were aware of the benefits of having a dean with well-established connections and networks. The subthemes that spoke to this theme included links, collaborations, extrovert and active behaviour. The students differentiated a business school dean from deans of other faculties. They wanted their dean to have links and connections in industry so that he could create opportunities for his students in the corporate sector. One student noted:

Business school deanship is different from other departments' deanship. This position is for an extrovert person who is excellent at making links and connections with industry and who can invite successful entrepreneurs from industry to inspire students or give some projects to students. (FS1-G2)

Students from public sector business schools highlighted the issues and problem areas they have seen in the leadership of their own dean and compared their dean's leadership with other deans. Two students from two different public sector business schools remarked:

Our dean is not active. Other schools have made collaborations with companies and their students get the opportunity to do internships there. Their students have got regular access to those companies. Their graduates are hired by the companies but our school has no such connections in the industry that is why we find it difficult to get access and to be hired easily [...] [The]dean is not working on making the name of the school better known in the market. (MS2- G1)

[A] dean should be an expert in the field of business and commerce. He should be well-connected and networked. Networking is all what makes the difference in the field of business and commerce. (FS1-G3)

Private sector school students' perceptions of deans were that they should be an extrovert and sociable person. One suggested:

He should be very active and extrovert. He should be active in making connections. I guess deanship requires extensive networking, so he needs to be a very sociable person. (MS1- P2)

Private sector business school students also appreciated their dean's engagement with industry. One shared his experiences of his dean being active in establishing links and connections with the local market. A student suggested:

Our dean is very active in arranging conferences and seminars in the school. There are so many training sessions going on for students as well as for teachers. We have an industry academia partnership programme. We are a community which is closely knitted with local businesses and entrepreneurs. We have got so much exposure here that now going out and making contacts in the market doesn't seem difficult. (MS2- P1)

Another private sector business school student expected the dean to work closely with the industry so as to update the curriculum regularly:

My opinion is that the dean should work closely with industry. He should know what the demand of the market is so that he can design the curriculum accordingly. (MS3 - P3)

Student participants in a military sector business school (M1) valued this leadership characteristic and shared their experiences of their dean's leadership with regards to networking and collaborations. As two of them noted:

Our new dean has come from another big university. He has an energetic personality. Since he has joined our school he is using all his connections to make this school even better. You can feel it. The difference in leadership is very clear. He invites experts from industry as well as from academia, as guest speakers. (FS2-M1)

Our new dean has made the campus a happening place. It wasn't like that before. He is actively establishing links with the corporate world and is working on international collaborations. Last week we had three companies who visited our school. We were given presentations on their business models and their HR managers explained their company's recruitment policies. The general manager of one of the companies, offered jobs to two competent students from our batch. This was very motivating. (MS2- M1)

4. Adaptable/Flexible

Adaptability and flexibility was also mentioned as an important characteristic in deans' leadership by business school students. Some students have mentioned their experiences of deans' adaptability and even those who did not experience it knew the value of this characteristic in deans' leadership. The subthemes that supported this theme included changing environment, passive behaviour, laggard, and initiative.

Private sector business school P2 students appreciated the dean's flexibility to change. One student noted:

The school is changing itself at a very fast pace. It is introducing changes... changes in everything (Male student 1). Last year, I saw drastic improvements being made by the new dean. He is quite adaptable. (MS2- P2)

A couple of other colleagues also valued the characteristic by saying:

Incorporating and accepting the change quickly is the key to success in the business environment. (MS4-P2)

As a leader in today's world one should be able to continuously bring improvements in his surrounding environment and into the lives of people around him. (MS3- P2)

Students of private sector business school P1 showed their understanding of the importance of flexibility and adaptability as an important characteristic in deans' leadership. They were of the view that the deans should adapt to the changes quickly as the business environment is changing at a fast pace. One student remarked:

Deans of the business schools need to be adaptable to accept change. The international business environment is changing at a fast pace and to keep pace with the changing environment the dean should bring in changes to the school [...] (FS3-P1)

Another student seconded her female colleague's opinion:

A dean should be able to accept and adopt the changes quickly. He should be adaptable to keep pace with the fast changing corporate world. (FS1-P1)

To remain current with what is happening around and then bring the changes into the curriculum was discussed among the students of private sector business school 3. A male student suggested:

One of the characteristics that is imperative for deans in today's world is to be able to accept and bring change. The business environment is changing at a fast pace and deans should keep themselves informed at all times, of all the changes and bring changes into the curriculum accordingly. (MS1- P3)

A student in public sector business school G1 criticised the sector for being passive and laggard in incorporating changes. He said:

One thing that is there in our (public sector) universities is passiveness. We are the slowest in adopting change. Our school is far behind other schools. We are laggards. When all other schools have already incorporated the new innovations then our leaders think about it. This is the reason for our low ranking and slow progress. I am not complaining but this is the reality. (MS2- G1)

Another of his colleagues supported his argument by explaining the reason behind the passive behaviour of public sector universities. He followed up:

We have got management full of people who are from the old school way of thinking. [...] people here love to follow the routine as it is. Any change makes them uncomfortable. That is the reason we are far behind private business schools in terms of resources, facilities (physical), teaching methods and technology. (MS2- G1)

When asked "How this issue can be addressed?", one student replied:

I expect the dean to act as a change agent – to bring changes or improvements in the business school. But here the culture is still bureaucratic ...so how can we expect any changes? (MS1- G1)

Students in public sector business school G2 also expected the dean to be a leader in bringing in changes in the school. One student remarked:

[The] dean should be a change maker. He should be the one to introduce new things and then obviously others will follow him. (MS2- G2)

Lack of initiative in bringing change at dean's level was also mentioned by students in public sector business school G2. The same student as above continued to share:

Basically, initiative is lacking. No one wants to take any initiative for improvement or to bring or introduce any new thing in the school. They avoid [taking] the burden of responsibility on their shoulders. (MS- G2)

Doing a routine job is not considered as a leadership trait by a female participant of public sector business school G3. She said:

If a person becomes a dean and does a routine job without bringing any change or improvement, I would not call that person a leader as I believe deanship is a leadership position, and a leader is expected to bring in something new...something improved. (FS3- G3)

Students from the military sector business schools also valued flexibility and adaptability as an important characteristic in deans' leadership. Students in each of the focus groups at the military sector business schools talked about adaptability as an important characteristic of leadership in today's environment. Two students said:

I would like the dean to be active in adopting new technology and new teaching practices. (MS2- M1)

[The] dean of the business school should be flexible and adaptable. He should make the business school incorporate changes easily into its day-to-day functioning. (MS3- M2)

5. Accessible and available

One attribute of business school deans' leadership that was mentioned by business school students in almost all the focus groups was accessibility and availability. The dean of a business school, should always be accessible and approachable to students. The theme 'accessible and available' was derived by grouping together sub-themes such as present, visible, approachable, available and accessible. Different sector business school students however, explained their experiences and perceptions about the accessibility and availability of a dean in different ways.

Participants from the military sector business schools gave great value to the factor of accessibility and availability in the academic leadership of their dean. The way all the focus groups discussed this factor showed that the military sector business school deans do not make themselves easily available and accessible to students, whereas students want to have direct access to their dean. One student remarked:

Access is important and the dean should provide it to the students. It is our right. They should follow an open door policy so that everyone can reach them without

any problems or barriers. Mostly the deans are nice, it is the lower staff who create unnecessary protocols and barriers. (MS2- M1)

Female student 2 supported her male colleague by saying:

Direct access to deans make the students feel more satisfied. (FS2-M1)

Students from military sector business school M2 also valued this factor and mentioned:

To reach the dean is not an easy thing in this university. If I want to meet him, I have to jump over a lot of barriers. There is no direct way to talk to him. (FS2-M2)

A male student supported this factor by giving the suggestion that students should be taken as customers:

The dean should be accessible to students. He should show his involvement in student matters. For students he should make himself always available as in private sector business schools where the administration takes the students very seriously. They take students as their customers and thus to satisfy them is the ultimate goal but here students are the ones who are bossed around and kept under fear. (MS1-M2)

The same experience was shared by a female respondent in the military sector business school M3. This showed that the students want to have direct access to their dean and would like him to let them talk to him directly without any protocols and barriers. She said:

These military people are not easily accessible. They have their own protocols. Sometimes even if the dean is good, the lower staff, like his PA (Personal Assistant), won't let us go into his room without an appointment. That is so annoying. (FS3- M3)

After listening to this, her male colleague also added:

We would like the dean to know about our (students) problems because only he has got the authority and power to solve the issues. We never get a chance to talk to the dean directly. There is always a teacher, coordinator or the dean's PA in between. I don't know why there is no such direct connection. His office seems a Prohibited Entry Zone for students. (MS1- M3)

Another female colleague in the same business school shared her personal experience of getting access to the dean and mentioned the issue of confidentiality as well. She would like the dean to have office hours for students and said:

I wanted to file a complaint against a teacher because of his behaviour but nobody allowed me to go to dean. The programme coordinator asked me to write the reason

for wanting a meeting but I didn't want to tell him the reason because of confidentiality issue and because I didn't tell him the reason he didn't let me go to the dean. I felt so helpless and depressed at that time but after two weeks my anger finished and I gave up the idea of talking to him. There are no office timings in which students can meet him (Dean). I am telling you there are so many issues about which students want to complain confidentially but there is simply no system in place. (FS1- M3)

A colleague added:

That is why I avoid going to dean [...] why waste energies when you already know it would be of no use. (FS4- M3)

This notion of accessibility and availability was also mentioned by public sector business school students as an important characteristic in their dean's leadership. Students in Public Sector School G1 mentioned during discussion that a dean should make himself available to students.

For a leader the foremost thing is to be available to the people and the same goes for an academic leader, he should make himself available for the students. (MS4- G1)

However, the other students from the public sector business schools talked more in terms of the deans' presence in the school. They didn't talk about the issue of accessibility instead students wanted the dean to make his or her presence felt by the students. Students wanted to see their dean more often in order to know him better. Some of them said:

I would like to see him (the dean) more often in the campus. Not just sitting behind closed doors but walking around and interacting with us (students) in the campus. (MS3- G2)

I hardly see my dean so I don't know anything about her leadership. (FS2- G3)

[...] [The] dean has never felt like part of our department. Mostly we talk to our coordinator or HOD. We never get a chance to speak to her [...] (FS5- G3)

Private sector business school students also valued the notion of accessibility as a characteristic in their dean's personality but the students who mentioned this characteristic had experienced easy access to the dean. While talking to them it felt that their deans were quite approachable and accessible to students in the private sector business schools. A couple of students noted:

[The] dean is always present for us. He often comes and talks to us casually in our classrooms or while walking in the corridor and asks about our issues [...] (FS2- P2)

There are no barriers [...] the dean is quite cool, and we can meet him at any time.
There are not many formalities involved [...] (MS2- P1)

Another student in the private sector business school P3 gave value to the presence and availability factor in her dean's leadership by sharing:

[The] dean is someone who you can talk to any time you feel like. (FS1- P3)

Another student contributed to the discussion and appreciated her dean's availability to her students:

Our dean is like a mentor. She always makes herself available to students. We can get her advice on anything [...] (FS3- P3)

6. Responsive

Responsiveness is another leadership characteristic of deans that is valued by the students of business schools. Students wanted their dean to react to any of their requests, needs or complaints quickly. Show reaction, reply, responsive, get things done, take action, pay no attention to, and ignore, were the subthemes that were grouped together under the main theme of responsiveness.

How valuable it is for a dean to be responsive was shown in the discussion among students of military sector business schools where they mentioned their experiences in which the dean didn't give a quick response to their request. One such student pointed out:

I wanted to request him (the dean) to write my reference letter for admission to a foreign university. I used to wait in his PA's office with all my forms but he was always busy in a meeting. I emailed him but he didn't reply and in the end I had to request another teacher to write it for me [...] (MS2- M3)

Another student supported her colleague's experience with his dean by saying:

We always have to wait a lot to get our things done by the dean. (FS4- M3)

Students always expect a quick response from their dean. Whenever they request or complain against anything, they expect the dean to respond to it quickly and that is why they valued this characteristic in the leadership of their dean. A couple of students commented:

[A] quick response from the dean is an important ingredient of his (leadership) position; be it a response to any student issue, management related issue, faculty development or to respond to quality related issues [...] (MS2- P1)

I always get a quick and positive response from my dean whenever I go to her office. She is motivated and her motivation and passion is expressed in the way she responds to (her) students... (FS3- P3)

Students from another private business school (P2) also mentioned this attribute in the list of characteristics they identified as being an important quality of their dean.

Students expected the dean to take action in response to their complaints. Higher education students are well-aware and well-informed so a dean should give value to their requests and suggestions. In particular, public sector business school students wanted the dean to pay attention to their problems. A student remarked:

Our dean is available and listens to our issues but he never takes any action. Many times we made complaints against a teacher but no action has been taken. Also, we tried to ask permission to arrange an activity on campus and tried to get approval from him. We sent our proposal to him. He said that he would see but he never gave any response. (MS1- G1)

Quick action taken by the dean against any of the students' complaints was what most of the students expected from their dean. For instance:

[The] dean should take quick action in regard to any complaint filed by the students. (FS2- G2)

A leader should give attention to the issues and problems faced by students in the school. There are so many problems that we want our dean to pay attention to. But our matters are not given importance to [...] (FS4- G3)

Another student added that dean should never ignore any issue specifically related to students.

Being a leader, a dean should never ignore any student or any issue or matter. It's a dean's job to keep an eye on every matter and help solve it as soon as possible. (MS1- G3)

7. Knowledgeable/Well-informed

Students expected the dean to be knowledgeable and well-informed. The subthemes that reflected this theme included well-aware, up-to-date knowledge, up-to-date information, and expert.

Students wanted their dean to be well-aware and conscious of what is happening in the local and international markets so that they can bring about changes in his business school accordingly. Students also expected the business school deans to have up-to-date knowledge and up-to-date information. These phrases were used a number of times by

students in different focus group discussions. They would like their dean to make an effort in providing his students with the most up-to-date knowledge and skills that would be in demand from the market.

Students in private sector business schools discussed the significance of the dean being well-informed and a well-aware person. For instance, some students said:

The position (deanship) is for a person who knows what is going on in the international business schools. They should know what is being taught there and teach us the courses which can make us graduates who can compete in the international market. (MS3- P3)

He should be well read and aware of what is happening around the world of business. It is a job for a well-informed and well-aware person. (MS1- P3)

Information is the key to success in any field these days [...] an important characteristic for a person in this position is to be well-informed. He should have information about the local and the international business environment, and he should be able to process that information quickly. A well-informed and well-connected person would be the best fit for the job. (FS1- P1)

Students in the military sector business schools also gave value to awareness and information about their surroundings as an important characteristic in the leadership of their dean. A few students commented:

Actually, I believe that the dean should change the courses according to market demand and offer students more training and courses as per market demand. I think he should be well-informed regarding what other international business schools are doing. (MS1- M3)

I would like him to introduce new courses and training. He should know what is lacking in his students and he should provide support to the whole staff to overcome the school's weaknesses. (FS3- M2)

[...] Market and industry awareness, and motivation to bring the latest resources into the school, is the dean's job. (MS1- M1)

Public sector business school students expected their dean to be aware of what is happening in the market. They wanted their dean to know what other business schools in the market are doing and expected their dean to provide them with the same opportunities. One student mentioned:

I expect my dean to have up-to-date information on what is happening in the market and what kind of activities other business schools are doing to better place their students in the market. (MS1- G2)

Students who participated in the focus groups in the other two military sector business schools, M2 and M3, also valued that the dean should be knowledgeable and expert in their field, and mentioned this attribute while discussing the traits of academic leader.

8. Interactive

Students expected business school deans to be interactive and engaged with students. Students showed their interest in knowing more about their dean and their leadership. Subthemes like meeting, establishing contact, keeping in touch with students, sharing, and open communication emerged from the initial codes and were then grouped together under the main theme interactive.

Students wanted to meet and interact with their dean on a regular basis. For instance, two of the students remarked:

We are the future leaders. We are being taught to lead but we don't have any example of a leader in front of us. We don't have any role models[...] we need to know about his leadership. (MS1- G1)

Honestly, I have never seen our dean around. We never get a chance to interact with him. (MS2- G2)

A student wanted to know more about his dean's leadership approach by recollecting:

In my one year stay at this business school I don't know anything about him. His approach, leadership style and behaviour as a leader of school are not known to us. (FS2- P3)

Her colleague seconded her opinion:

Our interaction is mostly with teachers and not with the dean. (FS1- P3)

Students were well aware of the value of leadership interaction. A male student contributed to the discussion:

I strongly believe that the more senior position you have got the more you should be in touch with your subordinates. (MS1- P3)

A student from a private sector business school defined the dean as:

One (dean) who listens to our problems and comes and talks to us, this would be the best person for the job. (FS2- P2)

Another student talked about a dean being interactive in terms of sharing his vision and plans with his subordinates. He said:

I think he can make students have more trust in the school, more confidence, and be more motivated. We would like to know what direction he would like the school to go to. Students get frustrated when they don't know anything about their future. [The] dean should share his views and plans to make the students and teachers trust him and feel secure about their future. (MS3- P2)

Another student emphasised the significance of communication by sharing:

Communication with your employees or subordinates is the key to success of any business. It can identify many problems and help to build confidence and trust at all levels. (MS2- P2)

Student of private sector business school P1 contributed to the discussion on academic leaders' characteristics by saying:

Leadership can never be an isolated process or I should say it cannot be a one-way process. It has to be interactive. It should involve people in the process. There needs to be a two-way communication process between deans and teachers, deans and students, teachers and students, deans and other support staff. How can you achieve success as a leader without being interactive? (MS1- P1)

Students from one of the military business schools appreciated their new dean for being so involved in their activities and for keeping himself engaged with the students. One such student said:

The new dean is just amazing. He is very different. He comes to the basketball court and plays with us. He plays cricket and table tennis with us. He talks to us in a casual manner. He is an inspiration. [...] I am impressed by his knowledge and motivational talks. He is full of experiences and he shares his wisdom, approach to life and lessons with us. He tells us stories. I am learning a lot from him. (MS1- M1)

Another student from the same school appreciated her dean by saying:

I like the way the dean interacts with us. The campus has become so lively since he joined the business school. He arranged so many activities. He is very famous among students [...] whenever he is among us he acts like one of us. He takes an interest in our problems. (FS2- M1)

5.3 Business school deans' leadership of teaching and learning

This section of the chapter deals with business school students' perceptions, experiences and expectations of their dean's role specifically as a leader of teaching and learning. It deals with the specific question of "What is your understanding of leadership of learning and teaching?" and "Who do you think is responsible for leading learning and teaching in a business school?" It was followed by several probing questions including, "What particular areas does a dean need to focus on as leader of learning and teaching?"; "How teaching and learning can be strengthened in a business school?"; "What role deans can play to strengthen teaching and learning in a business school?"

The main themes along with subthemes that emerged from the data gathered are discussed in the following section of this chapter. The themes presented different perceptions of business school students on deans' leadership as a leader of teaching and learning. Table 5.2 summarises the themes that were revealed by the students.

Ranking (in order of significance)	Themes on deans' role as leader of teaching and learning	Subthemes	Number of focus groups which valued the theme
1.	Focus on teachers' training and development	<ul style="list-style-type: none"> • Provide training to teachers • Train teachers to use new methods and techniques • Encourage them to get higher qualifications 	9
2.	Bridge the gap between theory and practice	<ul style="list-style-type: none"> • Establish networks and links with industry • Focus on practical knowledge • Give students practical exposure • Hire teachers from industry • Arrange guest speaker sessions • Encourage teachers to teach local case studies 	9
3.	Establish a supportive pedagogical environment	<ul style="list-style-type: none"> • Monitor teachers' performance • Hire qualified teachers • Encourage teachers to use new techniques and 	9

		<p>methods</p> <ul style="list-style-type: none"> • Encourage teachers to use relevant course material 	
4.	Focus on up-to-date curriculum	<ul style="list-style-type: none"> • Introduce market-oriented courses • Revise and update the courses regularly 	9
5.	Regular feedback systems	<ul style="list-style-type: none"> • Get regular feedback from students • Confidential evaluation system for teachers • Introduce 360 degree feedback 	8
6.	Provide learning support to students	<ul style="list-style-type: none"> • Support students in their learning • Provide practical learning opportunities • Introduce exchange programmes 	7

Table 5.2: Themes students identified to strengthen deans' role as a leader of learning and teaching

1. Focus on teachers' training and development

Students in the focus groups talked about teachers' professional development. The three subthemes highlighted by students were broadly to provide training to teachers, encourage them to gain a high level of qualification, and to make them learn new methods and techniques.

Students wanted teachers to be trained in specifically teaching for postgraduate or masters level students. They complained about their lack of ability to teach. A female student elaborated:

Actually, I believe the teachers should also be given formal training to teach. Some of the teachers lack the ability to teach and they don't know the demands and expectations of the profession. University teaching is becoming a lucrative job since the HEC intervened in higher education. Those who don't get a job anywhere else join teaching. There should be some aptitude tests or courses for those who want to join this profession. [...] Training should be made mandatory. [...] Not all the teachers know how to teach. (FS2- M3)

Students emphasised the importance of giving teachers training on how to use available tools and resources, and they expected teachers to be well aware of all the latest technological advancements in teaching. Another female student from another school said:

We have got the facilities, like interactive boards, conference rooms, teleconferencing facilities, but no one has ever used these. Our teachers never used these facilities. I believe no one is trained enough to use these facilities. (FS3- M1)

Students expected the teachers to get training on the latest teaching methods. They discussed that teachers should know about the latest teaching techniques and new tools to use in teaching. For example, two students said:

Our teachers need to be equipped with new methods of teaching, and if they will make themselves familiar with new resources and apps then we will get the latest knowledge. (MS1- M2)

Teachers should learn better ways to teach us. The latest and new tools and techniques can help us learn about the business world in a better way. (MS2-P2)

We are living in an information age and this has made the students well-informed and aware of the environment they are living in. They are well-aware of all the technological advancements and sometimes are even more aware of the new techniques than their own teachers. Students expected the dean to ensure greater use of new methods of teaching. For instance, one of the students from a public sector business school complained about old methods of teaching:

Our marketing teacher taught us marketing techniques which are old now. Marketing is an entirely different field now with so much impact of social media on marketing but he taught us the same old techniques of marketing [...] He didn't teach us the new innovative ways to promote businesses online. Even our fellow students have got more knowledge and awareness of technology and software than him. (MS3-G1)

Business school students valued passionate, knowledgeable, and experienced teachers. Students wanted teachers to be expert in their areas of specialisation and expected them to hold the highest level of qualification. Students were well-informed and were aware of the level of qualifications their teaching faculty were holding. Students from public sector business school G2 were aware of the lack of teachers with doctorates in their school and they discussed how it affects the quality of teaching and their learning. One student remarked:

We don't have a single PhD in our faculty. All our full-time teachers are either MPhil or they are PhD scholars. We don't have a single professor or associate professor in the faculty. How can they teach us when they themselves are still learning? (MS2-G2)

Most of the faculty are currently registered as PhD candidates in local and foreign universities and therefore, unable to properly maintain the quality of teaching and research. A couple of students noted:

Our school has a lot of junior faculty – I mean lecturers who are just fresh graduates. They almost all are registered in PhD programs. Because of their own studies, their focus is not 100% on teaching instead they are busy submitting their own conference papers... (MS2- G1)

Most of our teachers are just MBAs without any market experience. [A] few are MPhils. Most of them are now registered as MPhils or in PhDs. I guess the problem is that this is a public sector university and it has got fewer resources than a private university that is why it is unable to attract highly qualified teachers. (FS5- G3)

2. Bridge the gap between theory and practice

During the group discussion in a public sector business school (G3) one of the students made a comment that he did not find any immediate relevance of the knowledge shared in class with the actual practices on the job. She said:

Our teachers are teaching us only bookish and theoretical stuff. They never give us real world practical knowledge which is actually applicable and used in corporations now-a-days. The dean needs to look into this matter. (FS1- G3)

Students acknowledged internships and placements during their course of study as a good mode to learn practical matters. A couple of students remarked:

When I went out and did an internship in a bank I personally experienced that what we are being taught here is totally opposite to how the work is done in the real world. It is totally opposite. There is a mismatch. (MS3- G1)

We are interested in knowing more and more about practical knowledge instead of learning about theories. The dean should check the outline of courses and encourage teachers to include practical examples and activities and case studies which have some relevance in today's market scenario. (MS1- M2)

During the group discussion in a public sector business school (G2) one of the students made a comment that he did not find any immediate relevance of the knowledge shared in class with the actual practices on the job. The student remarked:

I did an internship in the HR department of an MNC and realised that the knowledge we are given in class is very theoretical. It doesn't help students in the practical world except in understanding the jargons of the field [...]. There are entirely different performance management and compensation management systems to understand and to work on, in the companies. (MS4- G2)

Across all the group discussions in the nine business schools, one of the most powerful themes was the focus on practical knowledge. Students of the business schools wanted a practical learning experience with expert and professional teachers. Students valued practical knowledge more than theoretical knowledge. Some of them shared the difficulties they had faced because of their lack of practical knowledge. For instance, one said:

I failed in the job interviews of two banks. The questions the managers were asking; I was unable to answer them satisfactorily. We were not taught that way. He created different hypothetical scenarios and situations and asked how I will handle those situations and I was unable to give him a satisfactory answer. It made me very upset and frustrated. (MS2- G1)

Students wanted the dean to recruit teachers who have knowledge of the corporate sector. Students discussed the positive impact of having people from the corporate sector as their teachers. Two students noted:

He (the dean) should employ teachers with real market knowledge, who can teach us the practical stuff and show us real time market data. (FS3- G3)

Teachers who come from the corporate sector give us very practical knowledge. They show us the actual strategies and frameworks that they use in their companies. I know a lot of software that is used in companies in their marketing and HR and other departments, because I did a couple of internships in multinational companies. We never get such information from PhD teachers. (MS4- P2)

Students felt more engaged in the sessions of teachers which focused on practical aspects of the course rather than theoretical concepts. A student from public sector remarked:

The teachers in our department are too young and don't have any practical exposure. Most of them are fresh graduates with a master's or MPhil degree and

they teach us theory with no focus on the practical implications of the theoretical concepts. Their lack of market knowledge and inability to quote examples from the local market, make the lectures very boring and dull. (FS3- G3)

Similarly, the students in military schools showed their interest in being exposed more to real practical world knowledge. They wanted their teachers to quote examples from the market and would like to learn from the experiences of local entrepreneurs. One female and male student mentioned:

I would really like to learn how the trading happens in the stock exchange. How the buying and selling takes place? I am a student of finance and don't know how to read and understand the business page of the newspaper. Teachers never teach us the procedure of buying and selling in the stock market and the mechanism behind it. (FS1- M2)

I want teachers to teach from their experiences not what is written in the books. The sessions of teachers who have a diverse and vast exposure are always more engaging and interesting. (MS1- M2)

Students mentioned the benefit of learning local case studies in their classes which allowed them to understand the working environment and practices in the local industry. These students found some relevance between their classroom knowledge and the workplace practices and they gave all credit to their teachers who are using actual case studies of local corporations to teach theoretical concepts to students. One student from a private sector school said:

Our teachers teach us using a lot of local market case studies. This practice helps us in understanding the working environment of organisations. We have got knowledge of many, both small and big, local businesses. (MS2- P1)

Students appreciated the organisation of job fairs and guest speaker sessions with industry personnel. Others commented:

I like the guest speaker sessions. It is the best learning opportunity for us as we get to know a lot about the market. I always like to hear the success stories of different entrepreneurs. (MS4- M2)

Attending job fairs gave me a lot of knowledge about industry and I know which companies I have to apply to for a job and I am preparing for that. It gave me direction. (MS2- P2)

Students of business schools expected their dean to make connections with industry. The students were well aware of the benefits of having strong connections in industry. They believed that establishing linkages with the corporate sector will help students and teachers learn more about current market knowledge and will provide them with practical learning opportunities. It will also help students in getting real life projects to work on and will help teachers to design courses according to market demand. Three comments from public sector schools included:

[Deans should] make connections with good and reputable companies in industry so that they give us internships and jobs. Companies here now prefer graduates from certain business schools so the dean should make connections with the companies so that we get priority in getting practical learning opportunities. (MS1- G2)

Other business school students get the opportunity to do internships in the best companies because their school arranges it for them. They have established connections with them, but our business school has no such connections and that is why we never get the opportunity to work or do projects in the well-reputed companies of the market. (MS1- G3)

Few private universities have established their networks with local industry and the faculty is re-designing the courses according to the market demand. (FS4- G3)

3. Establish a supportive pedagogical environment

Students expected the dean to focus on teachers' pedagogical practices. On pedagogy the subthemes that emerged from students' data were encouraging teachers to use new techniques and methods, monitor teachers' performance, hire qualified teachers, encourage teachers to use relevant course material and ICT tools.

Students expected their teachers to teach using the new and latest teaching methods and techniques. For instance:

Few of our teachers use current knowledge. They [don't] use current resources to teach us. I think it would be beneficial for us if the teachers have an up-to-date knowledge and know the latest techniques of business. [...] The school should provide access to latest software, journals, books etc. I would like teachers to teach me using the latest resources. (FS3- M2)

Chalk and talk type of methods are out now.... there are so many new and innovative methods. Our teachers should be encouraged to use such methods (MS1- P2)

Students were well aware of the benefits of different types of teaching methods and they wanted teachers to be expert in using their preferred teaching method. A couple of students commented:

I don't like it when teachers give us case studies. They give us cases without teaching us the concepts. Case studies make me more confused as I never get to know what the best answer to the problem was. First the teacher should teach us how to analyse the case. Sometimes financial information is written in the case and we don't know how to analyse or interpret it. I find it very confusing. (MS4- G2)

[Use of the] case study is becoming the most popular teaching method these days in Pakistan [...]. I don't understand why they are focusing on that when they don't know how to teach using it. (MS1- P3)

The issue of relevance in MBA education was also raised during one session. Students wanted to learn what is relevant and relatable. For instance, a ?? said? remarked:

We are given a case study in our Marketing Management course which had no relevance with our culture. It was difficult to relate to for many in the class. It was a case study on a wine company in the UK and the teacher asked us to design the product line extension strategy for the company. Knowing nothing about the product and about the industry it was difficult for us to understand the case and design the strategy. I found it irrelevant. (FS2- M2)

Students discussed that the teachers should be qualified enough to teach using different methods. They expect the teachers to be expert in the particular methodology that they adopt to teach. A female student said:

I don't know why teachers want to teach us using case studies when they themselves don't know how to teach a case and how to summarise the key points [...]. (FS1- G1)

Students were aware of their teachers' level of qualifications and mentioned during the discussions how much they are qualified and from where they have got their degrees. They talked about the benefits of hiring highly qualified and experienced teaching staff in the business school. One student from a public sector school said:

Most of our teachers are just MBA without any market experience. [A] few are MPhils. Most of them are now registered as MPhils or in PhDs. [...] Teachers with international qualifications and exposure can teach better. They can improve the

standard of teaching and can use the latest teaching methods used in foreign universities [...] (FS5- G3)

Military sector business school students also showed their bias towards foreign qualified teaching staff. One said:

Teachers who come from abroad have a different style of teaching and even their interaction with students is very friendly and they allow us to interact with them openly. They share their resources with us, trust us more and give us knowledge beyond the requirement[s] of our course. (FS2-M1)

Students discussed the importance of monitoring teachers' performance while teaching in the class. They have higher expectations of teachers and wanted the teachers to put an effort into teaching instead of using routine methods. A couple of students said:

There should be some checks and balances on teachers regarding how they are behaving and teaching in the class. Some teachers come and do chit chat and we can easily tell that they have not prepared the lecture. There should be a system to identify such teachers. (MS2- M2)

Deans should know what the teachers are teaching and what their performance in the class is. They can easily check this via informal communication channels or via feedback. This is necessary to improve the performance of teachers in the class. (MS2- P3)

Students discussed that because of giving more value to research output by the HEC for teachers' career progression, teachers are focusing more on their own research instead of teaching. One student remarked:

Teachers' teaching performance should be monitored. Here they check and evaluate their research performance and that is why teachers focus more on their research output rather than the quality of their teaching. (MS1- M1)

Students expect deans to discourage teachers from reading from slides or teaching directly from the textbooks. They discussed that deans should encourage teachers to teach in an interactive manner and share their personal experiences from the corporate world.

For instance, a couple of students mentioned:

Reading from the slides should be banned. This is an old way of teaching. [...] (MS2-P2)

I would like to hear something which is not written in the text book. (FS5- G3)

4. Focus on an up-to-date curriculum

Students from all three sectors discussed curriculum in their respective focus groups. . Every group discussed the curriculum in a different way but broadly all mentioned that the course content was not specifically designed to meet the current local market requirements and challenges but rather chosen based on teachers' ease of access to the teaching resources, and teaching material, and their convenience in teaching the subject. A couple of students suggested:

I would like the school to revise the curriculum on a regular basis. (FS1- G1)

One of our teachers is famous for using the same case studies to teach, for the past 7-8 years. He talks about the same things. He gives the same examples. His style is same. (MS3- G2)

Students of a military sector business school discussed that relevant teaching material should be included in the curriculum. They expect the teachers to teach them by providing local market knowledge. For instance, one remarked:

[...] The books we follow are foreign, the examples our teachers give are foreign, the corporations we study are foreign, the cases they teach us are foreign, and mostly the resources are American or British. I wish someone would teach us about Asia, South Asia like, China, India etc. (MS2- M2)

Another participant contributed to the discussion:

Definitely it would be beneficial for us to learn about the south East Asian market. I want to learn about it. I want to learn about competitors in the local market. I want to learn about Gulf markets. The focus needs to be changed a bit. (MS3- M2)

Learning of students cannot be strengthened by using outdated books and resources. A student explained:

Here we are taught courses using materials which are already outdated. I mean why you are still following a 2005 edition book when the latest edition is available in the market. I know this is not the routine but some teachers use very outdated material. (FS4- M1)

The students from the private sector business school expected the dean to update the curriculum on regular basis by doing regular revisions. A couple of students from the private sector commented:

My opinion is that the dean should work closely with industry. He should know what the demand of the market is so that he can design the curriculum. (MS3- P3)

[The] business environment is changing at a fast pace and the dean should keep himself informed at all the times, of all the changes, and change the curriculum accordingly. (MS1- P3)

5. Regular feedback system

Evaluation is the term used for feedback in academic institutions. The presence of a feedback system in the academic institution allows the students to provide their views, opinions, and concerns on the quality of teaching and learning. For instance:

How can you make students learn better without asking for their feedback? It is not a one-way process. Knowing students' issues better will help improve the learning environment of the school. (FS1-M1)

Students from different business schools suggested that their dean take regular feedback directly from the students. They wanted the dean to implement a 360-degree feedback system in the business school. This was explained as follows:

He (the dean) doesn't speak to us or take our feedback himself [...] There is teachers' evaluation system but it is online and it is taken once at the end of the semester when it is of no use [...] I think it is necessary for a head of institute to introduce a 360-degree feedback system if he really wants the school to progress. (MS2- M1)

Students of public sector business schools G2 and G3 mentioned the benefits of giving regular feedback about teachers and about their school. A student of public sector business school G1 also discussed:

As a student I know the areas where the school is lagging behind and areas which are weak, but dean has never asked and never taken direct feedback from us. He should take feedback from students because we are the final users. We can exactly identify the areas which need improvement. (MS2- G1)

Students wanted the dean to take feedback in the middle of the course and not only at the end of the term. This was suggested as follows:

I want the dean to take the feedback at the beginning of the term, just a couple of weeks after the start of the term. The school takes the feedback at the end of the term and at that point it becomes useless for the students. Changes at that point cannot help the current students. (MS1- P2)

A business school dean who talks to students and takes regular feedback was appreciated by their students. Students valued and recognised it as an important factor in strengthening teaching and learning. A student explained:

The dean talks to us every term. He comes and asks about our problems. He did address many of the issues raised by my fellow students during the last term. He is very considerate. (MS1- P3)

Some students from the military sector schools, however, raised a concern on giving honest feedback about the quality of teaching and reinforced calls for other ways of assessing teaching performance. They said:

We cannot honestly say anything here. If we want to complain about any teacher, we simply cannot because we know at the end of the day it would cause us problems, and nothing will happen to the teacher. (FS2- M2)

No one dares to give honest feedback, and this I am telling you; online feedback systems are just useless. Students sit and randomly click. I would prefer an online written feedback system - may be that would be more helpful. (FS1- M3)

To be honest if someone asks me to give written feedback, I always avoid writing my honest opinion as someone could identify me and then I would be in trouble. (FS2- M3)

6. Provide learning support to students

Students from all three education sectors expected greater learning support from the school. They wanted attention on the long opening hours of facilities, student-led societies, scholarships and funding, psychological counselling, and practical learning opportunities.

Public sector business school students expected the schools to provide them with practical learning opportunities. They expected schools to have a well-organised internship plan for the students. They want the dean to establish a student support infrastructure, like placement cells, within their business school to guide and help them achieve their dreams. Some of the students noted:

Students have to apply for internships and arrange everything on their own. In other private sector universities, there are placement cells which arrange internships for

students in the well-reputed MNCs. These universities have strong connections in industry so the companies give their students an opportunity to work with them, but we don't have any such system in our business school. (FS2- G1)

We have to look for internships and we have to use our own contacts to get internships. We only get a reference letter from the business school - that is it. (FS1- G1)

School doesn't have any office to help students in finding internships. They just provide us with a letter of reference and that is considered enough. (MS2- G2)

Students from private sector business schools appreciated the availability of career counselling services and the presence of placement cells in the business schools. They discussed its benefits and how helpful it proved for their learning about industry. For instance, a number of students said:

The school is very organised and systematic. We have got a career services office which helps in arranging internships and placements for students. It arranges information sessions, career fairs, on campus company visits, presentations. There is a special centre that provides training to students for job applications and interviews. (FS2- P1)

Here we have got career counsellors who give us awareness and knowledge about industry. We have got a career counselling cell which regularly arranges different sessions for students since the beginning of our MBA, so we are well aware and feel connected with industry. By the time we graduate we know where we have to apply and what the hiring procedure of that company is. (MS1- P1)

A cell is there to help find placements and internships for the students. Its efficiency is not up to the mark but yes, it is there. (MS1- P2)

This sentiment was also shared by a student from a military sector school:

All the internships are arranged by the school. However, if someone wants to go to the organisation of their choice, they can arrange the internship on their own. (FS3- M3)

Students from public sector business schools complained about their dean's lack of interest in providing full support to them in getting practical learning, and opportunities in reputable multinational organisations in the local market. One student said:

Good companies never give internship opportunities to students from our university. They encourage students from private sector business schools and they even mention it in their newspaper advertisements. Our dean is not making any effort to help us get internships in big companies. (MS2- G2)

A significant number of students expected their dean to provide them with learning opportunities by sending them to other business schools and to arrange some student exchange programs with local and international universities so that students from different sectors of education can learn from each other. A couple of students said:

I want to suggest that they (the schools) should send students to other universities for some competitions and to attend, maybe, some seminars or lectures as well. There should be exchange programs. Teachers should also learn from other business school teachers. (MS3- G1)

We as students suffer a lot because of weak management and lack of exposure. The dean should let the students represent the business school in different forums. He himself should be active in representing the business school. (MS3- G2)

A female student from private sector business school P2 shared her experience of participating in a competition in another business school and her appreciation of it. She said:

I got an opportunity to participate in a business plan competition in ABC business school. It was an amazing learning experience. I think business schools should promote such competitions. Many such events are organised by other business schools and such events push the students to compete and strive to perform better. [...] Our school hasn't yet organised any such event. (FS2- P2)

Another female student from public sector business school G3 expressed a desire for greater support for visits to other business schools. She said:

I want the dean to send us to different competitions in different business schools. It will give us exposure and confidence. (FS3- G3)

Universities in Pakistan are focusing on collaborating with international universities and students valued this and have appreciated this trend. Some universities have already done successful collaborations with some international universities. One student provided an example:

Our school has established connections with business schools in the UK. It is a kind of an exchange programme. We had teachers from UK universities last term and it was the most amazing experience of my life. We learned a lot from them. Their attitude and approach is very different. (MS1- M1)

5.4 Summary

The analysis of students' perceptions, experiences and expectations of deans' academic leadership showed that students are very aware of trends, opportunities and challenges that concern them. Students emphasised the role of the deans' leadership to help the institution, the teachers, other staff, and the students to resolve the various concerns listed. As a whole, the three sources of data from students of public, private and military business schools, provided extensive themes and subthemes pertaining to leadership characteristics of business school deans and the deans' role as leader of teaching and learning.

Across the three sectors, there were more similarities than differences. However, there were some issues on which the different sectors seemed to lay more focus than others. The findings show that public sector business school students' expectations from their deans were generally greater than those of the private sector business school students. The private sector business school students many times shared their personal experiences of academic leadership and sometimes even praised the actions of their dean. The military schools also seemed to fare well in certain aspects while their students desired further attention in other areas. But public sector business school students mostly shared information about their needs and deficiencies in meeting their expectations. The public sector students did not, by and large, commend or praise their respective deans which shows that the leadership practices in business schools in the public sector needs particular attention.

Chapter 6: Findings from teachers

6.1 Introduction

The purpose of this chapter is to report the findings from the in-depth semi-structured interviews of 50 business school teachers. The interviews were conducted in November and December 2015, in Pakistan. The business school teacher interviewees, from the selected public, private and military sector business schools, were selected randomly from the population of MBA teachers in the sampled business schools. This chapter presents the findings in the form of themes that emerged from the qualitative data.

The purpose of conducting interviews with teaching faculty of the MBA programme at business schools in Pakistan was to know their perceptions, experiences and expectations of deans' leadership and to understand their perceptions of the role deans can play to enhance the teaching and learning environment in business schools.

6.2 Perceptions of teachers on business school deans' academic leadership

Business school teachers were asked a broad range of questions with the intention of discovering their perceptions, expectations and experiences of their dean's academic leadership. They were asked to define academic leadership and how they perceived it. They were then asked what attributes or characteristics they perceived as essential in the leadership of business school deans.

The main question posed was "How do you perceive academic leadership?" It was followed by probing questions such as, "What do you expect from the leadership of your dean?"; "How did you experience the leadership behaviour of your dean?"; "In your opinion, what characteristics, competencies or attributes should there be in a business school dean as an effective academic leader?" The interview schedule can be found in Appendix V.

Business school teachers defined academic leadership of business school deans' in terms of their competencies and characteristics. Responses from interviewees were transcribed, coded and grouped together under the following main themes based on thematic analysis.

Ranking (in order of significance)	Teachers' perceived leadership characteristics of their business school dean	Subthemes	Approximate number of teachers who valued the characteristic
1.	Knowledgeable	<ul style="list-style-type: none"> Well-informed Know how to lead 	48

		<ul style="list-style-type: none"> • Expert • Area of specialisation • Awareness of the latest market trends • Up-to-date about latest research • Sectoral awareness 	
2.	Visionary	<ul style="list-style-type: none"> • Plan ahead • Show direction • Short-term goals • Sharing the vision 	47
3.	Adaptable / Innovative	<ul style="list-style-type: none"> • Being innovative • Being adaptable • Acting as a change agent • Introducing new teaching methods and technology • Adopting new practices • Encouraging new ideas 	45
4.	Well-connected / Networked	<ul style="list-style-type: none"> • Links • Easy access to companies • Networking ability 	42
5.	Supportive	<ul style="list-style-type: none"> • Cooperative • Understanding • Being helpful • Providing assistance • Provide inspiration and motivation 	41
6.	Able to handle organisational politics	<ul style="list-style-type: none"> • Transparency • Resolution of conflicts • Dealing with problems and 	31

		issues	
7.	Fair, trustworthy and unbiased	<ul style="list-style-type: none"> • Honesty • Confidence • Reliable • Non-discriminatory behaviour 	27
8.	Listener and observer	<ul style="list-style-type: none"> • Good listener • Observation skills 	26
9.	Pure academic	<ul style="list-style-type: none"> • Academic knowledge • Research • Corporate experience 	26

Table 6.1: Leadership characteristics of business school deans as perceived by teachers

This section of the chapter conceptualises academic leadership of business school deans from the perspective of business school teachers. The themes generated from the data pertaining to academic leadership characteristics shown in table 6.1 are presented below in ascending order of number of teachers who valued each characteristic, along with selective descriptive quotations taken from the transcribed interviews.

1. Knowledgeable

An important characteristic that is identified by almost all the teachers (n=48, see table 6.1) as significant in academic leadership of a business school dean is to be knowledgeable. The subthemes in support of this theme included well-informed, know how to lead, expert, area of specialisation, awareness of the latest market trends, up-to-date about latest research, and sectoral awareness.

Teachers expected the dean should be well-informed about the current local and international market trends, he/she is expected to know about the latest changes in technology, about the latest resources in higher education, and about the latest pedagogical practices in business education by business school teachers. One teacher from a public sector school mentioned:

Most of the time, he (the dean) does not have the subject knowledge but he should, at least, have knowledge about international business, new teaching pedagogies, new technological advancements in teaching, new trends in the markets, new courses, international and local business markets etc. A leader should have eye balls moving in all directions. (AU-G2)

Another teacher in a private school commented that deans are also perceived to be knowledgeable, and to know about leading others. The teacher said:

He should be knowledgeable to the core. He must know the basic needs of the people who he has been destined to lead. He should know how to lead; he should have a grasp of the discipline he is leading. (TW-P2)

A teacher expected the dean to learn about leadership of teaching and learning by saying:

If the dean is a leader of teaching and learning then he needs to have knowledge of teaching and learning. He should learn about it to be an effective leader in that role. (NE-M1)

Teachers also highlighted the need to provide deans training on how to lead a business school. One teacher said:

Deans should have the knowledge on how to become an effective and efficient leader. They should be learned enough to lead as a researcher, teacher and as a leader. Training is not only necessary for us but it is equally essential for the deans especially now when every other day there is something new in the field. Old ways of leading an academic institution are obsolete and we here are still following the same. (RY-M2)

Another private school teacher agreed that:

He (dean) should be an expert in his area of specialisation. (FK-P3)

Teachers from public sector business schools also expected the dean to be from the same discipline so that he is familiar with the challenges of the sector and has the ability to address these. For instance, one teacher said:

At least dean should be from the same discipline. He should be from business studies background to lead the faculty successfully. (UM-G3)

Teachers also put emphasis that the dean should be familiar with the teaching requirement of this field. As one teacher mentioned:

Dean should be familiar with the pedagogical practices being followed in business schools. They certainly are not the same as followed in engineering and other science related subjects. They are not same as humanities and social sciences. Business is different to teach and one should understand how if they want to lead a business school (SA-G2)

According to two teachers, awareness of the latest market trends would help the dean in making a plan to prepare the students as well as the teachers in accordance with market demand. They noted:

In a business school, eventually you are part of the corporate sector. So the business school leader should be aware of what is happening in the market and adapt according to the needs of the market. The focus should be on the training of the teachers, as well as on the students, along with a focus on the demand of the market today. (LS-G1)

To make students learn about the local market we need to keep ourselves in touch with the market. I take projects from local industry and also, I run my family business as well, so I have a lot of first-hand information about the local market which is very necessary. It is the same when you are taught by a professor who is a surgeon and does operations in the theatre. If a doctor has never performed an operation himself how can he teach his students about this? That is the reason we need flexible working hours. I also write local case studies and for that you have to go into the field. (SS-P1)

To remain up-to-date about latest research was another aspect that was added by a private sector business school teacher on deans' notion of being knowledgeable as an academic leader. The teacher remarked:

It is a must for the business teachers to be engaged with the market and current research and the dean has a major role to play in this. Market knowledge is necessary but research certainly is not to be ignored. (AZ-P2)

Another teacher did not mention research but agreed in large part around sectoral awareness especially with respect to what is happening in other business schools. He remarked:

You cannot be a successful dean in a business school if you are not aware of what is happening in other business schools. A dean should know about the latest resources and latest pedagogical practices in business education. (RF-G1)

2. Visionary

As noted earlier, the concept of vision is of great importance to organisations for a number of reasons. Vision helps in providing direction to the organisation and its members and it encourages the level of commitment in the employees. The vast majority of business school

teachers (n=47, see table 6.1) identified the characteristic of being visionary as an important element in the leadership practice of their dean. Subthemes that supported this theme included plan ahead, show direction, short-term goals, and sharing the vision.

Teachers expected their dean to plan ahead, show direction and have a broad vision. Some comments from teachers on these subthemes were as follows:

Leadership, where ever it is, is a strategic level position because s/he (the leader) has to foresee what will happen in the next 4-5 years at least. If s/he is looking at day-to-day affairs, then you can call him a good manager not a leader. [...] He should see at least 3-5 years ahead. He should be visionary; that is necessary. (AR-P2)

Leaders can be role models, show direction to the team and have a broad vision. (MR-G1)

Deans are expected to provide direction to the teachers, students and academic staff. One teacher perceived a visionary leader as one who:

[...] recruits the right people and directs them towards the right direction and lets them work in that direction. (AR-P2)

Teachers expected the leader to have short-term goals to achieve a long-term vision. One said:

There should be a 5-10 year vision but termly or yearly goals with regular revisions are also required to achieve the vision. (AZ-P2)

An academic leader should be visionary. He should have a clear plan for at least the next 5 years. (ZA-G1)

A teacher emphasized the importance of sharing the vision, and complained about the individualised approach instead of collective approach of teachers to achieve their organisational objectives. She expected the dean to motivate them to come together to achieve the vision, having said:

As a dean you need to have a lot of awareness and knowledge and you need to have a clear vision. Vision is what is missing. We never make long-term plans and set objectives. I have been in this school for many years and I don't know the vision of our leaders or which direction we are going to. I can say with surety that 90% of teachers will not be able to tell you the practical version of the vision. It is there in

the books but no one knows about it. It is something that is never shared or discussed. We are running after our individual goals and not after the collective or organisational goals. We do routine teaching and research and never get motivated to achieve the vision. I guess to chase a vision is a better way to say it. Definitely vision is missing [...]. (UM-G3)

Teachers perceived their dean should be a visionary person with a clear vision for their development and career progression. One such teacher expected the dean to share their vision with the faculty, for example:

I believe that a leader should be very clear in his objectives and policies and he should communicate his vision openly to everyone in the business school. We as faculty members need to know the leader's stance on our development and career progression and on our teaching practices. (BI-M3)

How the vision should be shared among faculty members was explained by a teacher in a military sector business school:

You have to build a team and share your vision and then you have to set goals and targets, along with the team, to achieve the ultimate vision. (AR-M3)

A number of teachers complained about the absence of the element of vision and long-term planning in the leadership of their dean, for instance:

Our leaders lack training and vision especially in the public sector universities. (RF-G1)

Here, the problem is that leaders come without any vision and objectives in their mind and as a result the faculty and students remain directionless [...] [A] leader should behave like a guide [...]. (AF-G2)

A teacher talked about how the pioneers of a private sector business school successfully achieved its (their school's) vision and made it a top-ranked business school in Pakistan. She stated:

The pioneers of this university had a vision and they have delivered it successfully. Over the short span of its life it has become the top-most university in Pakistan. It has got a very strong academic and research culture. The pioneers have developed a strong system and procedures here, which are now easy to follow for the successors. (FA-P1)

Visionary leadership is contagious according to a female teacher. She believed that the energies and vision could be easily transferred to the faculty and students to make the school a successful organisation. She remarked:

Energetic and visionary leadership is contagious. If a dean is active, energetic, visionary and goal-oriented then automatically his energies and vision would be transferred in to his faculty and students which would result in making the organisation a successful one. The energies travel from one another in organisations easily, be it positive energy or negative energy. (LS-G1)

3. Adaptable/Innovative

Business school teachers (n=45, see table 6.1) expected their dean to be active in bringing change to keep pace with the continuously changing market environment. Being innovative, being adaptable, acting as a change agent, introducing new teaching methods and technology, adopting new practices, and encouraging new ideas were the subthemes that were grouped together under the main theme of adaptable and flexible. One teacher mentioned:

Technology is changing at a fast pace. Everyday there are new web resources, software, and tools. We as teachers have to explore and learn to use those resources to keep ourselves at pace with the technology, and also if we don't make ourselves aware of the current technology the students make fun of us and they don't take us seriously. For this we expect our dean to quickly respond to our requests for access to different technological resources. (ZA-G1)

When asked what characteristics made a person an academic leader, one business school teacher summarised that:

For me leadership is confidence, innovation plus organisation. If you are organised with confidence in yourself and have innovative ideas to lead and set an example, then you are a leader. (MI- G1)

A teacher from a military sector business school said:

A leader should listen to our ideas and suggestions. He should be responsive and open to change. (TF-M3)

While another one in public sector said:

It is very difficult to keep pace with the technology and if you don't update yourself then you become defensive and if someone tries to change you, then you become

repulsive. As a leader you need to be the first one to accept and bring change. Only then your footsteps will be followed. Keep bringing change should be a must in a business school which is producing graduates for the actively dynamic market. (RF-G1)

One business school teacher identified lack of deans' confidence to handle change or insecurity of losing his position for not being able to keep pace with the change as some of the reasons that keeps deans away from bringing about change. They said:

I think the biggest problem is that the deans don't want to bring any change. They are fearful of change. Maybe they don't feel confident to handle it or maybe they feel what if the change will itself keep them aside and make them feel incompetent or obsolete. (NE-M1)

Being adaptable was considered as an imperative characteristic in an academic leader by one of the business school teachers. The ability of a leader to unlearn and relearn and never stop learning would provide him a chance to survive as a successful leader. A teacher remarked:

If you cannot unlearn and re-learn then you have stopped living so if you have the capacity to learn then you are fine and then you will survive. But if you think that what I am doing is good enough and fine and I don't need any more learning then that is the end and it means you are not doing justice to the students. (RF-G1)

Teachers expected deans' active involvement in the campus as an essential factor for the creation of creative and innovative environment in a business school. One teacher commented:

It is very important for a leader to keep faculty members motivated and encourage them to be more creative and innovative. We should make our campuses more active and happening places. There should be competitions like, business plan competitions, new idea generation platforms, research seminars, project displays, workshops, presentations, job fairs, meetings with employers, industry visits, presentations from the corporate sector so that students keep engaged and remain interested. And all such activities cannot be made possible without the active involvement of a dean. [The] dean should give full support to faculty for all such activities. This will create a positive learning environment in a business school. (MI-G1)

Teachers complained about the lack of opportunity to share their ideas with deans was a reason for a lack of innovation and creativity. Two teachers said:

There should not be any formalities [required] to contact the dean. The dean should be in direct access of teachers and business school P1 teachers appreciated that the school provided them with a well-organised and well-structured training programme. They were given in-house training as well as sent on external training programmes both within country and outside the country. Teachers were trained on case-based teaching methods, on case writing, and pedagogical knowledge on regular basis. Three different teachers from the same school commented:

Frequent workshops are conducted here, internally, on case teaching and then on case writing as well. Every faculty member has to attend these workshops and then the school sends the teachers abroad as well to learn the Harvard case-based teaching method. (FA-P1)

I went to India to attend the case-based teaching method [...]. I attended a number of research and teaching workshops at our university [...]. every faculty has got its own training record which is regularly monitored [...]. (MB-P1)

There are refresher courses every two years. Every teacher has to go to Malaysia or USA to attend training on case study methodology. (SS-P1)

Other things mentioned by teachers about the benefits of using interactive teaching methods included improved learning for students, greater confidence for students to speak in class, and practical awareness through shared experiences.

The subtheme of mentoring also emerged. It was used in the context of training and development by teachers. Teachers showed their familiarity with the term by using it repeatedly while talking about training and development. One teacher from a public sector business school said:

For the junior faculty teaching and designing a course for the very first time is a huge responsibility so I would like someone to be there, to be my mentor, to guide me from his/her experience and expertise. (AL-G3)

Teachers talked about the significance of a mentoring relationship which can be provided to them and described the benefits of having it. As one teacher suggested:

[The] higher education sector in Pakistan is still in its development stage... There is a huge role that leaders need to play. A large number of fresh PhDs are joining

academia and they need direction, guidance and mentorship. The lack of guidance makes things more complicated and difficult for the junior faculty. (ZA-G1)

A teacher from a private school also expected their seniors to provide them with coaching and mentoring. He remarked:

Senior teachers are not only responsible to teach students but they should also provide mentoring and guidance to the faculty as well. From their experiences the juniors can learn a lot. I would like to perform in front of a senior colleague before I go into the class so as to know what my mistakes are. (SQ, P3)

Another teacher in a private sector business school shared her experience of being given a mentor officially as part of the new employee induction process. She appreciated the system and found it very helpful in her initial days as a teacher. She mentioned:

I was given a mentor when I joined XYZ business school. He is the focal point to go to if I face any academic problem. Like, I was given Dr FJ as my mentor. He knows my area of research and he knows what kind of difficulties I am having in my teaching and research and he is very cooperative so far. He has been a real mentor for me throughout my career here at XYZ. He guided me and polished me as a teacher [...]. (FA-P1)

Other teachers in the same private school also appreciated the system and shared their experiences which were similar and positive. They all appreciated the system and found this official and formally made relationship of mentor and mentee far more helpful than the informal relationships that often come into existence. One teacher remarked:

Without any official relationship it is difficult to go to any senior and ask him for help and guidance again and again. In that situation both the parties feel the burden of it [...]; it cannot last too long as the mentor would avoid giving his[her] precious time and the mentee would feel embarrassed to go to him yet another time. (KZ-M1)

A female teacher in a military sector business school viewed it differently. Her preference was for formal training sessions instead of learning informally through a senior, which partly makes the traditional mentorship model difficult to enact in Pakistan. She pointed out:

[...] I avoid going to my senior male colleagues' offices because being a female I have to be very careful. People are scandalised and easily start gossiping or spreading [rumours of] an affair. I have to be very careful. (AR-M2)

A male teacher from a public sector business school used the terminology of shadowing. He used it in the context of training and development. As opposed to mentoring where a mentor is to provide guidance and mentee has to seek for the guidance, shadowing is more like

observing your senior and gaining a better understanding of the job s/he is performing and how. This concept was mentioned only by one teacher, comments from whom included:

I would suggest to a dean to introduce the concept of shadowing in the school for the newly appointed teachers so that they can benefit from the senior teachers [...]. In this [way] they would learn even more than any other kind of training because they would get to spend time with an experienced man with rich experiences and knowledge, and they would observe everything which otherwise, maybe, he would forget to mention [...]. (HR-G2)

To create or improve the environment of teaching and learning in a business school, another concept that was noted by teachers from all sectors was co-teaching. For instance, two teachers said:

[The] learning culture would be enhanced if the culture of knowledge sharing is promoted among teachers. It would be a very wonderful experience to teach in a team. Sharing the resources openly and designing the course and classes in a team can help make the learning interesting and linked with the overall objectives of the degree. (MR-G1)

If the concept of co-teaching would be introduced it will improve the quality of the lectures. Teachers will feel more responsible to deliver the best lecture in front of their peers/colleagues and competitors. The pressure that they will be monitored closely by their co-teachers will improve their performance in the class. (O-M2)

Co-teaching was being practiced in one teacher's business school, who expressed:

We have started this new thing that one course is taught by two teachers together [...]. Last term and this term too, I am teaching a course with my colleague and honestly speaking, I am finding it much more productive. [...] It pushes me to perform well. [The] presence of my colleague makes me more energetic and motivated and also gives me a chance to learn from him as well. I must say this practice should be more commonly used [...]. (SS-P1)

1. Distribute the power

Distribution of power was one of the common notions that was discussed and appreciated by business school teachers, with all teachers noting this (n= 50, see table 6.2). Teachers perceived it is a valuable practice for their deans to adopt in order to improve the culture of teaching and learning.

The kind of distributed leadership that business school teachers expected deans to practice requires collaboration, collective decision-making, shared responsibilities, shared goals and objectives, and shared vision. On the latter two aspects, one teacher said:

[...] it (the deanship) is not a one-man job. It is more like a shared vision with shared responsibilities. (KM-P1)

Teachers encouraged deans of business schools to work in close collaboration within teams. They expected the deans to involve them while making realistic goals for them. One teacher said:

At higher education level, a dean should work in close collaboration with his team. He should set the goals together with teachers so that they are achievable. (MI-G1)

Two other teachers stressed the significance of involving teachers in designing coherent goals:

If there are no goals and there are no deliverables assigned to each and every faculty member, then you can never achieve the outcome that you are expecting. To make all faculty members work towards attainment of the same goal, the dean should work on designing coherent deliverables and goals which are all aligned with the main goal by involving the teachers [...]. Knowing what is expected of the teachers keeps the teachers motivated. (HR-G2)

Together excellence can be achieved but here most of the time the goals are made in isolation. They don't take into consideration the calibre of teachers while setting goals [...]. (MI-G1)

Distributed leadership practices with complete sharing of responsibilities among the colleagues and working in teams were what teachers expected from their dean, which was mentioned as follows:

Successful teamwork can produce amazing results. [The] dean should consider us a team. When all the faculty members and the dean are on the same ground then success would become ultimate. (KM-P1)

Further, teachers found it unfair for the dean to take all the decisions on their own without involving teachers in the processes. For instance, one teacher remarked:

[...]I believe that in the higher education sector, we have got all the teachers and researchers with rich educational experiences and backgrounds so one person should not take the decisions on everyone's behalf. The decision should be a collective one. (MM-G3)

Some of the teachers from military sector business schools shared their experiences of having a military person as their dean. They described the leadership style as being command and control in style, authoritative, autocratic, and they used the word bureaucratic as well. Teachers criticised this bureaucratic style of leadership as follows:

I don't know why the leader acts and behaves like a boss. The concept should be changed. Why does he act like a boss, when he is one of us? These military people hold power. [The] majority of them are authoritarian and enjoy being in control [...], not all but yes most of them are like that [...], I don't like their attitude [...]. School cannot progress under the leadership of such bosses. (TF-M3)

The dean is from a military background and this you can easily tell from his leadership style. There is command and control, and there is a culture of lobbying and grouping in a business school. [...] it is definitely a bureaucratic culture [...] though they would never admit it. (BI- M3)

It (deanship) is a one-man show. He is authoritative. (AA-M3)

A teacher disliked the autocratic style of leadership but also explained the reason why she has stuck in that system:

Military organisations have a unique culture. I would call it autocratic. They have their own way of getting things done and this culture is definitely not where everyone can fit in easily. I am here because my father was in the army and I am familiar with this environment [...]; and I tell you, for Pakistan, military men are perfect leaders. This country needs such men. They know how to manage and get things done. Rest everywhere you see organisations are struggling, only military run organisations flourish. (O- M2)

Getting direction, motivation, and getting involved in developing the goals to achieve the vision were the expectations of business school teachers from their deans. One teacher remarked:

I worked in many business schools and I have felt that giving direction, assigning goals, making teachers responsible for tasks, and motivation, and sharing the vision of the school, and discussing the milestones collectively, [are all very important]; to achieve this is missing, and all this is the responsibility of the dean. (AU-G2)

Teachers also described distributed leadership as a participative style of leadership. A participative decision-making style can be a better approach to follow in the higher education institutions. According to one of the public sector business school teachers:

By involving teachers in the decision-making process a dean can build a high level of trust and set goals which can be achievable. (LS-G1)

Teachers expected the deans to involve them and their senior and experienced colleagues in the decision-making process. One teacher from a public sector business school thought:

I sometimes feel that our dean should take us into his confidence while taking a decision. We are always informed after the decision has already been taken. Many of our faculty members are senior people and some faculty members even have more than 10 years of corporate experience so they would like to give their opinion and suggestions but they are never asked for their opinions. (AF-G2)

Teachers' impression of an academic leader is different from the corporate sector leader where the leader has to take the decision and others have to follow. One teacher believed:

The leader cannot force things on teachers. He has to take his followers along and in confidence before taking a decision. In academia you simply cannot force them to follow your instructions. Academia is different from [the] corporate sector where [the] CEO or manager takes the decisions and others have to follow but here everyone is responsible for his/her development. I believe they should be involved equally in major decision-making. (AU-G2)

Teachers talked about the benefits of participative leadership style in another way. They thought a participative kind of leadership encouraged ideas and innovation. As one teacher said:

The dean should create an environment where everyone would be encouraged to take small decisions on their own and would be allowed to share their ideas and practice their beliefs...I believe innovation always comes in fluid environments; innovation never comes in rigid bureaucratic environments. (AB-P3)

Distributed leadership was mentioned by business school teachers in the context of sharing of power, giving authority and empowering teachers. Teachers expected the deans to delegate powers to the faculty. Two teachers said:

The biggest quality of an academic leader is that he should let go of his control. He should delegate power. There shouldn't be the typical boss-subordinate relationship in the academic environment. He (the dean) cannot be a dictator. He should not be possessive and centralised. Delegation of power is the thing. This is the difference between a corporate leader and an academic leader. (SS- P1)

Leaders empower people to the extent that even if leaders go, the organisation keeps on functioning smoothly. (RF- G1)

A teacher from a military sector business school believed that delegation of power can make the faculty loyal and responsible. She said:

Here everyone wants to keep the powers to himself. Delegation of power can solve many problems. It will make the faculty more loyal, it will give them the feeling of ownership and responsibility. I believe that dean is the person among the equals. He should not act as a boss with so many highly qualified people among him. It should not be the boss subordinate kind of relationship. (NUK- M1)

A teacher from a business school claimed that an authoritative, centralised, and commanding style of leadership is mostly practised in Pakistani universities where there is a culture of power-holding. The teacher said:

The nature of leadership that is practised in our universities needs to be seriously changed. It is very authoritative, centralised, and commanding. There is a culture of power-holding. [...]. (MMH-G2)

Another teacher considered distribution of work and empowerment as an important tool to improve efficiency and performance. The teacher said:

Distribution of work and empowerment can improve efficiency and performance. One person cannot do everything. The leader should have the skills to know the strengths and weaknesses of the employees and delegate work accordingly. (AA-P2)

Teachers identified empowerment as an important contributing factor in enhancing the learning environment. In support of this, one teacher commented:

Learning can never be enhanced with controlled and limited empowerment. The environment should be relaxed and open. Relaxed to an extent that teachers and students should not be always under surveillance like 'Why did you do this?' 'Why did you do that?' The system should not be centralised or autocratic. There should be some element of empowerment in there. (BI-M3)

One of the teachers in a military sector business school complained about her inability to take decisions on merit. She talked in a frustrated tone and said that she should have been given the power to pass or fail a student and that she should be allowed to make the decision on [the student's] merit. She did not like the involvement and influence of her dean in her decision. She said:

How can learning be enhanced if the teacher is not powerful here? I cannot fail my student. I simply cannot. Once I failed a student, she was daughter of a university

registrar and when the result went to dean, he warned me by saying, "Don't create an issue, and let her pass. If you fail her it will create a problem for you and for me as well". And although I didn't want to I had to pass her. (SC-M2)

2. Bridge the gap between theory and practice

Another significant theme that emerged was the importance of establishing links with industry. The vast majority of interviewees (n= 47, see table 6.2) made reference to bridging the gap. One teacher wanted the leadership of the business school to:

Focus ... on how we are going to link our campuses to the outside world. [...] industry linkage is very important because then you are able to train your teachers and students according to that. (LS-G1)

Teachers blamed academic leaders for their lack of focus on industry academia linkage and talked about how this linkage can help improve the teaching and learning environment in a business school. By establishing links with industry teachers felt the gap between what they are teaching and what the market is demanding is reduced and that students will become more familiar with corporate culture and expectations.

One teacher from a public sector business school claimed that this industry-academia linkage was present in the 1970s and 80s between the chamber of commerce and his (public sector) business school and both used to share resources. The curriculum was also designed by the involvement of the chamber of commerce at that time. He added:

The link was there [...] that was one of the reasons Pakistan was progressing. The standard of education was very high at that time. [There's] no doubt the economy was thriving in the 70s. [...] (MR-G1)

Another teacher from the same business school also mentioned the close association of industry with academia between the 1970s and 80s:

[...] As we have heard from our elders that in the 70s and 80s [the] chamber of commerce and this institute of business administration were very close to each other and they used to share their resources and discuss what should be taught and what is the market demand. So that is one primary thing that is missing [now], that is why these days there is a gap between what we are teaching and what the market is demanding. (ZA-G1)

Business school teachers talked about carrying out consulting projects as another way to establish links with the industry and to bring industry knowledge into the classroom. The benefits of doing consulting in the market were explained by a teacher as:

Making ourselves connected to what is happening in the market is crucial for business school teachers. Encouraging teachers to take consulting projects can help them have up-to-date information about the market. This will bring more current knowledge into the business school and will help students to understand the market demands and requirements. (FA-P1)

Teachers focused on giving practical knowledge to the students by introducing project-based learning, teaching students using simulations, and using real-life case studies, as examples. A private sector business school teacher mentioned:

Just like medical students learn by going to hospitals and treating real patients, engineering students work with machines in the labs, software students' work on computers and develop software programs; so we cannot produce successful managers just by making them sit in the class and teaching them theory. (SJ-P1)

This statement from another teacher justified the above:

I want all the business schools to be linked with industry, like all the medical colleges are affiliated with a hospital where the students have to get practical training. It will benefit both the schools as well as industry. (MI-G1)

Teachers also described writing case studies as another way to help establish links with industry. A private sector business school, P1, has made it compulsory for every teacher to write case studies on the local businesses. The benefits of the practice of writing case studies by teachers were explained by two teachers as:

Our graduates are considered best in the market because of their familiarity with the local market. We teach them using local cases. (SJ-P1)

It (local case studies) gives students a vast knowledge on local industries and helped to establish the institution's reputation in the corporate world as well. (SS-P1)

Teachers also suggested that deans should work on establishing partnerships with public and private organisations. One remarked:

Efforts should be made to establish long-term partnerships with the local corporations and develop the curriculum according to their requirement, [this] would help the business schools to provide a customised work-force to those businesses [...]. It would be a win-win situation for everyone. For students, for teachers for employers, and for the economy [...]. (TW-P2)

Many other teachers also talked about making big corporations partners of the business schools and they called this the future of higher education. Teachers also talked about establishing partnerships and collaborations with international universities so that they can learn from those universities. They want their teachers to be exchanged among universities for learning and research purposes. A teacher mentioned:

We had a couple of teachers last year from Lancaster Business School, in the UK and it was such a good experience. They taught here in our campus and, along with [our] students, we learned a lot from them. Their approach to teaching students, conducting classes, handling students, doing research is entirely different, and seeing them working here gave us a lot of opportunity to learn from them. (KZ-M1)

3. Provide a better working environment to teachers

Several things were mentioned towards creating a more conducive environment for teachers to work in and for improving teaching and learning. Some of the key issues discussed by 41 of the teachers (see table 6.2) included flexible working, management of workload, and resource availability. According to teachers, an inflexible working routine is not letting the business school environment become academic, and has made it 'a closed bureaucratic environment', as expressed by one business school teacher.

One teacher's response claimed that the culture of all the military sector universities is the same:

[The] leadership in a military environment does not give us any flexibility. They are quite strict in their schedule. We have to come on time, leave on time, [and] cannot reschedule classes. They are basically "Lakeer ke fakeer" (Follow the instructions as they are without any changes). I worked in three universities which are defence forces and I have noticed the same environment everywhere. There are too many checks and balances which most of the time is frustrating and irritating for the faculty. You can say it is not an academic and learning environment. It is just a closed bureaucratic environment. (QA-M1)

Rigid and strict working hours make it difficult for well-qualified teachers to join those business schools and serve there for a long period of time. One teacher commented:

Highly qualified and competent people want to go to those universities where there is a research culture and flexible working hours. Especially when they come from abroad, they find a huge difference in the academic environment in Pakistan [...]; the universities here are still very rigid and strict in their working hours which makes it difficult for us to continue working here [...], anyone who gets a chance to move to a proper learning environment would leave the school immediately. (AR-M3)

The benefits of having a flexible working environment and its effects on the performance of teachers were mentioned by one of the teacher at a military sector business school. He expected the dean to understand the difference between physical sciences and business studies:

The universities where they set the teacher free, free to go out, to meet people, to visit companies, to make connections, to establish networks, to invite people, to make collaborations for research, to learn what is going on in the market, those universities are performing well. How can you learn all about the business world by sitting in your office from 9-5? The business school is a different territory; the admin needs to understand it and treat it differently. It is not [as with] physical sciences where you have to be present in the lab all the time. Until and unless we understand the difference, the Pakistani business schools will not take their place in the international market. (NUK-M1)

He further added:

Academics is all about teaching, establishing research networks, attending conferences etc. You are not supposed to be present in your office all the time. If you are doing research you can do it anywhere. (NUK-M1)

Another teacher stated:

The dean needs to learn that teachers and academics need freedom; you cannot bind them to sit in their offices from 9-5. They have to go to conferences, attend seminars, and workshops. Also they need to understand that we can work from home. They need a flexible (working) environment. (KZ-M1)

Lack of flexibility makes the teachers miss a lot of training and development opportunities. Two teachers mentioned:

I have to miss a lot of training and development opportunities because of a lack of flexibility here. (NE-M1)

If flexibility is not there, then you know it is difficult for you to keep the links with industry and the corporate sector. (SS-P1)

Flexibility was appreciated mostly by female faculty members of the staff. They valued it as the most important factor in the continuation of their job in the business school. One teacher said:

So in my case, flexibility played a very important role and was a major factor [so] that I never thought of going to any other university. We have a certain flexibility, if we have a problem at home we can go and come back, or if you cannot come back you can always reschedule the class. (LS-G1)

Female faculty members also valued the flexibility provided to them in their working hours by their dean and they rated it as the most valuable element in their working environment. One female teacher said:

[The] public sector is more flexible, I think the private sector is more rigid and more demanding [...] I used to bring my children with me to the university when they were very young. [...] If my child was unwell I was allowed to reschedule my classes. So in my case flexibility played a very important role; that was a major factor [so] that I never thought of going to any other university. There are no strict checks and balances. (SJ-G1)

But in another public sector business school female faculty members talked about flexibility from another aspect. All the permanent faculty members who participated in the research in business school G3 were registered in PhD programmes in different universities and they complained about the lack of flexibility given to them in terms of a reduced workload or a fewer number of credit hours to teach. One such teacher said:

I am registered in a PhD programme and am not given any relaxation of my workload. I have to teach 12 credit hours in a term, [and am] not given any TA/RA. I cannot work from home or from library or go to any other university during working hours. My physical presence on the campus is necessary. (AL-G3)

In some of the schools, particularly military sector ones, card scanning systems were installed to monitor the attendance of teachers. The system was not liked by the teachers

and they considered it a cause of lowering the level of loyalty, confidence and trust in faculty. According to several teachers:

We have to come every day and sit in our offices from 8:30 to 4:30 pm. Our report goes to the head of department along with our biometrics so it becomes a little frustrating for the faculty here. [...] How can you bind the teachers to sit in their offices from 8:30 to 4:30 pm? This is disgusting. I don't like this system. (NE-M1)

There are serious checks on your attendance just like [as] they are for students. We don't have any academic freedom or liberty. (AR-M2)

I have [previously] experienced working in a military sector university for about a year. They have a very strict rule there that you have to be in school at 9'o clock in the morning and then you cannot leave until 5 pm and they have made ways to take the faculty's attendance through informal channels (via peons). [A] 9-5 strict corporate culture cannot work in academia [...] It gives me feeling of being watched all the time. (FA-P1)

The attendance system was raised as a big issue by teachers in military and public sector business schools. Another teacher from a military sector business school very angrily showed his annoyance with the system of strict monitoring of teachers by the school:

[The] academic is something else and [the] corporate world is something else. I mean take the example of this attendance thing. How the hell [has] this attendance thing comes into academics? [...] I need to go out, to meet people and corporations, to attend meetings, seminars, courses, lectures, talks, workshops etc. Of course, you have to provide flexible hours. (BI-M3)

Workload is another issue that was raised by teachers with the thought that it is decreasing the level of their performance and quality of their teaching and research. Teaching workload, in most of the universities, is too much on permanent faculty members added to a number of administrative type jobs. Many teachers talked about this issue. A few of these mentioned:

It is difficult to balance the workload between teaching and research. One is always compromised. (NE-M1)

Teaching is becoming a stressful job now. It is a very demanding profession. We have to teach, produce excellent research, do administrative duties, plan our career, and develop ourselves. It is becoming more and more competitive. (AF-G2)

According to the teachers, teaching has become a stressful job since the HEC has intervened to make the university environment research intensive (as outlined in Chapter 2, the HEC made a lot of changes in Pakistani universities since its establishment in 2002). One teacher expressed:

Teaching and the administrative workload is too much on teachers and these affect the quality and quantity of their research. [The] university administration and HEC need to seriously revise their policies to balance the teaching, research, and academic workload on teachers and to improve the flexibility in working hours. (TF-M3)

Teachers have to perform a lot of non-academic and administrative duties apart from their regular job of being a teacher and a researcher. Teachers expected their deans to pay attention to better manage their workload . One said:

Here I have a lot of administrative commitments. I have to teach a lot and then have to check the assignments and mid-term and final term exams. There is no culture of having a TA or RA. Even at the associate professor level, there is no TA. Only the professors get the liberty of having TAs. So I have a lot of burden on me. (NE-M1)

A teacher narrated a unique and unimaginable story of workload. He remarked:

When I joined the teaching profession, it was [in] a small university and there, you would not believe, I had to teach 22 subjects. It was like 4 subjects a day of different types. Because it was a low-cost university, you had to teach everything. It was a very tough job. (NUK-M1)

Many teachers complained about teaching nine to 12 credit hours of courses each term. There is no culture of teaching or research assistants in most of the universities and teachers complained about this. Teachers wanted their school to introduce this TA/RA and tutorial system in the school. Two teachers from two different private sector business schools where the TA system is already in place said:

Sometime it happens that you are at a different level and your students are at an entirely different level so that is the time when a TA can help. They can teach the students and make them understand the concept by going at their level. (FA-P1)

TAs/RAs can also share a lot of teachers' administrative workload. (SQ-P3)

On this aspect, according to a public sector business school teacher:

Workload matters a lot. It affects the performance of a teacher. Here we have to perform a lot of administrative duties in addition to teaching and research. We have to teach 12 credit hours a term and then have to take mid-terms, assignments, quizzes, projects, presentations, finals etc and check all the papers and make results, all alone. We are not even given a TA. Because of all this my research gets affected. (NE-M1)

Teachers wanted a balance in their role as teachers and researchers. Teachers called teaching their passion and research a requirement to get promoted in their job and they talked about their stress in balancing the two along with many administrative duties. Two teachers commented:

[The] HEC wants us to publish in good category journals but never invests in us or gives us training as researchers. We never get paid leave or sabbaticals to work on our research interests. The focus is only on teaching classes and submitting results on time and then when it comes to promotion they ask about number of publications in good category journals. All this is very frustrating and stressful to handle. (UM-G3)

I feel too much stress and pressure in academia. We are expected to perform as best teachers, researchers, administrators etc. The pressure to produce quality research that could be published in a good journal is too much. The focus is not anymore on teaching but it is transferred to research now. (KW-G1)

Resource availability was another challenge that business school deans have to face to achieve high standards of teaching and learning. Teachers from all three sectors complained about a lack of access to good journals, e-books and the latest edition of printed books, as an issue that hinders their performance as teachers and as researchers. As one teacher at a military sector business school said:

We have very limited access to electronic resources in this university. We have requested the authorities many a times to do something, and we have requested [the] HEC also but we [still] don't have access to the journals [...]; there are limited resources and a lack of access to good data. (NUK-M1)

Some teachers shared their feelings regarding how the image of business schools cannot be improved if their teachers are not provided with quality resources. For instance, one said:

They (the deans) need to understand this, that they just cannot pressurise us to glorify the image of our business school, if they are not providing us with the resources that we need. (AB-P3)

Another teacher perceived the leaders' role in making resources available as:

Writing the goals is easy but to check whether the faculty has got the resources to achieve these is what dean has to check. (MI-G1)

4. Focus on an up-to-date curriculum

Teachers (n=39, see table 6.2) expected the dean to make sure that they are teaching current knowledge to the students, encourage them to revise the curriculum on a regular basis and introduce courses that are current and in demand by the market. Teachers emphasised the value of providing up to date knowledge to students in their interviews. One teacher noted:

Learning can be enhanced if we will teach up to date course material to our students. This needs investment and funding in new books and resources on dean's part. (AA-M3)

Teachers talked about offering courses according to the demand of the market. Teachers knew the importance of making regular revisions in the course outlines to make them more current and up-to-date and they held this to be a responsibility of the deans as well. A teacher commented:

[The] dean should pay more attention to the course outlines. Some of the teachers here have been teaching the same course for the past 7-8 years and if you see their course outline it is so outdated in terms of the books, theories, and research papers that they are following. (NE-M1)

Dean of the school should less our teaching load and provide us with some opportunity to revise our courses as per market demand. Revising the course requires time and with all this teaching and research load we often put this job on hold in our priority list. (BM-M2)

Curriculum and courses were revised regularly in private sector business schools. Teachers appreciated the system of regular departmental meetings which helped them bring improvements to the course material. A private sector business school teacher appreciated the tradition in his/her business school to revise the curriculum every year. The teacher suggested:

Here the curriculum is revised every year. New courses are introduced and every year we update the reading lists and case studies. We never teach the same case

studies and research articles more than twice. This helps the teachers to keep looking for new articles, research papers, books and cases. (MB-P1)

Another teacher said:

Regular revisions are made in courses that we teach. We change the courses that we offer as well the content that we teach in that course. (SQ-P3)

Such a practice of revising the curriculum was set by the leaders and it became clear during the conversations with the teachers that these systems and processes are set in schools where the dean takes a lot of interest. Such schools, according to teachers, showed better performance as compared to those where the dean does not take any interest.

5. Focus on research informed approach to teaching excellence

A number of teachers (n=36, see table 6.2) identified research as a significant element to be focused on by business school deans to strengthen teaching and learning. They expected deans to shift their focus towards a research-informed approach to deliver teaching excellence. Teachers expressed that dean should introduce a culture of research, encourage excellent quality research, train teachers on new research methods, and help introduce new research courses in their respective schools. The lack of support for research was shared by one teacher who suggested:

To tell you honestly, my paper got rejected 5 times and I don't know what to do. And this is not uncommon here. I wish there would be someone who could guide me through the whole process. At the moment I am walking all alone in the dark. (SA-G3)

Teachers expected the dean to provide them with opportunities so that they can polish their research skills. Teachers expected deans to provide them with research grants and funding. They also talked about being allowed to go on fellowships to different international universities for their development and progress. A Teacher from business school M3 talked about the absence of a culture of going on sabbatical for research purposes. Teachers wanted all such things to be considered by the business school dean and expected them to incorporate the culture of teaching, learning, and research.

Teachers thought that research is essential to improve the teaching and learning environment in a business school. Teachers also talked about research collaborations. They wanted the dean to provide them with the opportunities to collaborate with local or international researchers and produce good quality research. Some teachers said:

If I were a leader, I would go for academic and research collaborations; it could be foreign collaborations and/or could be local collaborations. (AR-M2)

Research clusters would help us improve the quality of research as well as teaching because in a cluster you learn a lot from others and you get more knowledge. (SQ-P3)

Good research feeds into teaching. (KZ-M1)

6. Establish effective communication

Business school teachers (n=35, see table 6.2) talked about the benefits of establishing open communication between teachers and the dean of the school. Teachers expected the dean to practice open communication system in the business school. One teacher commented:

[An] open communication channel is the essence of successful academic leadership. [...] Communication makes the leadership different from dictatorship. (RF-G1)

Public sector business school teachers talked about an autocratic style of leadership in which subordinates frequently felt afraid of going into their deans' room. A teacher said:

The problem in our organisations is that we still work in an old-fashioned way. There is still a culture of employee and boss, and teachers feel frightened to share their problems with the HODs or deans. I believe that problems become more critical when we don't discuss them and tell them to those who can handle them. (SA- G3)

Many teachers from public sector business schools complained that a communication gap existed between teachers and leaders, and it hindered their performance in class. For instance, one said:

There is a communication gap between leaders and teachers. It has been observed that mostly we focus on academic issues, and the non-academic problems are neither shared by the teachers nor discussed at any level. In fact, what is happening is that the non-academic issues directly affect teachers and results in their performance suffering. (AT-G3)

Other teachers added that person-to-person communication is lacking in their school:

[The] lack of communication between the dean and teachers, and between teachers and students, is the reason for many problems. Person-to-person communication is lacking in our schools. This communication gap is creating student/teacher and teacher/dean expectations' gap. (RF-G1)

If the dean would ask teachers about their academic and non-academic problems and challenges they face, it would help solve many problems. (MR-G1)

Female teachers wanted the dean to listen to their personal problems as well because they think that sometimes these issues affect their performance and if the dean would provide support then these can be easily solved, and as a result their productivity will be improved. One teacher mentioned:

I want my dean to give me the confidence to discuss all things with her. Sometimes personal and family-related issues are bothering you and affect your performance, but you cannot discuss these with your dean because they never encourage you to talk about them, although I believe that they are part of life and we should deal and discuss the family issues that are bothering us. (SU-G3)

Public sector business school teachers believed that allowing open communication in a school will help teachers and leaders know what areas need improvement. One noted:

We are part of a public sector university where things work in a different way. It is a kind of bureaucratic culture. Here we need to take care of the protocols. [...] Anyone should be allowed to say the things openly. This way they can communicate the issues and concerns to the authorities. It will help leaders know which areas they need to focus on to make the school better and better. (AF-G2)

Teachers also talked about establishing a friendly working relationship among teachers, students, and the dean. Teachers of military sector business schools wanted an environment to be created by the dean where there would be freedom of mind and speech and where students and teachers can talk about any matter openly. As one teacher said:

Giving students freedom to talk will open up students' minds, and teachers and admin [staff] will know what their problems and challenges are. (FM-M2)

Another teacher phrased this like:

A culture should be established in a business school where students and teachers are allowed to express their thoughts openly and without any fear. It is necessary for the development of learning environment. (AK-M3)

Teachers also spoke in favour of allowing students to communicate and share their thoughts openly and discussed how significant it is for their development. One teacher said:

The biggest problem with the Pakistani education system is that it teaches obedience. I believe in freedom of thought. We never teach our students to ask questions, to think freely, and this is creating a big mess for us. We are not making people who are creative, who can think big, who can challenge the status quo because our social system is such that all the time we teach our kids not to ask questions from the imam (religious leader who leads everyday prayers) because you may displease him, or don't let them ask question from their father because that would be disrespectful, don't let them ask questions of the teacher as he may not like it. (NUK-M1)

Teachers from private sector business schools also mentioned the term open communication in their interviews. Two teachers from two different private schools said:

Communication should be open among all the stakeholders of the business school. That is the key to identifying the weaknesses in the system and to knowing the problems within an organisation. (AZ-P2)

Let me tell you one thing, the success of this business school is [having] well-defined systems and processes as well as open access to resources, personnel and facilities. If you give students ownership and responsibility their performance is improved. (SJ-P1)

7. Regular feedback and peer review

Feedback was the term that was valued by more than half of the teachers during their interviews (n=29, see table 6.2). Whenever teachers talked about deans' leadership or bringing improvement in teaching and learning in the school they discussed the significance of having a feedback system in place within the school. Teachers identified regular feedback as an important factor that can help improve the teaching and learning environment. The feedback was talked about in two ways by the teachers. First, teachers wanted the dean to take regular feedback about his leadership from them regarding what their expectations are from him/her. Second, they wanted a better feedback system in place about them from students. A teacher said:

If I really want to improve the performance of my business school, I would definitely ask students and teachers about their feedback [...] we know where the problem is and which areas to focus on. (SA-P2)

A teacher from a public sector business school talked about feedback:

I am a new teacher and I would like my colleagues to help me develop as a teacher. I would like them to see the flaws in my teaching and guide me how can I improve these. There is no other way I can learn teaching techniques except that senior teachers allow me to sit in their classes (MM-G3)

Teachers valued continuous feedback system for all the stakeholders of business schools. As one teacher said:

Continuous feedback from teachers, students and from support staff is imperative for the business school. Confidential and anonymous feedback can help the dean in identifying the areas which can be improved to raise the satisfaction level of business school stakeholders. (SJ-P1)

Teachers believe that feedback can play a positive role in bringing improvement to their teaching. It is taken very seriously in some schools and teachers mentioned that if they have a low score in their evaluation they are called by the dean for explanation and warning. Teachers mentioned that this is a good way to filter good and bad teachers. One teacher said:

Feedback is taken very seriously here and if you get feedback below 3 (out of 10) you are called by the dean for an explanation. If you are new you are given a chance to improve your teaching but if you consistently get poor feedback, then I am afraid to say you may be asked to leave. Also, not all the faculty can tolerate that and sometimes they leave within a semester. (SS-P1)

Beyond student feedback, a few teachers talked about 'peer review' to be introduced in the schools to improve the performance of teachers. A female teacher summarised what she expected from peer review:

If I become dean one day, I would start a peer review process - definitely. Peer review of teachers' research, peer review of their teaching, and peer review of their way of conducting the classes. Every teacher (junior or senior) should be reviewed annually by two other people at least and it should be objective and constructive, not for the sake of friendships. (RF-G1)

Another teacher talked in favour of peer review as:

There is a system of peer review in place in international universities and that really helps in improving the quality of teaching [...] this system should be introduced in our schools too. (DH-P3)

Teachers expected the deans to implement a transparent performance review system. A teacher commented:

You have to have a transparent performance review system. Maybe you can hire a consultant or an independent professional company to review the performance of teachers. These typical feedback mechanisms are updated but are of no use. Everyone knows how these feedback forms are filled. No one gives honest feedback. Not students, not teachers. (LS-G1)

8. Improve student intake

Teachers (n=19, see table 6.2) believed that by improving the quality of student intake in their business schools, the quality of teaching and learning could be improved. Teachers of some business schools talked about a poor intake of students in their business schools. They also held this element responsible for the quality of teaching and learning. As one teacher suggested:

Most of the students with good grades prefer to go to some private universities so we have got mostly those students who cannot afford to pay the heavy amount of fees [charged by] the private institutions. We need to improve the quality of student intake if we want to improve the quality of teaching and learning. (AL-G3)

Teachers who were not happy with the quality of students held their low calibre and lack of interest in studies responsible for not motivating the teachers to make an extra effort to teach them up-to-date and current knowledge. Another teacher suggested:

The quality of students that we get here is very low. They are not interested in learning. They are here only to get a degree. We make a lot of effort to teach them the best but when they are not interested, it makes us de-motivated and then we don't make an extra effort to give them the current market knowledge. It is your students who make you work hard. (AF-G2)

One teacher from a military sector business school stated the benefits of adopting students with work experience as:

[...] students with 45-55% grades in [their] Bachelors are given admission into the MBA [programme] [...]. I think we should follow the standards and practices followed in the USA and UK, that is of [students] having [had] work experience because I have seen that students with work experience take [more] interest in [their] studies [...] and it becomes challenging for the teacher also because he knows that his audience is an experienced one. They have worked in the market and they know what it is like to be in the market so then teachers also have to modify their teaching and raise their teaching standard; and that is how some value can be generated in teaching and learning. (NUK-M1)

Work experience is not a requirement for MBA programmes in public, military and most of the private sector business schools in Pakistan. Teachers however, talked in favour of introducing this work requirement as a criterion for students to get admission into MBA programmes. A teacher in a military sector business school expressed his interest in making work experience a requirement for students' entry into a MBA. He said:

An MBA is a professional degree. We cannot teach it like other theoretical disciplines. If we take students with work experience it will make the class more interactive as students will share their experience and then we will build on it. Having worked in industry before coming for an MBA would make them more serious and clear in their objectives. The learning level will be enhanced [...]. (AK-M3)

Teachers in a private sector business school shared their own experience of teaching students with two years of work experience and found them engaging in the class. They mentioned:

Students with work experience are easier to teach. They have got their own experiences to share and they are able to relate the theory to the practice. It becomes a two-way process of learning. Students learn from me and I learn from them. (SJ-P1)

Experienced and mature students behave very professionally in the class. They actively participate in the class discussions and make the learning process more effective. (FA-P1)

9. Develop well-defined systems

Business school teachers (n=17, see table 6.2) highlighted the issue of the lack of well-defined systems and processes set-up by deans in the learning environment. Teachers expected the deans to focus on developing strong systems related to quality control, research, and assessment methods. Teachers wanted the deans to define goals and objectives for teachers on a regular basis. A teacher from a public sector business school identified the lack of a proper system as a common practice in Pakistan. He said:

I think business schools across Pakistan lack systems. We have no system here. Quality control is not here. HR systems are not in place; the assessment system is very weak etc. Nobody is there to check them. (SU-G3)

Another business school teacher mentioned developing systems as one of the responsibilities of deans to improve the teaching and learning environment. He said:

Dean should be somebody who can lead from the front. He should lead by example not by giving orders. Somebody who is good at organising, managing and taking the team forward, helping to develop systems which will improve the quality within the business school. (O-P2)

A private sector business teacher shared his contrasting experiences of working in a public and private sector business school. He said:

I used to work in [G1]. It is basically a place which lacks structure. [P1] is a place where the system is well-structured and designed. Here the things are already going on and you can become part of it. In [G1] you have to find your own ways, convince others, and seek funding for the projects and research you would like to carry on. It is a lot of work and pressure, and mostly you never get time or approval from the seniors to do that but here [in P1] you don't have to start from the scratch. A well-defined path is in front of you. (SJ-P1)

Business schools have realised the importance of having well-defined systems in place and they are working on introducing new and up-to-date systems. A teacher from a military sector business school appreciated her dean's efforts to develop an organised and systematic process. She praised the military men saying that they are very methodical and logical and that they are flexible to make revisions in their systems and policies. She said:

The dean is very organised and systematic [...]; they are still in the process of developing their systems, but they do it very methodically, they do consultations [...], they are open to revisions of those policies [...]. (O- M2)

Business school teachers expected the dean to define their roles very clearly and to make sure that what is expected of them is also made explicit. One teacher said:

Roles need to be defined clearly. Roles of students, teachers, academic staff, deans, directors, HODs, everyone's role needs to be defined very clearly and objectively. They should know what is expected of them, what they need to do in their capacity, and what targets they have to meet. [...]Also one should be very clear what they want to achieve and how they are going to achieve this. (AR-P2)

Teachers mentioned that some teachers were not clear about the objectives of the dean for the school and wanted the dean to help teachers set achievable goals for themselves. Two teachers said:

Every year new goals should be defined and assigned to faculty. I want my dean to challenge me and set some goals together with me for my career progression and for the business school. Redefining goals and objectives every year would help keep the faculty on track. (KZ-M1)

Regularly revised goals and objectives help build clarity in the minds of teachers, and it becomes easy for them to achieve the goals. Actually, we set objectives but we never discuss how we will achieve those objectives. (RF-G1)

6.4 Summary

The analysis of data from semi-structured interviews of 50 teachers support several themes and subthemes around academic leadership and on teaching and learning. The evidence shows that teachers have broad and in-depth knowledge, as well as experience and concern for many things they feel are important in business school education. There were issues and concerns that teachers appreciated and several others they thought could be improved. On academic leadership, the nine themes discussed were: knowledgeable; visionary; innovative and adaptable; well-connected and networked; supportive; able to handle organisational politics; fair, trustworthy and unbiased; listener and observer; and pure academic. On further questioning about the role of deans' leadership on teaching and learning, the data analysis supported ten themes, which included: teachers' training and development; distribute the power; bridge the gap between theory and practice; better working environment for teachers; up-to-date curriculum; research-informed approach to teaching excellence; effective communication; regular feedback and a peer review system; student intake; and well-defined systems.

There was, in large part, a consensus among teachers across the different sectors in support of the themes described here. There were very few differences across the three sectors, public, private, and military. The exceptions include, little or no support from teachers in military schools of themes 'knowledgeable' and 'regular feedback and peer review' as well as no support from teachers in private schools of themes 'well-

connected/networked' and 'fair, trustworthy and unbiased'. More of the similarities and differences of the teachers as well as the students will be discussed in Chapter 8.

The next chapter will describe the themes around academic leadership and on teaching and learning from the deans themselves who belong to the same nine business schools as the teachers and the students were drawn.

Chapter 7: Findings from deans

7.1 Introduction

This chapter presents the findings and analysis of deans' themselves about their perceptions, experiences, and practices of academic leadership and their reflections on the role they play or can play as a leader of teaching and learning in business schools in Pakistan. This chapter discusses the findings in two sections. The first section reports the perceptions of deans on deans' academic leadership while the second presents the findings of deans' perceptions on deans' leadership as a leader of teaching and learning.

7.2 Perceptions of deans on business school deans' academic leadership

Leadership of any organisation is intricate and demands certain competencies. Nine deans from the sampled business schools were asked to define academic leadership and how they perceived it. They were asked "How do you perceive academic leadership?", followed by such questions such as, "What particular characteristics does a dean of a business school need in his/her role?"; "In your opinion, what characteristics should there be in a business school dean?"; "Which leadership traits would make you an expert academic leader?" (See Appendix V for the interview schedule with deans.). The nine interviews from the deans were transcribed, coded and grouped together based on thematic analysis.

Deans of business schools identified eight main attributes of academic leadership. The deans of public, private and military sector business schools perceived business school deans to be visionary, knowledgeable and well-informed, adaptable and innovative, well-connected and networked, competent and having intellectual ability, team players, committed and dedicated, and to have good communication skills. The eight key themes or attributes of academic leaders along with corresponding subthemes are summarised in Table 7.1. Business school deans talked about their own experiences but also of their expectations and perceptions of an academic leader beyond the attributes they actually possessed in themselves as leaders of business schools, and of those they would expect other deans to possess. There were other attributes mentioned as well, but were not discussed enough to merit allocation to independent themes. For instance, deans expected academic leaders to have the ability to remain calm and composed at a time of pressure, to be charismatic, to be able to handle difficult situations, and to be sociable.

Ranking (in order of significance)	Perceived leadership characteristics of a business school dean	Subthemes	Approximate number of deans who valued the characteristic
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10.	Visionary	<ul style="list-style-type: none"> • Plan the future • Give direction 	9
11.	Knowledgeable/Well-informed	<ul style="list-style-type: none"> • Of market situations • Of higher education • Of leadership and management 	9
12.	Adaptable/Innovative	<ul style="list-style-type: none"> • Encourage change • Introduce new things 	9
13.	A team player	<ul style="list-style-type: none"> • Work in teams • Sharing responsibilities 	8
14.	Good communication skills	<ul style="list-style-type: none"> • Channels for communication • Oral and verbal communication 	7
15.	Competent/Intellectual ability	<ul style="list-style-type: none"> • Ability to think • Capability for decision-making 	7
16.	Well-connected/Networked	<ul style="list-style-type: none"> • Links • Collaborations • Interactions 	6
17.	Committed/Dedicated	<ul style="list-style-type: none"> • Manage pressure and workload • Able to fulfil many roles 	4

Table 7.1: Leadership characteristics of business school deans as perceived by deans

1. Visionary

The characteristic that all the business school deans considered essential in any leader was having a vision or being visionary. A person is called visionary if they have the ability to think about or plan the future with imagination or wisdom. Effective leaders are expected to have a clear and definitive vision of their expected level of performance and the process through which they can reach their target. Deans of all business schools identified this feature in the list of characteristics they considered significant in the leadership of business school deans.

One dean of a business school shared his unique approach to set the vision for the school as follows:

If you don't dream you cannot achieve. [A] leader has to dream [...]; I first visualise and dream, and then draw it. It is a step-by-step process. I make small goals and

then communicate them to my colleagues who help me in making a realistic action plan to make my dream a reality, and that is what I love about my job – to dream and then to chase that dream. (D-P3)

A visionary leader plans to bring improvements to the lives of persons and groups and in the processes of the organisations that they lead. As another dean said:

I am farsighted and this is one of the qualities of a leader. I always plan ahead and that is what I am doing here. (D-P2)

Deans of business schools felt themselves responsible to set goals and give direction to their colleagues. Two deans commented:

Direction is very important. The performance of the teachers and students all depends on the direction given by the leader [...] like, what targets are set by the leader for the teachers and students? What is his vision for the school? Which goals are set by him to achieve that vision? (D-G3)

As a leader you should be very clear and should clearly set the direction. The followers should be given a clear direction and path to follow. (D-G2)

Another dean instead referred to this as a collective effort in his business school. He said:

Without vision you cannot run any organisation be it public, private or any other. We recently rebranded our university and our business school [...]. Our new vision is vision 2020 [...] It is very clear and focused, and we all are working hard to achieve it. (D-M3)

Another dean commented that it is not easy for a leader to realise their vision:

Being visionary is one of the most noticeable characteristics that a leader shows that he possesses [...]; being visionary is one thing and making an effort to achieve that vision is another thing. To set the vision is easy but to achieve it is a difficult task. (D-M1)

One dean of a military sector business school expressed that long-term vision and planning is missing in the leadership practices of most of the leaders in Pakistan. She talked about the significance of having a well-thought out vision in a business school.

Vision is actually what is missing in Pakistani leaders' leadership. It is missing, in its true sense, in most of the institutions in Pakistan. We don't have a culture here to plan for the future. People don't plan; they don't know how to plan. We are just not raised that way. We are weak in doing forward planning [...]. [A] well thought-out, realistic, and achievable vision is missing. I am talking about long-term vision, not 5-years', 10-years' vision, I am talking about 50 years' vision [...] Once we have a long-term vision, only then in the next decade we will have a better category of business schools, otherwise without vision we will never overcome our weaknesses. (D-M2)

2. Knowledgeable/Well-informed

All nine d business school deans identified the notion of being knowledgeable and well-informed as an important characteristic of academic leadership. Deans talked about the value of being informed of the most current local and international market situations, current theories and practices in higher education, current curriculums being followed in top local and international business schools, current instruction and assessment practices in the higher education sector, current knowledge on global business, politics and economics, and having a knowledge on leading a business school. Comments supporting these concerns from deans belonging to all three private, public, and military sector schools are as follows:

A leader should be knowledgeable. He should know what is happening around him. He needs to be a well-informed person. (D-P2)

[A] leader should be knowledgeable. He should be well-informed about international and local business practices. He should keep himself aware of what is happening in other business schools. (D-P3)

As a leader of a business school, a dean should be the person who is aware of the new advancements in education. He should be the one who has the knowledge of all the areas of business and higher education. (D-G2)

Keeping yourself aware and informed of what is going on in the business world is the need for this position. (D-G1)

[An] academic leadership position demands that the leader is conscious of his surroundings, be it the corporate environment, the academic environment, the political or economic state of local or international markets; a business leader should keep himself aware of all the happenings around the world. I know that sounds challenging but that is what is expected of him. (D-M1)

Leaders sought up-to-date knowledge to help make informed decisions in accordance with the changing technological and educational practices. Two deans mentioned:

These days everything is changing so quickly. Every day new technology and resources come in. [The] dean should be able to aware of the new trends and he should be able to take quick decisions [...]. (D-G3)

It is a post for a person who is active and who remains in touch with what is happening around him and around the world. If I know what other business schools are doing only then I will try to compete with them and provide the students and teachers with the latest resources. (D-M2)

Military sector business school M3 believed:

Having knowledge of the discipline, having management skills to deal with people and to know how to act as a leader are a must to be a dean. (D-M3)

A dean of a private sector business school P1 talked about making deans knowledgeable about leadership and management. He emphasised:

Deans should develop their knowledge and skills on leadership. There should be training workshops on leadership for deans as well. Why not? I mean this is such a strategic position in a university which is often not taken seriously. The more capable the dean would be the better performing the business school would be [...] We need to make one thing clear that this is a leadership position not a management position and for that we need to provide education, training and exposure to our deans. (D-P1)

3. Adaptable/Innovative

One of the most challenging themes that emerged, again identified by all nine interviewees, was a leader's ability to adapt or bring about innovation or change. The deans of business schools G1, M2 and M3 identified this in terms of their ability to introduce new things, new processes, new techniques, to bring improvements in the academic system, as well as being innovative. These deans also mentioned the ability of a leader to face challenges and overcome resistance to bring change as an important characteristic to be present in any leader. They said:

[The] world is changing at a fast pace [...] Being adaptable is one thing that I believe is an essential characteristic in an academic leader. (D-G3)

Dean should introduce new programmes which are competitive with the international market and in accordance with the demand of the market along with the strengthening of existing programmes. This is what I am doing [...]. (D-G2)

Without change one cannot remain competitive. I believe in continuous improvement [...]. We have monthly performance review meetings where every faculty member has to review his performance and share something new with other colleagues. (D-P1)

I am working on bringing improvements in the examination system. My goal is to make all our examination and assessment and admission systems fully computerised and fault proof. (D-P2)

The dean of private sector business school P3 called herself a person who encourages change and she explained how she leads change by setting an example herself. She said:

What we all are doing in this country is to copy what others are doing. What others are doing in their personal lives and what others are doing in their professional lives. We are imitators and we are producing imitators [...]. I want every teacher and student in my school to come up with new ideas and new things. I like creativity and encourage it. I don't like a routine way of doing work so I encourage everyone to be innovative. And to set an example I start with myself, I go out in the market and work with corporations and bring live projects from there inside my classroom to teach students. (D-P3)

Change is not always easy to achieve and the dean of military sector business school M1 called change a challenge and advised the leader to be firm against resistance to change. He commented:

It is not easy to bring change. There is always resistance. There are always challenges. But as a leader you have to be firm. Like, I always start the change from myself. I make myself a change agent. (D-M1)

4. A team player

The deans' ability to work in small teams and groups was an important ingredient for academic leadership and was noted by nearly all the interviewees (n=8). It was evident that deans valued their skill of working in teams as significant to improve the quality and quantity

of work in their business schools. Working in teams, in a collective manner describes the way by which people come together to achieve a common objective. One dean commented:

As a researcher I always like to work in small teams. I am a team player and I always assign tasks to small groups of people instead of an individual. I believe that if you work in small groups it increases your productivity many times. (D-M2)

In support of practising distributed leadership in their business schools, one of the integral components of practising this kind of leadership is to work in teams. A dean of one business school that is practicing distributed leadership has identified the presence of this team-working trait in leaders as a success factor as follows:

Because now we practice distributed leadership in our schools, and in that the leader just cannot boss around instead he has to work collaboratively with other staff members, so the leader should possess the ability of working in teams and managing them. (D-P2)

To work in teams as a team player can be an added advantage for a leader that he can benefit from. A dean remarked:

In our university we have small research groups. I am also part of a research group and work with my colleagues on writing case studies and academic research papers and doing research projects. We also take different consulting projects from industry. It has certainly increased the creativity, productivity and quality of teaching and research. (D-P1)

Following collective approach to 'make the work done by working in small groups' was the phrase used by dean of business school P3. Collaboration and sharing responsibilities were the words used by deans of business schools G1 and G2 while describing the same notion of being a team player. For instance:

Collaboration is really important. As a leader in academia you often have to work in a team. Right! You have to know the strengths and weaknesses of the team and delegate work accordingly. You have to really collaborate. You can't expect to do everything on your own. (D-G2)

To take all the responsibility of work and do it yourself is an art but another art is to make others work for you. I believe in the later where I expect my colleagues to work with me in a team with shared responsibilities. (D-M1)

The dean of public sector business school G3 talked about using a collective approach in leadership. She talked not only about working in teams by involving everyone in her

decisions but also put emphasis on using the pronoun “we” instead of “I” to give a sense of unity, togetherness and collectiveness to all her colleagues. She said:

The focus of the leadership is that there should never be "I" there should always be "we" because actually the decision is the leader's but if you are appreciating others opinion and you are taking your team along with you, you will definitely be a successful person and you will definitely get the support. (D-G3)

Interestingly, the dean of military sector business school M3 held a contrasting approach:

Leadership is all about confidence, authority and command...The more authority, grip and command you have over your abilities and decisions, the more you would become successful as a leader. I don't believe in involving others in decision-making. It is purely the leader's job to take decisions and no one else should be involved in this. (D-M3)

5. Good communication skills

Most of the deans talked about effective communication skills as an integral characteristic in an academic leader. Good communication is an essential skill in a leader as per the deans of business schools P2 and G2. Another dean of a business school said:

[A] leader who does not have the ability to communicate effectively with teachers and students will have to face different challenges within the school, like teachers will not get timely direction from the leader, there will be lack of motivation, there will be no alignment between teachers and their leader's objectives. (D-P3)

In the absence of good communication skills, it is difficult for the leader to inspire their followers and to inculcate the principles and values that they have set for the organisation into the staff members. Two deans commented:

[A] Leader should be a person who can communicate well, both in terms of telling others that this is what we need and showing them practically that this is how they can do it, and he should know the art of involving all. (D-G3)

Communication plays an important role in leadership. A leader who knows the art of effective communication is a successful one. (D-P1)

Technology has created many efficient ways to communicate with each other. This has reduced the communication gaps within an organisation. Different kinds of channels are available for in-house communication and for outside communication. As noted:

Face-to-face communication has reduced a lot because of advancements in technology. With these advancements the means of communication have become more efficient and smarter, and as a result everyone can be in contact with someone at any time and at any place. I also use these tools of communication instead of disseminating all the information and news to the faculty via face-to-face meetings. This has improved efficiency and productivity. Now all the meetings are scheduled online. We have a portal where most of the decisions are made without wasting time. (D-P2)

I talk to my colleagues and talk to them frequently. This makes me more aware of their performance, career goals and of their problems, both at personal and professional level. (D-M1)

The deans used the term communication generally but one dean talked about oral and written communication skills and mentioned that the dean should have strong command of both types but especially written. He said:

Leaders should possess good communication skills, both oral and verbal. Leadership is mostly known to entail excellent oral communication skills but I believe that the focus should be on written skills as well. Leaders with excellent written communication skills are more successful, as an academic environment is all about writing. (D- M2)

6. Competent/Intellectual ability

Deans also gave value to competence as an important characteristic in any leader's practice of academic leadership. The word competence was used by deans to suggest ability, capability, and potential. For example:

The institution cannot show excellence if the leadership is not competent. (D-P1)

Your attitude, personal interest, background, awareness about procedures, about higher education, about the latest technology and trends, are all the things which make you a successful leader. (D-G2)

[The] dean should be a person with a strong academic background and who is active in research activities. (D-M2)

Leaders should be able to handle the complex, rapidly changing teaching and learning environment. (D-M3)

Deans of business schools P2 and G3 talked about the ability of a leader to think intellectually as an important leadership characteristic. Dean of private sector business school P2 explained:

Dean of a business school should be intellectually strong. He should be able to think and plan ahead of time in order to compete with the changing market conditions. (D-P2)

A military sector business school dean talked about his excellent decision-making skill as his competence, and he called this one of the most significant contributing factors in the successful performance of a leader. He said:

I would call myself a decision-maker. I have the quality of taking quick and in-time decisions and then sticking to them. I make things happen the way I have imagined them...I know what I do and I do it perfectly...We army people are trained that way. In the army we pass all the stages of systematic grooming. From Lt., to Capt., to Brigadier, we have to pass different stages and thus decision-making doesn't become a problem for us. I didn't become leader in a day or two there are years and years of training behind it...With every promotion I learned to lead ... (D-M1)

One dean mentioned the word command and control as an attribute in leaders' academic leadership and also that a leader should be firm in his decisions.

7. Well-connected/Networked

The deans of all private and military sector business schools considered establishing networks and collaborations with the industry as an important characteristic. The dean of private sector business school P3 mentioned the benefits of socialising and networking and saw it as 'becoming imperative in academia'. Establishing contacts in industry helped bridge the gap between theory and practice. As a dean noted:

I bridge the gap between theory and practice by inviting professionals from the corporate world as guest speakers once or twice in every term. They share their personal experiences and corporate world culture, expectations, and challenges with students. (D-P2)

The military sector business school M2 dean spent time in establishing links and partnerships. He said:

I am trying to establish partnerships and links with local businesses so that our students can get easy access to the companies for their projects and research, and they can be offered placements and jobs. (D-M2)

The dean of private sector business school P3 shed light on the benefits academics would get if they interacted with industry on a regular basis. She suggested:

What I want academicians to do is to get out of their offices, start interacting with industry on various forums as well as through different research projects or consulting projects to keep them up-to-date with the market knowledge and this will help them in establishing connections with the corporate sector. (D-P3)

She further added that interaction with industry brings practical knowledge into the classrooms:

[...] yesterday I was at Khushali Bank because I am currently doing a project; so over the last three months I think I have done 15 different visits to 3 different organisations which include visits in Peshawar and Abbottabad and Karachi but mostly in Islamabad/Rawalpindi area; and when I go there I interact with people and that makes a difference because whatever I am learning there, I bring it back into the classroom. (D-P3)

Regular visits from companies also help business schools to know more about industry and this in turn will help them produce graduates according to the market demand. This was evidenced by the comment:

Besides global collaborations and linkages, we have also formed many effective networks and partnerships with local businesses and invite the companies to visit our school on a regular basis. This helps us know about the companies and we know more about their demand, and as a result we produce graduates equipped with the right skills. (D-P1)

For another dean collaboration was important to produce international quality research:

We are trying to establish international research collaborations with the universities abroad. This will help produce some good quality research, of international standard, and will help increase knowledge creation. (D-M3)

8. Committed/Dedicated

Commitment was identified by only four of the nine deans of business schools as an important characteristic of academic leadership. The deans talked about commitment in terms of dedication, devotion, loyalty, and passion. One dean noted:

I personally believe commitment and dedication come first. You cannot be an academic if you are not committed to education. If you don't commit time to your profession, you are not a professional. (D-G2)

Commitment is what is often expected of academic leaders. They need to show their commitment to their job responsibilities and functions. One dean said:

Leader is the one who show high level of commitment to the organisation. Commitment in terms of serving the organisation in the best of his capacity and build a sense of belongingness among employees so that they become committed to the organisation as well. (D-P1)

Another dean said:

It is a post with lots of responsibilities. You honestly have to juggle a bit. Everyone expects a lot from you ... The only thing that keeps you moving is your passion and loyalty to your profession... (D-G3)

A dean of a military sector business school, M2, talked about the pressure and workload of this leadership position. She said:

We have to take a lot of pressure in this job. To run a business school is not an easy job, and that too when deans from Engineering and Sciences keep on challenging you by saying this business discipline is as an easy one. Proving the seriousness of this field and getting funding for research and projects for the school from the university is a tough job [...]. It needs a lot of passion and leadership qualities to be a dean of a business school in Pakistan. [...]. You have to perform a number of jobs at a time. (D- M2)

She went on to stress that deans should be able to perform a number of jobs at the same time. It is not a job for anyone. It is only for a person who is committed to work as an administrator, researcher, teacher, financial analyst, strategist, planner etc. The dean said:

I have to focus not only on the administration side of things but on academic jobs as well. It is a position with a big responsibility. I have to leave my passion for research aside as I don't get time to do my research. I have to look into administrative jobs, to work with other deans, VCs, HODs. I have to look into the day-to-day running of the business school. To manage faculty issues, conduct meetings with them, to resolve students' issues, look into teachers' development, training needs and not to forget I have to improve the research output of our faculty so as to improve school's ranking, and to secure funding from HEC, means there is a lot more to this job that you cannot see [...]. It is a job of ten people that I am doing alone. (D-M2)

7.3 Perceptions of deans on the role of business school deans' leadership of teaching and learning

This section deals with the specific question of deans' understanding of leadership of learning and teaching. It also asks questions such as, "What particular areas does a dean need to focus on as leader of learning and teaching?"; "What role a dean can play to strengthen teaching and learning in a business school?"; "How do you perceive your own leadership as a leader of teaching and learning?"; and "What practices did you adopt to strengthen teaching and learning in business school?"

The main themes along with sub-themes that emerged from the interview data are summarised in Table 7.3.

Ranking (in order of significance)	Themes	Subthemes	Number of deans who spoke about this theme
1.	Focus on teachers' training and development	<ul style="list-style-type: none"> • Encouraging teachers to register on PhD courses • Sending teachers to conferences, seminars, workshops • In-house mentoring by senior faculty • Encouraging teachers to share resources • Train teachers on the latest pedagogical skills • Familiarise teachers with new technology 	9

2.	Developing a research culture	<ul style="list-style-type: none"> • Arrange research activities • Secure research funding • Encourage teachers to do research projects on industry • International research collaborations 	9
3.	Bridge the gap between theory and practice	<ul style="list-style-type: none"> • Establish links with industry • Take research and consulting projects from the market • Bring market knowledge into the class • Invite professionals as guest speakers 	9
4.	Regular feedback systems	<ul style="list-style-type: none"> • Get feedback from students and teachers • Provide feedback to teachers • Start peer review process • Formal and informal feedback system 	8
5.	Establish a supportive pedagogical environment	<ul style="list-style-type: none"> • Encourage innovative methods of teaching • Use of technology in teaching 	6
6.	Distribute the power	<ul style="list-style-type: none"> • Share the authority • Involve subordinates in decision making • Give responsibility • Collective decision-making 	6
7.	Establish effective communication	<ul style="list-style-type: none"> • Establish open communication across faculty and administration • Open door policy • Friendly working relationship with subordinates 	5

Table 7.2: Themes identified by deans to strengthen deans' role as leader of teaching and learning

1. Focus on teachers' training and development

Creating an environment of professional development was considered a significant function that leaders were expected to undertake to strengthen the environment of teaching and learning. Effective professional development of teaching staff in a university was considered to be a continuous process. All nine deans talked about the need for their faculty members to have high quality training and professional development opportunities throughout their teaching career and highlighted the significance of training. The deans talked about providing development opportunities to the teachers, to provide training to them on up-to-date pedagogical and technological skills, knowledge, theories and methods of teaching in the teachers' areas of interest. Two deans commented:

Teaching quality can only be improved if you improve the teacher. There is no other mechanism to restore quality teaching. (D-G2)

Most of the young faculty who are joining the university after getting their PhD degree directly without any prior experience, need a formal training for teaching, of doing work in the class, in the university, in the lab, in doing office kind of things. So I think a few of the things vary from person to person but basically there should be some kind of training (D-G3)

The deans also spoke about the support they are providing to their teaching staff in the business schools. They were aware of the benefits that professional development programmes can offer in helping to improve teaching and learning environments. They talked about two types of professional development that is conducted for the teachers: external professional development programmes, and internal or in-house training and development sessions. Both types of development programmes were encouraged by deans for their teachers. Two deans noted:

I support professional development of the faculty and encourage teachers to go to conferences and workshops both within the country and abroad. Teachers are free to go. (D-M1)

I am passionate about learning and teaching [...]; this is the career of my choice and I am working diligently to improve the standards of teaching here and introduce the culture of continuous learning here [...] although we are always short on funds, but I support teachers to attend conferences, seminars and workshops within the country and abroad. (D-M2)

Private sector business school deans shared a lot of their own experiences of conducting in-house training sessions and mentioned a number of benefits of such training sessions. For instance:

We arrange regular in-house training workshops, seminars, refresher courses and sessions for teachers. Our trainings are well-scheduled and well-organised. We give training to the teachers in other business schools. We have our special value sessions in which the senior faculty give presentations. There we discuss norms like what do we do? Why do we do? How do we do? This is a big source of learning for our younger faculty. They learn about organisational culture and its value system. We arrange pedagogical training, case study teaching methods, and we provide training on case study methodology to other business schools as well. (D-P1)

Professionally conducted formal training sessions were also valued by the deans. One dean said:

Training obviously is good. It polishes your skills. I went to some formal training later in my career which was World Bank funded. I would say if I had that training earlier in my career I could have performed better [...]. I believe in training but which is properly perceived, designed and delivered by professionals. (D-M2)

Deans from public sector business schools however, complained about the lack of proper training and development opportunities for their teachers. They valued the significance of training but mentioned that there were no formal training opportunities available to teachers in this sector. One said:

Class room training is one thing and corporate training is another thing. The teachers have never been trained in class teaching. They might have attended some workshops but no formal training on class room teaching at the higher education level. We don't have such resources here. We don't have such learning opportunities here. (D-G2)

Most of the teaching faculty in the public sector business schools are not PhDs and many are either planning to, or are currently enrolled in PhD programmes. All three deans of public sector business schools talked about the encouragement that they had given to their teachers to get themselves registered in local or foreign PhD programmes. Two of the deans said:

We have a shortage of senior faculty and especially qualified ones. We don't have any professor in the Management Sciences that is why we are encouraging our

faculty to do PhDs and most of our faculty members are currently registered in local or foreign PhD programmes. (D-G2)

I continuously encourage my faculty to develop themselves. I encourage them to go for courses, conferences and training. I encourage the faculty to improve their qualifications. Four of our faculty members are registered in foreign PhD programmes. (D-G3)

The dean of public sector business school G1 also provided support to teachers to study further for advanced research degrees.

We are trying to create a facilitative environment here which could push teachers to secure their place in PhD [programmes] either locally or abroad. (D-G1)

One of the most effective forms of professional development is observed when there is communication and sharing among peers and colleagues. Teachers can learn a lot from other teachers' experiences both in a formal and in an informal setting. When this kind of arrangement is established formally between peers and colleagues working in a similar field, or by sharing similar experiences to help one another, it is called mentoring.

The dean of private sector business school P1 talked about the formal use of mentoring as a professional development technique in his business school, and how it has now become a norm in the school to have this mentor- mentee relationship between colleagues. He said:

We have started to establish a mentor and mentee relationship between a senior and a junior faculty member in our business school. It has proved a most helpful and productive relationship so far. [...] We require junior teachers to sit in senior faculty classes. This is a requirement. Similarly, the senior faculty has to sit at the back of junior faculty classes and they have to give feedback; and it has to be constructive feedback, not in an evaluation sense that they will be punished or penalised; and this is how we have evolved the system and this is how new faculty members learn. (D-P1)

The dean continued and explained the benefits of having this culture of mentoring in his business school and shared the whole process and benefits of it. He further suggested:

There is mutual exchange among mentees and mentors. There is a culture of the open exchange of ideas. People who come into academia after a PhD have become very individualistic. It develops the feeling that we are best in our area. But in our business school we have created an environment where senior and junior faculty sit

in each other's classes, exchange ideas, develop courses together, teach the courses together and do research together. [...] If the senior and junior faculty interact and sit in each other's classes then there will not be a gap. In our faculty there is no gap between senior and junior faculty. They learn from each other. I can learn from my younger colleague and the younger colleague can learn from me. (D-P1)

Similarly, one dean from a military sector business school shared his views on establishing a culture of mutual learning where all the teachers can benefit from one another's experiences and resources. He suggested:

I would like to establish a culture where we all can learn and develop together – from each other. We have got all the resources and have excellent people on our panel but there is lack of organisation and lack of systems. My brainchild is to start a portal and a data repository where all the teachers can share or store their experiences, ideas, thoughts and resources so that everyone can benefit from them. (D-M1)

One dean from a public sector business school believed in the sharing of knowledge and resources among colleagues but he complained about the lack of teachers' interest in sharing resources and learning together. The dean said:

There is no culture of sharing and learning together. No one volunteers to share their experiences, like success and failure stories in teaching, although I believe they can learn a lot from each other. There is no culture of one teacher attending another teacher's class. People are afraid. Even if we introduce this practice there will be resistance [...] they might feel threatened and think others might come into the class to monitor their performance. (D-G2)

The dean of another public sector school also complained about the lack of funding and resources for teachers' training and development. He said:

We are a public sector university and we rely on government funding because the fees are subsidised here. Although in the recent past, after the establishment of the HEC, we receive a substantial amount of funding from the HEC annually for our expansion and development, but we still need more funding for teachers' training and development and for research purposes. (D-G1)

2. Developing a research culture

All nine business school deans identified building an academic and research environment in a business school as one of their major responsibilities towards strengthening a teaching and learning environment. They talked about promoting a culture of research in teachers as well as among students.

Public sector business school deans shared their efforts on the establishment of a research culture in their schools. The deans aimed to engage their teachers and students in research activity and they discussed the facilitations they provided to the school. Two of the deans said:

I am trying to build an academic and research culture in the school by motivating and facilitating the faculty towards research. I have already secured grants and funding for the teachers' and students' research publications in good quality international journals, and for conferences. (D-G2)

As a leader of the institute my great passion is to create an environment of research. This is an era of research and without research the faculty cannot develop and it cannot rise higher in the hierarchy. (D-G3)

The deans linked research to teachers' learning. Deans of two business schools mentioned that teachers who engage themselves more in research become better teachers as they can bring market research knowledge into their classes. The deans said:

I am motivating my faculty to develop a habit of reading and writing. Creation of knowledge depends on the research conducted by teachers and I am also involving my students into research [...]. I am looking forward to starting a research journal of our own and we are hoping to start that with the HEC [...]. It would not only be beneficial for teachers' teaching, but also for students' learning who are planning to enter into research. (D-G1)

Research can only be improved if a leader knows how to do research. A research culture can only be introduced if a leader himself is a researcher and knows what it takes to do research. As a researcher myself, I know what needs to be done to support this culture of research and I am trying to inculcate the same passion in my teachers and students. (D-M2)

In two private sector business schools, the deans talked about the presence of research clusters, research teams, or functional groups in their schools. Their responses showed that the structure and culture of research is already established in their schools and their teachers are engaged in conducting academic research as well as applied research in

industry through consulting projects. The deans mentioned that to bring improvements in teaching and learning, research can play a significant role. They said:

We have research clusters in the school. Every teacher has to be part of the research cluster of his area of interest. They support each other in their research, publications, and teaching [...]. (D-P1)

[A] research culture will only be established when the goals of the institution, leadership, and teachers are all perfectly aligned. To increase our research productivity, we need to provide research support to our faculty. (D-P2)

3. Bridge the gap between theory and practice

In building on the value of engagement with industry, the deans of the business schools talked about the significance of establishing strong linkages between industry and academia to bridge the gap between theory and practice. The deans of private sector business schools explained their efforts to bridge the gap between theory and practice. They said:

Besides global collaborations and linkages, we have also formed many effective networks and partnerships with local businesses and invite the companies to visit our school on regular basis. (D-P1)

I bridge the gap between theory and practice by inviting professionals from the corporate world as guest speakers once or twice in every term. They share their personal experiences and corporate world culture, expectations and challenges, with students. (D-P2)

The dean of private sector business school P3 also talked about how she links her theoretical knowledge with industry experiences, how she continuously tries to get herself engaged in research and consulting projects from industry, and keeps herself abreast of current market knowledge. She said:

What I want academicians to do is get out of their offices, [and] start interacting with industry in various forums if they really want to develop themselves. As a business teacher they need to keep themselves up-to-date on market knowledge and this they can easily do by taking different research or consulting projects. (D-P3)

The dean of private sector business school P3 also emphasised the significance of training, development and providing the opportunity to teachers to get themselves up-to-date on industry and market knowledge by taking research and consulting projects from the industry.

One of the things which is lacking in most business schools is that what is taught is actually coming from the West. Some teachers, I don't know what the proportion is, but some teachers perhaps more than 50% teachers, actually try to teach what is in the book without knowing what is actually happening in industry. We should provide opportunities to teachers to go to industry and learn and make themselves aware of the most up-to-date knowledge. Knowledge always comes from the market and not from the books. (D- P3)

Business schools are actively trying to strengthen industry-academia linkage by establishing partnerships with the local businesses. The deans of military sector business schools also mentioned how they are focusing on establishing links with industry for the open exchange of knowledge to, and from, industry. In two of the military sector business schools there was a special cell with the name 'industry liaison office' for consulting projects and better career placement opportunities. This was explained as follows:

I am trying to establish partnerships and links with local businesses so that our students can get easy access to the companies for their projects and research and (so that) they can be offered placements and jobs. (D-M2)

The deans also sought to provide support to students in career counselling and getting placements in reputable organisations. According to the deans, this helps to provide practical learning opportunities to students in the actual working environment. One dean said:

My focus is on establishing a regular and organised internship programme for the students so that they can get a place in some good and reputable organisations. At the moment our school doesn't have a placement or career centre and I am working to establish one. (D-G2)

The dean of military sector business school M3 was strongly in favour that beyond teachers, students should also be in touch with the industry. He suggested:

Learning does not always happen in classrooms. We should send students outside into industry to make them learn and grab practical exposure. (D-M3)

4. Regular feedback systems

Deans mentioned in their interviews that regular and timely feedback from the teachers and students was crucial for the leaders in order to improve the teaching and learning process in business schools. They said they regularly listen and act on teachers' and students' feedback. The presence of a regular feedback system can help teachers to improve their teaching performance and it can help deans to identify the areas of further improvement in the business school. For instance, one dean said:

The feedback from students and teachers can play a key role in bringing improvements in the performance of teachers, the structure of courses, pedagogical methods, course content and processes. (D-P3)

Deans of nearly all of the business schools (n=8) talked about the significance of receiving feedback in order to improve the teaching and learning practices. There were proper feedback systems in place in most of the private and military sector universities, and in the public sector universities mostly the feedback is taken orally from the teachers, and is paper-based in the case of students. Both formal and informal feedback plays a key role in revising content and delivery. Three deans from each of the private, public and military sectors said:

We have a very systematic evaluation and feedback mechanism in our business school which is managed by the IT department. It is all automated. Every faculty member, HOD and the dean's performance is evaluated twice in a term and results are shared confidentially with every member. (D-P1)

I receive regular feedback from the teachers in our monthly meeting session. Every teacher is encouraged to give suggestions and feedback about any of the processes in the school. (D-G1)

We receive regular feedback from students on teachers' performance and on their teaching methods. We take all this feedback very seriously and if some teacher is continuously getting bad feedback then we discuss it with them and encourage them to perform better. (D-M2)

5. Establish a supportive pedagogical environment

The majority of deans (n=6) made reference to the importance of providing a supportive environment for teaching and learning. They talked about providing a facilitative environment

to their teachers and students and supporting teachers to use new techniques and methods of teaching.

Deans mentioned that they were focusing on imparting pedagogical methods and practices to bring improvements in teachers' teaching, for instance by encouraging technologically-advanced pedagogical practices. Examples were given:

I encourage teachers to use case study methodology as it is one of the most effective ways to teach students these days. [...] Teachers are sent to (a highly recognised) university XYZ in Pakistan to get training. [The] HEC is also organising training workshops on the case study method and I encourage my teachers to attend these [...]. (D-M1)

If teachers are equipped with up-to-date knowledge and practices to deliver that knowledge, the quality of teaching will be improved [...]. (D-G3)

There are many teachers who don't know how to teach and which new methods and practices are there which can be used to impart knowledge to students. It is the job of a leader to help them, guide them, and provide them with resources to practice new methods of teaching. I encourage my teachers to use interactive white boards, [and] video conferencing. Also, we are introducing an online portal where the whole curriculum will be uploaded and students will also download their lectures and submit their assignments there (Blackboard, Weblearn etc.). (D-M1)

Teachers were provided support in designing their course outlines and helped while preparing for the courses they are teaching in the term. In a private business school, they were provided the support and professional guidance of experts in their subject area. A dean remarked:

There are functional groups in the business school which help and support the teachers in their teaching and research. A course is designed by doing extensive research and [having] discussions among faculty members. Then course objectives and goals are defined. The way it will be delivered is discussed. The course facilitator has to give a final presentation in front of the functional group before the course is advertised on the business school website. (D-P1)

Providing international exposure to teachers is another aspect that is considered important in order to make teachers aware of new pedagogical practices. A dean mentioned:

Exposure is a must for teachers. If they are teaching business, then they must have experiences of the world. It makes their teaching more interesting. They will have more awareness of the different kinds of methods being used in the international universities. (D-G2)

6. Distribute the power

Distributed leadership is a kind of leadership which supports delegation of power, responsibility and ownership from the leader to subordinates. Two-thirds of the interviewees (n=6) talked about the distribution of power, sharing of responsibilities and empowering teachers as important factors in strengthening the area of teaching and learning. One dean suggested:

The teachers need to be empowered because if you are just trying to bind?? a teacher I don't think the knowledge transfer will happen, so he/she should have the liberty to make the decision about how to design the course, how to teach it, which strategies to use, [and] how to assess the course [...]. (D-G3)

The dean of a private sector business school, P2, talked about delegation of power in the following way:

If you bring everyone on board with you, your trust is built up and then it becomes very easy for you to bring changes in the existing set-up. I believe in the division of labour and I delegate responsibilities to my colleagues. This improves my efficiency and output, as well as the teachers' performance. (D-P2)

Other deans identified giving freedom and autonomy to the teachers as an important factor in the improvement of teaching and learning. For instance:

Autonomy is something that is extremely important. It is autonomy with accountability. I believe in giving autonomy to the teachers. It gives them confidence, a sense of ownership and responsibility. (D-P3)

My role is to empower the teachers and I believe in the decentralisation of power. (D-G1)

The problem here is that we don't delegate powers to the juniors that easily. We want to keep the power to ourselves and that is where the problem starts. We suppress creativity, the different ways of doing things. We want others to follow our instructions blindly, without questioning. The bureaucratic culture has ruined our institutions and that is why there are no innovations in our systems. We are using the same old systems of managing and running academic affairs. The man in a leadership position often becomes a power hoarder. (D-P3)

The dean of private sector business school P1 talked about taking a collective decision. Instead of keeping the decision-making power to herself, the dean prefers to distribute the power among her colleagues. She remarked:

Whenever there is an issue or whenever I have to take a decision I call a meeting and talk to my colleagues. We discuss it and take a decision collectively. I take the opinion of every single person in the faculty and then make a decision. (D-P1)

Pakistan is a country which has seen military command and control longer than the democratic way of leadership, and is one where the army is one of the most powerful and well-resourced institutions. There is no surprise in finding people who value the military style of authoritative leadership. The dean of military sector business school M3 was no exception:

I don't believe in the distribution of power. I love authority. It is the beauty of a leader to have authority and command. God has not created people with equal abilities and qualities. There are some people who are authoritative, who can really take charge of things. Some people are not designed this way so you should not over-burden them or have false expectations from them. Maybe they are good at some other things. Some people are very good subordinates [...]; I am really a fan of authoritative people because if you ask me, I don't believe in democracy as such [...]. [A] business school dean should be a very firm and authoritative person, very authoritative. This position requires some authoritative behaviour, some firm behaviour. (D-M3)

7. Establish effective communication

Communication was another theme that was mentioned by business school deans when they talked about their role in establishing a culture of teaching and learning. They recognised the importance of the establishment of open communication networks among themselves, teachers and students. An open communication channel encourages everyone in the school to share their ideas, thoughts and problems easily to elevate the performance of school. Dean of business school G2 talked in favour of establishing a good communication relationship with his colleagues and students. Two deans from the private sector business schools remarked:

Improved communication can build a high level of trust among its staff members and it can identify many weak areas which, if addressed properly, will have a positive impact on the quality of education provided by the school. (D-P2)

Bridging the communication gap within an organisation is a great responsibility of a leader. (D-P3)

The dean of private sector business school P1 also talked about the efforts being made to improve the quality of teaching and learning provided in the school. In doing that he talked about establishing a friendly working relationship with his colleagues by encouraging them to come to him without any hesitation and discuss their problems and issues. He allowed his students to come to him directly without any barriers. He stated:

Teachers, students and staff can come and talk to me at any time. I am available to listen to their problems and issues. There is no barrier between me and my colleagues. (D-P1)

The dean of military sector business school M1 too talked about his decision of having an open-door policy in the school in order to have open communication with his teachers and students. He mentioned:

I have never closed the door of my office since I have joined this institution. There is an open-door policy in my school. Anyone is allowed to enter and talk to me about anything except when I am in a meeting. I am here to serve and I have made myself available to my non-academic staff, academic staff, and students and to their parents. (D-M1)

He also talked about the benefits he had noticed since he had opened the door of his office.

I know most of students by name and almost all of them by face. I see them more often. They come to my office and openly complain or give their ideas or suggestions. Also, when they see me more often, they start treating me as one of them and then they trust me more and share their problems and issues more honestly with me. They are professional and mature students. By trusting and involving them it creates an atmosphere of continuous improvement and learning. [...] When you come into an academic environment then you should stop behaving like a military man, leave your military style command and control behind. (D-M1)

But this open-door policy was not observed in the other two military business schools. The dean of military sector business school M3 did not talk about open communication and it was observed through personal interaction that his door was closed and no one could enter into his office without making an appointment with his PA.

7.4 Summary

This chapter has presented the main findings from the semi-structured interviews with the nine deans. It revealed their perceptions, experiences and expectations of academic leadership and of leadership on teaching and learning. The results showed that deans have a broad as well as in-depth understanding of several key areas, issues and concerns. The deans identified eight main attributes of academic leadership which, in order of frequency, included: visionary, knowledgeable/well-informed, adaptable/innovative, a team player, good communication skills, competent/intellectual ability, well-connected/networked, and committed/dedicated. All nine were unanimous in speaking to the first three themes, eight made reference to the next one, seven noted the next two, six considered being well connected and networked as an important leadership characteristic and only four spoke about the last one, committed and dedicated. The interview data further revealed deans' perceptions and experiences on their academic leadership on teaching and learning through seven themes which included: a focus on teachers' training and development, developing a research culture, bridge the gap between theory and practice, regular feedback systems, providing a supportive pedagogical environment, distribution of power, and establishing effective communication. A majority of the deans made reference to all these seven themes related to teaching and learning.

There was also considerable overlap between the themes supported by deans and those mentioned by students and teachers. The next chapter will discuss the interpretation and analysis of these findings further in order to understand how these deans' perceptions compare with those of students and teachers.

SECTION 3: Discussion and conclusions

Chapter 8: Interpretation and discussion

8.1 Introduction

The last three chapters presented the main research findings from the key stakeholders - students, teachers and deans of the business schools - concerning deans' academic leadership and their role as leaders of teaching and learning. This chapter discusses the main findings of the study by integrating the perceptions of the students, teachers and deans. The key themes from the findings are linked to the theories outlined in the literature review and how they support and potentially extend the literature on academic leadership and on teaching and learning are discussed.

This chapter interprets, compares and analyses the perceptions on deans' academic leadership and their role as leaders of teaching and learning in order to ascertain whether there is a difference in the perceptions across the three sectors of higher education (public, private and military) and across the three sets of stakeholders.

8.2 Deans' academic leadership characteristics -- differentiation across sectors

Table 8.1 shows the perceptions of key stakeholder themes on deans' academic leadership attributes. It is used to cross compare the key stakeholder groups and across all the three sectors of business schools. The check marks are used in the table to show if the particular theme is valued by the stakeholders of a particular business school or not.

The themes that emerged from students' findings presented in Chapter 5 are presented in the table. Each theme is shown against all the nine business schools to discover whether it is discussed or valued by the students of a particular business school or not. Check marks are put against the themes to show that students in that particular business school discussed or valued them. Even if only one student in that particular focus group discussed the theme or sub-themes check mark against that theme has been made. An empty box in the table shows that no student from that focus group discussed or noted the theme.

Similarly, the themes that emerged from the teachers' findings presented in Chapter 6 are placed against all nine business schools in the table. Check marks put against the theme shows that teachers from that specific business school discussed or valued it. Even if only one teacher from that business school discussed the theme or subtheme a check mark against that theme has been made. The box is left empty if no teacher from that school discussed the theme during the interview session.

The themes which emerged after analysing the data from the deans' interviews are presented in Table 8.1 across the nine business schools. Check marks are put against the

themes to show that dean of that particular business school valued the theme and talked about its significance. Empty boxes against the theme and business school shows that the dean of that business school did not mention it during the interview.

Deans' academic leadership attributes									
	Public			Private			Military		
	G1	G2	G3	P1	P2	P3	M1	M2	M3
Students									
1. Visionary	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Competent/ Intellectual ability	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Well-connected/ Networked	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Adaptable/ Flexible	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Accessible and Available	✓	✓	✓		✓	✓	✓	✓	✓
6. Responsive	✓	✓	✓	✓		✓		✓	✓
7. Knowledgeable/ Well informed		✓		✓	✓	✓	✓	✓	✓
8. Interactive	✓	✓		✓	✓	✓	✓		
Teachers									
1. Knowledgeable	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Visionary	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Adaptable/ Innovative	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Well-connected/ Networked	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Supportive	✓	✓	✓	✓	✓	✓	✓	✓	✓
6. Able to handle organisational politics	✓	✓	✓	✓		✓	✓	✓	
7. Fair, trustworthy and unbiased	✓	✓	✓		✓		✓	✓	✓
8. Listener and observer	✓	✓	✓		✓	✓			✓
9. Pure academic	✓	✓	✓		✓		✓		✓
Deans									
1. Visionary	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Knowledgeable/ Well informed	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Adaptable/ Innovative	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. A team player	✓	✓	✓	✓	✓	✓	✓	✓	
5. Good communication skills		✓	✓	✓	✓	✓	✓	✓	
6. Competent/ Intellectual ability		✓	✓	✓	✓		✓	✓	✓

7. Well connected/ Networked				✓	✓	✓	✓	✓	✓
8. Committed/ Dedicated		✓	✓	✓				✓	

Table 8.1: Deans’ academic leadership characteristics – comparison across sectors

It is evident from Table 8.1 that the different stakeholders valued almost the same leadership characteristics of business school deans. Notwithstanding some exceptions, there is little variation among the responses of students and deans within their stakeholder groups across the three different education sectors. Findings from the students’ data show that all the themes were discussed by students from the three sectors. The themes - visionary, competent/intellectual ability, well connected/networked and adaptable/flexible - were all widely discussed by students in all business schools during the focus group discussions. The theme ‘accessible and available’ was not mentioned by any of the students during the focus groups in private sector business school P1. Students from two business schools (P2 and M1) did not mention the theme ‘responsive’ and students of three business schools (G3, M2 and M3) did not note the theme ‘interactive’ as an important leadership characteristic. The theme ‘knowledgeable’ was not considered worth mentioning by the students of two public sector business schools (G1 and G3).

The data from business school teachers across three different sectors of education show very similar results. Teachers across all sectors agreed that business school leaders should be knowledgeable, visionary, adaptable/innovative, well connected/networked and supportive. Teachers from two business schools (P2 and M3) did not mention ‘ability to handle organisational politics’ as a leadership trait. The table shows that the theme ‘fair, trustworthy and unbiased’ was not valued and discussed by two of the three private sector business schools. This theme was mostly discussed as a significant leadership characteristic by public and military sector teachers. Teachers from military sector business schools quoted their personal experiences where they have found their dean to be unfair and biased towards certain faculty members. Most of the teachers from the public and military sectors expected their deans to be fair and unbiased. This characteristic was not valued by the majority of the teachers in private sector business schools. The reason could be that they did not experience any bias or unfair behaviour from their dean and hence they did not consider it as a significant characteristic worth mentioning. Another theme not mentioned by the teachers from two of the three military sector business schools (M1 and M2) and one private sector business school (P1) is ‘listener and observer’. Teachers from all public sector business schools expected their dean to be from academia and they wanted the dean to help and guide them grow as an academic. It is a common trend in private sector universities in Pakistan to hire the faculty and dean from the corporate sector and this could be the reason that the teachers from two of the three private sector business schools (P1 and P3) did not mention that the dean should be a ‘pure academic’. All the other themes were valued by the teachers from all sectors of education.

Data from the deans' findings show that all valued the characteristics of being visionary, knowledgeable/well informed and adaptable/innovative as significant for the dean to be a leader. Dean of business school M3 was in favour of an autocratic style of leadership and did not in favour working as a team player. He believed in total authority and command and was in favour of taking all the decisions alone. He also did not characterise good communication skills and commitment and dedication as leadership qualities to be mentioned. The deans of all three public sector business schools (G1, G2 and G3) did not mention well connected/networked as an important leadership characteristic. The deans of these three business schools were not from a business and management background and this was a possible reason that they did not feel establishing connections and networks to be important for performance. Commitment and dedication was another characteristic that was not valued by a majority of deans (G1, P2, P3, M1 and M3).

Each theme on deans' academic leadership is further explained in detail against different stakeholder groups and across different sectors in the following section

8.3 Deans' academic leadership characteristics -- differentiation across stakeholders

In moving beyond differentiation across sectors, Table 8.2 summarises and compares the themes across students, teachers and deans from all sectors.

Perceived leadership characteristics of business school dean			
	Students	Teachers	Deans
SIMILARITIES	Visionary	Visionary	Visionary
	Adaptable / Flexible	Adaptable / Innovative	Adaptable / Innovative
	Well connected / Networked	Well connected / Networked	Well connected / Networked
	Knowledgeable / Well Informed	Knowledgeable	Knowledgeable / Well Informed
DIFFERENCES	Competent / Intellectual ability		Competent / Intellectual ability
	Accessible and Available	Fair, trustworthy and unbiased	Committed / Dedicated
	Interactive	Listener and observer	A team player
	Responsive	Supportive	Good communication Skills

		Able to handle organisational politics	
		Pure academic	

Table 8.2: Deans’ academic leadership characteristics – comparison across stakeholders

8.3.1 Similar perceptions among students, teachers and deans

Several similar themes were observed among the stakeholders (i.e. students, teachers and deans) along with some substantial variations. Themes emerged from the findings showed that all the three stakeholders perceived business school deans to be visionary, adaptable, flexible or innovative, well connected/networked and knowledgeable/well informed. All these characteristics were notably appreciated by the students, teachers and deans to be present in an academic leader.

Visionary

Vision is considered as a significant constituent for the success of any organisation (Bauer and Frese, 2003). Levy (2000) has described vision as an organisational compass that points in the direction the organisation should aspire to achieve. According to Yoeli and Berkovich (2010) inspiring the followers to move in the direction to achieve an organisation’s vision is seen as a visionary act of leaders. Leaders’ vision plays an important role to inspire the followers, to articulate high expectations, to develop high spirit and to motivate them towards the right direction (Avolio, 2011). Vision increases the effectiveness within an organisation (Bogler and Nir, 2001). The long and complex process of making a vision begins with leaders’ unique personal philosophy (Yoeli and Betkovich, 2010).

Business school students perceived the need for their dean to be visionary. This characteristic of leadership was discussed in all the focus groups. In these discussions, students expressed their interest in knowing their dean’s short term as well as long term plans for the future and what goals and objectives the dean had in mind for their achievement. Business school teachers agreed on the significance of vision. Almost all of the teachers (47 out of 50) from three sectors of higher education talked about vision as an increasingly important leadership characteristic in today’s business world. They expected the deans to share their vision with them by giving them direction and goals to achieve the desired vision. Deans of all business schools talked about vision being an important element in academic leadership. They felt themselves responsible to set long term plans, and give direction to their colleagues to achieve the plan. One business school dean considered vision as the most noticeable characteristic to exhibit.

Adaptable / Innovative

The focus of leadership is to bring change in the complex organisational environment with the aim of meeting specific organisational objectives (Conger and Benjamin, 1999; Alimo-

Metcalfe et al., 2001). Askling and Stensaker (2002) have also found that leadership plays a vital role in bringing change in organisation by re-organising the organisational objectives. As said by Marshall (2007, in Koen and Bitzer, 2010, p.5) "It is not the strongest of the species that survives, or the most intelligent; it is the one that is most adaptable to change".

Business school deans were expected to be innovative and adaptable to change in order to strengthen the teaching and learning environment. According to Harpe and Mason (2014) leadership of learning and teaching is about managing change and the dean as a leader of teaching and learning should have the right disposition and desire to initiate, lead and influence change. Effective higher education leaders not only take an active role in making specific changes but it happens by engaging people in the process of personal and institutional change and improvement; they also help reshape the operating context of their institutions to make them less change averse, more efficient and agile, and more change capable (Scott et al., 2008, p. 16).

From the focus groups it became apparent that students in all three sectors were equally aware of what was happening around them and were all well informed on the topic of leadership. They all discussed the notion of 'being adaptable', 'being change agent', and 'to bring change' as an important characteristic that a dean should possess. Students from public sector education criticised their deans for being passive and laggard in adopting change. They complained that the management belonged to an old school of thought and that they were acting as followers not leaders in bringing any improvement in the current educational practices. They held the bureaucratic culture of the public sector as largely responsible for not bringing about any significant changes in the business school.

Business school teachers also expected the dean to possess the characteristic of adaptability. The teachers expected their dean to introduce innovative pedagogical practices and adopt new technology and practices and keep pace with the continuously changing market environment. Teachers believed that only the dean who is open to change and is flexible and adaptable will take the business school towards excellence.

Likewise, the deans identified the attribute of 'ability to change' as an important characteristic in any leader. They identified the attribute of being adaptable in terms of ability to introduce new things, new processes, new techniques and ability to bring improvements in the education system. The deans of these business schools also mentioned the ability of a leader to face challenges and overcome resistance to bring any change as an important characteristic to be present in any leader.

Well-connected / Networked

Students of all business schools noted networking skills as an important characteristic in a leader. Students considered that deanship is suitable for a person who is extrovert and good in making connections and links with industry. Students were well aware of the benefits of

collaborations and networking and expected their dean to make connections in the industry. Private sector business school students praised their deans for having connections in the market. One military sector business school (M1) students appreciated the efforts of their dean in establishing links with the local companies and foreign universities. Students of military sector business schools (M2 and M3) also valued that the dean should be sociable and well networked.

Teachers of business schools also gave value to networking, collaborations and establishing links in today's academic environment. Teachers perceived that deans who were well connected will bring in more up to date knowledge and resources from the market and will provide better learning opportunities to teachers and students.

Deans of all private sector business schools and two military sector business schools (M2 and M3) found establishing networks and collaborations with the industry and with other local and international universities as an essential characteristic of an academic leader. Deans mentioned that an important way to bridge the gap between theory and practice and to bring the practical knowledge into the classroom was by establishing the links with the industry.

Knowledgeable / Well informed

Students from all private and military sector business schools expected the dean to be well informed, well read and well aware. They wanted their dean to be conscious of what is happening in the local and international markets so that they can bring about changes accordingly. They would like their dean to make effort in providing students with the most up to date knowledge and skills that would be in demand from the market. They wanted the dean to introduce new courses and provide training on up to date knowledge and techniques to the teachers. Students expected the dean to provide them with industry knowledge and awareness. Private and military sector business school students were more conscious of getting the latest and most advanced knowledge so that they can gain market advantage when they graduate. Students from public sector business school G2 discussed that the dean should be knowledgeable and well informed of the current market trends so that they can provide students with current and latest knowledge.

Teachers from all business schools perceived their dean to be knowledgeable. And they expected their dean to be further equipped with latest market trends, research and pedagogical practices. Teachers expect the dean to have the knowledge of business discipline. Teachers from private sector business schools mentioned that the dean should have the knowledge about leadership and he should know how to lead in an academic environment.

Deans of all business schools identified the notion of being well informed as an important characteristic of academic leadership. Deans talked about having the information of the most current local and international market situation, latest theories and practices in higher education, the curriculum being followed in top local and international business schools, new instruction and assessment practices in higher education sector and current knowledge on global business, politics and economics as noteworthy for the dean to know.

8.3.2 Different perceptions of students

Students discussed unique themes of 'accessible and available', 'interactive, and 'responsive', which were not divulged by teachers and deans.

Accessible and available

Students in all military sector business schools valued accessibility as a factor of significant importance among the leadership characteristics of their deans. Students complained about their lack of direct access to their dean. They shared their experiences and instances where the dean was not approachable and easily accessible to them and that there were barriers to reach the dean through gatekeepers such as other teachers, admin staff and their PAs. Students also mentioned that they avoid going to the dean's office as it would be of no use. This showed students lack of trust of the dean and of the system as a whole. They valued easy accessibility to their dean as a significant contributing factor in their deans' leadership.

The words visibility and presence used by public sector business school students were also grouped under the theme "accessible and available". For all public sector business school students, it was important for a dean to be seen and to be present on the campus. Meeting the dean more often and knowing more about their leadership and management style was the desire of the public sector business school students in general. They perceived their dean to be distant and far off from them. They expected their dean to be available and to engage with them. The issue in public sector business schools was not that students cannot approach the dean instead it was that they felt distant and wanted them to be 'more present'.

Private sector business school students (P2 and P3) also valued the presence of this attribute, however they praised and shared their positive experiences of easy approach and access to the dean. This attribute may not be of significant value to the students studying in western universities as in those countries there is a strong system and departments have comparatively clear procedures and rules. Every detail is available on the websites in the written format but in Pakistan there is serious lack of procedures, rules and regulations and where there is no set system, students or subordinates gave high value to the leaders' characteristic of being approachable and accessible to followers. To approach and gain

access to the leader directly was of great significance in a country like Pakistan where there is a high degree of power distance (Hofstede, 1984).

Interactive

Business school students perceived the dean to be interactive, to be actively engaged with them, to meet them more often and to become involved in student matters. They wanted to know more about their dean's leadership approach and expected open access to them.

Students from business schools G1 and G2 expected their dean to be actively engaged with them and meet them more often. They wanted to know more about their leadership approach and about their goals and vision for the school. The students were of MBA level so they used a lot of leadership terminology and were quite clear what they wanted from their dean. All private sector business school students valued the frequent communication between dean and students and considered it as key to successful academic leadership. Students believed that the more the dean interacts with them the more they will become confident, motivated and feel secure about their future. Deans being interactive, accessible and available to students were other characteristics noted. Students talked about these two characteristics differently. Students of business school P2 mentioned that interaction with dean helps to raise the level of confidence and trust among students. Students from only one military sector business school (M1) mentioned this characteristic and appreciated their new dean for being so interactive with them.

Responsive

Business school students perceived the characteristics of responsiveness to be present in their dean. Interestingly though, this characteristic was not mentioned by any of the business school deans or teachers.

Students wanted the dean to be active and quick in giving response to their request, query or complaint. Private sector business schools P1 and P3 students appreciated their deans' nature of giving quick and prompt response to their queries and mentioned this attribute as an important ingredient for this position. Military (M2 and M3) and all three public sector business school students however complained about their deans slow or lack of response. The students from these business schools expected the dean to provide quick and prompt replies to their queries and to take rapid action on their complaints or suggestions.

8.3.3 Different perceptions of teachers

Variation was observed between the perceptions of teachers as compared with students and deans on academic leadership. Teachers from public, private and military sector business schools perceived the deans of business schools through the following unique themes in comparison to those discussed by students and deans: fair, trustworthy and unbiased;

listener and observer; supportive; able to handle organisational politics; and pure academic. However, the theme below on 'competent / intellectual ability' is such that the teachers did not highlight this aspect while it was discussed by both students and deans.

Competent / Intellectual ability

Students from all the business schools talked about competence as an important leadership attribute to be present in their dean. Public sector business school students used the terms experienced, able to perform and handle the organisational matters as characteristics that they expected to be present in a leader. Students from military sector business schools talked about authority and command, confidence, goal oriented, strong decision making power, and empowerment as the factors of competence in a business school dean. Private sector business school students expected the dean to be confident, goal oriented, able to handle stress, work for long hours, dedicated, and extrovert, far sighted, aware of business world, decision maker, power delegator, and good manager. All these characteristics were grouped together under the category of 'competence'.

Deans of business schools also identified competence and commitment as an important leadership characteristic. According to Yiing and Ahmad (2009) committed employees contribute to the institution's growth or success in a more effective manner. Deans of business schools G2, G3 and M2 gave huge value to the commitment and loyalty of leader to his/her profession. They believed that devotion and passion is the key to perform better as a leader. Dean of business school P1 also valued commitment as an important leadership attribute. A Military sector business school dean (M1) talked about his excellent decision making skill as his competence and he called this characteristic as one of a contributing factor in the successful performance of a leader. Dean of business school M3 valued the ability of a dean to handle the complex and rapidly changing academic environment as deans' competence. Two deans (G2 and M2) believed that strong academic background, awareness about latest technology and trends, knowledge of research help make a leader successful.

This section highlights the themes on academic leadership which were peculiar and specific to students. When asked to reflect on the characteristics or attributes of deans' academic leadership, not much of a difference was noted among the students from the three different sectors of education. They almost valued the same attributes and characteristics in the leadership of their deans except that some mentioned the attributes in terms of their expectations and some in terms of their experiences. An overall pattern was observed among students' responses from the different sectors of education. The students from public and military sector business schools mostly talked about their perceptions and expectations of academic leadership and did not share any exemplary leadership characteristics or behaviour of their own deans. They mostly mentioned what was lacking or missing in their deans' leadership as per their own perception and what characteristics they expected to see

in the dean as a leader. The students of private sector business schools however, mostly shared the actual practices of their dean and appreciated the presence of particular attributes in their deans' leadership.

Fair, trustworthy and unbiased

Teachers from all military and public sector business schools and only one private sector business school (P2) mentioned support, honesty, trust and confidence as significant characteristics to be present in the leader. They talked about lack of fairness and a system of referencing (*sifarish*) and a culture of nepotism in the education sector as well. This issue of nepotism had deformed the whole system of taking merit based decisions in hiring, promoting, training and resource allocation (Islam, 2004; Bashir et al., 2012). Teachers expected the dean to end the culture of nepotism and to demonstrate honest behaviour. This characteristic was mostly valued by military and public sector business school teachers and they shared their personal experiences, while explaining the significance of the presence of the element of fairness and trustworthiness in their dean.

The systems are not very developed in Pakistani higher education institutes which provide an opportunity for corruption. Female teachers specifically talked about the practice of discriminatory behaviour and favouritism. The problem of references (called *sifarish* in local parlance) and nepotism are very common in the Pakistani education system and elsewhere (Islam, 2004). No organisation is free from corruption and its presence increases the level of dissatisfaction and decreases the level of loyalty and hard work among employees. If a leader will install some fair systems with zero tolerance for biased attitude or favouritism, then slowly and gradually the performance of employees within academic and other institutions will increase.

Listener and observer

Teachers from all sectors of business schools perceived the dean to be a listener and observer. Teachers expected the dean to listen to their complaints, problems and ideas. They also expected the dean to have good observational skills. This characteristic would help the deans to understand any situation in a better way and they would understand the kinds of problems students and teachers were facing in the business school. Deans should be able to observe what is happening around them. The reason why all the business school teachers mentioned the presence of this characteristic to be significant in deans' leadership might be that they felt these attributes were not practised by their respective dean. It is not very common in Pakistan for a leader to listen to teachers' complaints, issues or problems. The culture of boss and subordinate is mostly followed where it is not common to talk to a boss about issues or problems. This may account for why teachers expected the dean to have good observation so that they themselves observe the problems and takes the lead to

solve them. The presence of these characteristics in any dean would make the environment easier to work in.

Supportive

Teachers from all business schools perceived the dean to be supportive. Teachers identified the support to be emotional, motivational or inspirational. They perceived the dean to provide them support in their decisions and professional development as well as inspire and motivate them. Support from the leader was seen as necessary for the followers. Teachers expect a cooperative and helpful attitude from the dean. Teachers shared their experiences where the dean helped, guided and motivated them and as a result they achieved excellence in their performance. Teachers mentioned that without the support of dean, they will not be able to achieve any of their goals.

Able to handle organisational politics

According to Aziz et al., (2005) academic leaders are expected to have the ability to prevent the conflicts from occurring among faculty members. Yukl (1989) and Hogan et al. (1994) also mentioned managing conflict as one of the competencies of an academic leader. Teachers from all sectors of education expected the dean to have the ability to handle organisational politics and to resolve conflicts. The dean was expected to have the ability to negotiate the conflicting matters among teachers and other stakeholders and remain neutral and unbiased while resolving such issues.

Pure academic

Another unique attribute that was identified only by business school teachers was that they expected their dean to be a pure academic. This was valued by teachers from all public sector business schools, two military (M1 and M3) and one private sector business school (P2). Teachers believed that a person who is successful in the corporate world cannot necessarily be successful in academia. Another belief was that only an academic leader can understand the requirements of an academic environment and teachers believed that an external leader from the corporate world would not be familiar with academia and that leading a corporation is entirely different from leading an academic institution. One reason for teachers being in favour of having a leader from an academic environment might be that the teachers who participated in this study were selected only from the population of permanent faculty members of business schools and they were all full time academicians. It was therefore possible that they might consider people from the corporate world as a threat as most of the teachers did not have any work experience in the corporate sector. It should be noted that in Pakistan there is a large dependence of business schools on visiting faculty.

8.3.4 Different perceptions of deans

The deans of discussed the following unique themes in comparison to students and teachers: Committed / dedicated; team player; and good communication skills.

Committed / Dedicated

Commitment and dedication was the characteristic that was only valued by business school deans. This characteristic was talked about by four out of nine business school deans. Dedication, devotion, loyalty, and passion were the other words that were used by deans. Deans were of the opinion that this job is not for everyone. It requires a lot of commitment and dedication to be a successful academic leader. Organisational success depends on a highly committed leadership and it results in low levels of turnover among its employees and thus increases organisational performance (Abbas and Asgar, 2010).

Leaders who are committed to their job devote more effort to the accomplishments of organisational goals. Those leaders who take a stand in the midst of adversity and are committed to see an action through are more likely to gain the trust of others (Kolzow, 2014). Being committed through thick and thin is important, because leaders cannot afford to break trust of their followers and also they cannot afford to lose their ability to influence their followers. Also, it is likely to be destructive to the organisation if the leaders of the organisation take risk that they not committed to or that they are not feeling associated with (Kolzow, 2014).

Team player

Deans of the business schools valued deans' ability to work in small teams and groups as an important ingredient in the list of academic leadership characteristics. Evidence from the literature on leadership suggests that teamwork plays a crucial role in order to make leadership practice of a leader a successful one (MacBeath, 2005; Storey, 2004; Hall 2001; Wallace 2000).

Eight out of nine deans of business schools valued the ability of a dean to work in teams as an important characteristic. Dean of a business school G3 talked about using a collective approach in leadership. She not only talked about working in teams by involving everyone in her decisions but also paid emphasis on using the verbal phrase of "We" instead of "I" to give the sense of unity, togetherness and collectiveness among all her colleagues.

The dean of business school M3 however, did not talk in favour of team work and distribution of power. Instead he talked in favour of authority, firmness and command as an ex-army man. Throughout the interview he emphasised control and strict discipline to be the leadership characteristic and held it responsible for the success of his business school. This

was totally in contrast to the characteristic of working together in teams as mentioned by other dean interviewees.

Communication skills

Communication is transmitting information and making oneself understood by another (Sanchez and Gou, 2005). Leadership communication is defined as “inspiring and encouraging an individual or a group by systematic and meaningful sharing of information by using excellent communication skills” (Luthra and Dahiya, 2015). Communication allows the leaders to share what they have and what they expect from others (Frese et al., 2003; Barrett, 2006). Good communication is regarded as an essential skill in a leader. It is considered as a fundamental key to leadership (Towler, 2003). Effective communication provides an advantage to the leader to lead effectively. With the help of communication skills leaders inspire and encourage the followers to work hard and achieve their goals (Luthra and Dahiya, 2015).

Communication skills were another leadership attribute that was valued by business school deans. Seven out of nine business school deans talked about the significance of this characteristic. Five deans talked about the term communication alone, whereas only one dean emphasised both oral and written communication skills. Communication helps the leaders in establishing relationships with the followers. This showed that deans were very aware of the significance of communication in their job.

The differences highlighted above lend support to the understanding that deans’ complex and varied roles and responsibilities are often viewed in different ways among teachers, students, provosts and deans themselves (Gmelch et al., 1999). The differences in perceptions of the deans’ role and responsibilities put additional conflicting and consequential pressures on them (Gmelch et al., 1999; Kapel and Dejnozka, 1979). Gmelch (2013) notes there is often no formal training, instruction or orientation provided to deans for this position of academic leadership. Similarly, deans in Pakistan are expected to have management skills to manage people through various characteristics, but they may not always have the full knowledge or support to do so.

8.4 Deans’ leadership of teaching and learning -- differentiation across sectors

The responses from the research participants showed that they all believed that the dean’s academic leadership was crucial in order to improve the environment of teaching and learning in a business school context. Deans of the departments or schools are gaining recognition as leaders and agents of change (Gmelch, 2013). Similarly, the stakeholders in the research here unanimously identified the dean as the key person responsible for

strengthening teaching and learning as it is the top leadership position in Pakistani business schools. The findings support Scott, Coates and Anderson's (2008) report on Australian higher education in which they have identified learning and teaching as the priority area of focus in an academic leadership role. Other researchers such as Robinson (2007), Leithwood et al. (2008) and Henderson et al. (2009) also identified teaching and learning as a significant role that academic leaders have to focus on in order to develop students and teachers.

Stakeholders' responses on the role of deans' leadership of teaching and learning across three sectors of education is shown in Table 8.3. The check marks used in this table are to show if the particular theme was valued by the stakeholders of a particular business school. Even if only one person from a stakeholder group of a specific business school mentioned the theme or subtheme a check mark against that theme has been made. The empty boxes in the table show that no person from the specific stakeholder group mentioned that particular theme.

Roles Deans expected to perform to improve teaching and learning									
	Public			Private			Military		
	G1	G2	G3	P1	P2	P3	M1	M2	M3
Students									
1. Focus on teachers' training and development	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Bridge the gap between theory and practice	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Establish a supportive pedagogical environment	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Focus on an up to date curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Regular feedback systems	✓	✓	✓		✓	✓	✓	✓	✓
6. Provide learning support to students	✓	✓	✓	✓	✓		✓		✓
Teachers									
1. Focus on teachers' training and development	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Distribute the power	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Bridge the gap between theory and practice	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Provide better working environment to teachers	✓	✓	✓	✓		✓	✓	✓	✓
5. Focus on up to date	✓			✓	✓	✓	✓	✓	✓

curriculum									
6. Focus on research informed approach to teaching excellence	✓		✓	✓	✓	✓	✓	✓	✓
7. Establish effective communication	✓	✓	✓	✓	✓		✓	✓	✓
8. Regular feedback and peer review	✓	✓	✓	✓	✓	✓			
9. Improve student intake		✓	✓	✓			✓		✓
10. Develop well defined systems	✓		✓	✓	✓		✓	✓	
Deans									
1. Focus on teachers' training and development	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Developing a research culture	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Bridge the gap between theory and practice	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Regular Feedback systems	✓	✓	✓	✓	✓	✓	✓	✓	
5. Establish a supportive pedagogical environment		✓	✓	✓	✓	✓	✓		
6. Distribute the power	✓		✓	✓	✓	✓			
7. Establish effective communication		✓		✓	✓	✓	✓		

Table 8.3: Deans' leadership of teaching and learning - comparison across sectors

It is evident from Table 8.3 that different stakeholders i.e. students, teachers and deans within their specific groups, valued a large number of similar roles for the dean to play in order to strengthen teaching and learning. The notable exceptions include the theme of 'regular feedback and peer review', which was not discussed by teachers in military sector business schools and the theme of 'distribute the power', which was not discussed by the deans of military sector business schools. Notwithstanding these variations, there is mostly agreement in the responses of the stakeholder groups from nine business schools across three different education sectors. This suggests that despite the three sectors evolved in different times and ways, as noted in contextual chapter 2, the three stakeholders across the sectors value broadly the same understanding of what role deans should play for teaching and learning.

Data gathered from the students showed that students from all sectors valued the same roles for their dean's leadership of teaching and learning. A slight difference observed was that students from one private sector business school (P1) did not value feedback system and students of one private (P3) and one military sector business school (M2) did not

discuss the significance of providing learning support to students in their focus group discussions. All the other themes were discussed as valuable for the deans to pay attention to by the students from all business schools.

Business school teachers from nine different schools however did show slight variation across three sectors. None of the teachers from military sector business schools valued the theme of 'regular feedback and peer review'. Teachers from two public sector business school (G2 and G3) did not consider 'up to date curriculum' as a significant area for the leader of teaching and learning to focus on. Improving student intake was another theme that was not discussed by two private sector business schools (P2 and P3) teachers in their interviews. Requirement of developing well defined system by business school deans to strengthen teaching and learning was not felt by teachers of G2, P3 and M3 business schools. Table 8.3 clearly shows that no major differences were found among the teachers from different sectors.

The data from the findings of deans also show many similarities and slight differences across the sectors. Themes of 'focus on teachers' training and development', 'developing a research culture' and 'bridge the gap between theory and practice' were valued by deans of all nine business schools. Dean of a military sector business school M3 did not mention 'regular feedback systems', 'supportive pedagogical environment' and 'establishing effective communication' as significant roles to be focused on in order to strengthen teaching and learning environments. None of the deans of military sector business schools talked about distribution of power or sharing of responsibilities. In fact, the dean of military sector business school M3 talked in favour of authority and command. He shared his views on command and control style of leadership. The theme 'establishing effective communication' was not considered valuable by deans of G1, G3, M2 and M3 business schools. Most of the deans talked about other non-academic roles and responsibilities that they had play and felt pride in mentioning the number of administrative duties that they performed on a daily basis to run the school.

Each theme on deans' leadership of learning and teaching is further explained in detail against different stakeholders and across different sectors in the section below.

8.5 Deans' leadership of teaching and learning -- differentiation across stakeholders

Table 8.4 summarises and compares the themes about academic leadership roles on teaching and learning across students, teachers and deans from all three sectors.

Roles deans expected to perform as leader of teaching and learning			
	Students	Teachers	Deans
	Regular feedback	Regular feedback	Regular feedback

SIMILARITIES	systems	and peer review	systems
	Bridge the gap between theory and practice	Bridge the gap between theory and practice	Bridge the gap between theory and practice
	Focus on teachers training and development	Focus on teachers training and development	Focus on teachers' training and development
DIFFERENCES	Establish a supportive pedagogical environment		Establish a supportive pedagogical environment
	Focus on up to date curriculum	Focus on up to date curriculum	
		Distribute the power	Distribute the power
		Focus on research informed approach to teaching excellence	Developing research culture
		Establish effective communication	Establish effective communication
	Provide learning support to students		
		Provide better working environment to teachers	
		Improve student intake	
		Develop well defined systems	

Table 8.4: Deans' leadership of teaching and learning – comparison across stakeholders

8.5.1 Similar perceptions among students, teachers and deans

As above, several similar themes were observed among the stakeholders along with some substantial variations. Themes emerged from the findings showed that all the three stakeholders perceived business school deans to have a regular feedback system, bridge the gap between theory and practice by establishing networks and collaborations, and focus on teachers' training and development in order to perform successfully as a leader of teaching and learning. Other themes which two of the three stakeholders noted included

providing a supportive pedagogical environment, focus on an up to date curriculum, practice distributed leadership, focus on research, and establish effective communication.

Regular feedback systems

The role of dean that was identified significantly by all the three stakeholders as an imperative to improve teaching and learning was to take and provide regular feedback. The attribute of feedback is appreciated by many researchers in the literature as a valuable role that a leader should focus on (Debowski and Blake, 2004; Hegarty, 1974; Wade and Ferriter, 2007). Students of business schools expected their dean to take regular feedback from them about teachers teaching, deans leadership and about all other facilities in the school in order to bring improvements in the teaching and learning environment. They gave the suggestion of implementing 360-degree feedback (Maylett, 2009) system that allows for regular feedback from all the stakeholders of business schools.

Teachers also identified regular feedback as an important factor that can improve the teaching and learning environment. The feedback is talked about in two ways by the teachers. First, teachers wanted the dean to take regular feedback from them about their actual leadership practices and then about their expectations from deans' leadership. Second, they wanted a better feedback system in place for their own feedback from students and from their colleagues and from deans as well (Coldren and Spillance, 2007). Deans of eight business schools also mentioned that regular and timely feedback from the teachers and students was crucial for the leaders in order to improve the teaching and learning process in business schools.

This highlights that there is no real culture of giving feedback among Pakistani academic institutions. In UK higher education system, feedback on all aspects of academic, operational and policy matters is often sought and acted upon. Western policies on higher education are generally highly regarded as role models around the world as they are in Pakistan. However, the Western notion of higher education and how it should be run and managed should be challenged and gradually improved through international dialogue and learning across different contexts (Clifford and Montgomery, 2014). This thesis helps us move in the direction of enabling Pakistan to learn from Western best practices but also promotes policy feedback through scholarly dialogue and accounts of each other's international higher education systems and policies.

Bridge the gap between theory and practice

There seemed a consensus between all three stakeholders of business schools on the significance of imparting practical knowledge (Frost and Harris, 2003; Lambert 2003; Katzenmeyer and Moller, 2009) in business schools. Students expected the schools to impart them with the knowledge that links theory with practice. Teachers of the business schools also identified this theme as an important contributing factor in the improvement of

teaching and learning environment in business schools. Teachers talked about the significance of practical knowledge by focusing on real life examples, project based learning, real life case studies and simulations. The focus on practical knowledge can help students to understand real life market situations in a better way.

All three stakeholders expected that the focus of the dean on the establishment of links, partnerships and collaborations with the industry and within academia to bridge the gap between theory and practice would help improve the quality of teaching and learning in a business school. Collaboration is considered as an integral leadership role that is often used by leaders to exert influence on school environment (Shelton, 1997; Bijandi et al., 2011). According to Muijis and Harris (2006) establishing collaborations in education sector aims at pursuing development of teaching and learning in schools. Students expected the dean to play a role in setting up relationships with alumni, collaborating with the international universities and establishing strong links with the industry. Teachers valued the significance and benefits of establishing links and collaborations with industry. They talked about taking consulting projects from the market and writing case studies as a way to their development and getting practical exposure. Deans of the business schools talked about their understanding of the gaps between theory and practice and how they are making an effort to bridge the gap by establishing networks, links and collaborations. It became clear that all three stakeholders know that a gap exists between what business schools are teaching in terms of theory and what the market demand is and the stakeholders know that without filling this gap the learning and teaching cannot be strengthened.

Focus on teachers' training and development

Perhaps the most significant role of deans' leadership that was identified by all three key stakeholders was to focus on the training and development of teachers. Improving teachers' teaching and providing them professional training and development opportunities are considered in literature as the key area to focus on by the dean of a school (Scott et al., 2008; Robinson, 2007; Ramsden et al., 2007; Vilkinas and Ladyshevsky, 2011; Gurr et al., 2007; Bassaw, 2010). Students expected the dean to focus on teachers' training, monitor their teaching performance, and hire qualified and experienced teachers. Students perceived that it is the job of a dean to encourage teachers to use new pedagogical practices, bring innovation in their teaching methods as well as to use relevant and up to date course material instead of recycled slides and notes based on old knowledge. Students' expectations could only be met by the dean by providing regular training and development opportunities.

According to Speck (1998), the role of an academic leader is integral in the promotion, facilitation and participation in the professional development of their teachers as continual learners. All teacher interviewees mentioned training and development as the most important factor to be taken care of by the dean. They expected the dean to provide in

house training in the form of mentoring and shadowing and also off-site training by sending them to professional bodies for professional training and development services. Yukl (1989) identified mentoring as one of the 14 key competencies of leadership. It was also identified as a valuable leadership role to support professional learning of their colleagues. Mentoring is also found in the literature as a significant role to be focused on to make teachers more effective (Hogan et al., Lambert, 2003; Frost and Harris, 2003; Darling-Hammond et al., 1995; Katzenmeyer and Moller, 2001). Deans of all nine business schools also talked about providing development opportunities to the teachers on up to date pedagogical and technological skills and to equip them with new knowledge, new theories and new methods.

8.5.2 Different perceptions of students

Students from the nine business schools have almost the same expectations from their deans as the teachers and the deans, except that students wanted their dean to focus on providing a learning support to students, a theme which was not discussed by teachers and deans. Equally so, the themes of distribute the power, focus on research informed approach to teaching excellence, and establish effective communication were discussed by teachers and deans, but not by students.

Provide learning support to students

Students from all business schools expected the dean to provide them with support. Support from a leader is considered as a pillar in an academic environment. According to Fullan (2002) efforts made to bring improvement in schools could fail without the support and guidance of school leadership. The leader is considered as a builder of supportive school culture (Podsakoff, 2006). Students from all business schools perceived their dean to provide them with internship and job opportunities in reputable multinational organisations. They expected deans to expose them to the market and to help them interact with other students by letting them participate actively in competitions.

Public sector business school students expected the dean to provide them with practical learning opportunities. They expect the dean to provide them with maximum exposure so that they can learn from the real market scenarios. Students expected the dean to establish student support infrastructure like placement cells within their business school to guide and help them achieve their dreams. Private sector business school students appreciated the different learning opportunities provided to them by their dean. They talked about arrangements of seminars, workshops, guest speaker sessions, internships, career fairs and career counselling. Military sector business school (M1) students praised their dean for establishing collaboration with an international university. This had provided students with opportunities to learn from foreign teachers who came to Pakistan on a teacher exchange

programme. Students frequently mentioned the entirely new methods of teaching used by foreign teachers.

Distribute the power

Teachers perceived distribution of power as a valuable practice for their deans' to adopt in order to improve the culture of teaching and learning. The kind of leadership that teachers expected deans to practice requires collaboration, collective decision making, shared responsibilities, shared goals and objectives and shared vision. Teachers expected that a participative style of leadership would provide them with opportunities to take part in decision making and their opinions valued and given importance. Also they wanted to be free to take decisions on their own career progression and development and thus favoured an open, distributed and democratic style of leadership.

Distributed leadership is considered as an "essential element in building a positive school culture" (Robinson et. al., 2009, p.23). In distributed leadership the leadership practices are shared between and within organisations (Harris, 2007). Distribution of power was also discussed by two public sector (G1 and G3) and all private sector business school deans. These deans believed that distribution of power, sharing of responsibilities and giving empowerment to teachers will improve teaching and learning environment. Not a single dean from military sector business schools mentioned distribution of power as an important factor to contribute to the improvement of teaching and learning environment. An element of power holding and command and control was felt across all the three military sector business schools, even during the course of gaining access for this research. From the Vice Chancellor to the registrar, most of the management in these universities is from a military background so an autocratic style of leadership was certainly found in those environments. But this autocratic style of leadership from top to bottom was not of concern to the deans in these schools. They either became used to this style of leadership or they knew that even if they want to bring any change in the leadership style they would not be able to because that is what the whole organisational history and culture is based on. Despite concerns from students and teachers, they did not discuss in the interviews anything negative about the notion of power in the organisation. In fact, the dean of military sector business school M3 clearly said that he did not believe in the distribution of power. Perhaps that is why the dean of business school M3 was not very open in his responses to this study and gave only short answers.

Focus on research informed approach to teaching excellence / Developing research culture

Teachers and deans of the business schools perceived research as an important element to be given importance by the dean in order to improve the overall environment of teaching and learning, but this theme was not discussed by the students. Since the inception of HEC in

2002 in Pakistan the universities have increased their focus on research. HEC has created a lot of pressure on higher education teachers to produce regular research papers.

Most of the teachers agreed that teaching should go together with research. Public sector business school teachers (G1 and G3) expected their dean to encourage them to focus on quality instead of quantity of research. They expected their deans to engage them in producing good quality research and also to involve students in research activities. Teachers expected deans to provide them with opportunities to attend research seminars and workshops both locally and internationally. Teachers believed that interaction with other researchers will help in exchange of ideas to take place among researchers and hence teachers will bring rich knowledge to share in the classroom. Teachers from private as well as military sector business schools also talked about research being an important area to be valued by the dean. They mentioned that producing better quality research will improve the quality of teaching. There are no separate deans of teaching and learning or research in Pakistani universities so teachers and deans take research as an integral part of improving teaching and learning.

The responses of private sector business school deans showed that they have already established a research culture in their schools as they have access to excellent resources and networks. Also they have more qualified teachers compared to public sector business schools where most of the teachers are still struggling to complete their research degrees. Private sector business schools have established a supportive and flexible environment of research. This research culture is not provided in public and military sector business schools and therefore the teachers expected the dean to encourage a research informed approach to teaching excellence.

Establish effective communication

Business school teachers and deans considered establishing effective communication as an important element in strengthening teaching and learning environment in schools. None of the student focus groups discussed about effective communication channels within business schools. Public sector business school teachers complained that a communication gap exists between teachers and leaders. They expected the deans to allow open communication in business schools. Private and military sector business school teachers also mentioned the presence of open communication systems as of significance for the improvement of teaching and learning environments. Teachers of military sector business school M2 wanted an environment to be created by the dean where there would be freedom of mind and speech.

Only one dean from public sector business schools talked about the benefits or significance of having an open communication system as an important aspect to be introduced by deans in their business schools. All private sector business school deans and one military sector

dean (M1) talked about open communication as a factor that could contribute to improving the quality of teaching and learning in business schools.

8.5.3 Different perceptions of teachers

A few differences were observed among perceptions of teachers from the views of the other two stakeholder groups. For instance, the theme below on 'establish supportive pedagogical environment' was discussed by students and deans but not saliently by teachers. And other differences included a discussion of the following three unique themes, which were not discussed by students or deans: provide better working environment to teachers, improve student intake and develop well-defined systems.

Establish supportive pedagogical environment

The theme is valued by students and deans of business schools. Students from all three sectors of education expected teachers to use new and latest teaching methods and techniques. They want deans to monitor teaching performance, hire qualified teachers and encourage them to use up to date course material and latest technological resources. Deans representing the three sectors talked about the significance of providing facilitative academic environment to teachers and students for strengthening teaching and learning. All three deans from private sector business schools talked about the supportive environment they have provided to their teachers and students. Two public (G2 and G3) and one military sector business school (M1) deans talked about their focus on improving quality of teaching by making teachers teach by using new and interactive teaching methods, latest technological resources and up to date assessment techniques.

Provide better working environment to teachers

The distinguishing themes that emerged from teachers' interviews were that they complained of heavy workloads. Business school teachers in Pakistan on average have to teach 12 credit hours of courses per week every term in public sector universities along with a lot of administrative duties and research supervisions. The load is 9 credit hours in military sector business schools and 9 credit hours in two private sector business schools P2 and P3 and the teaching load in one private sector business school P1 is dependent on teachers' research output. The more they engage themselves in research and produce recognised outputs the more their teaching hours are reduced. Teachers from all business schools talked about flexible working hours because in Pakistan if you are a university teacher it is mandatory for you to be physically present on the campus five days a week during university hours. There is no concept of working from home or from a remote place. It was therefore a big concern for the teachers, especially for those who came from abroad and had experienced flexible working. They expected the dean to be flexible so that they can better

manage their time between research and development, and teaching. Teachers openly said that academic environments cannot be improved in Pakistan if the authorities continue to run universities in the corporate or military style of management. They did not want a strict 9-5 culture in academia.

Improve student intake

Teachers of some public, private and military sector business schools talked about improving the intake of business school students. Teachers from public sector business schools (G2 and G3) were not happy with the quality of students and held their low calibre and lack of interest in studies responsible for not motivating the teachers to do some extra effort to teach them up to date and current knowledge. The public sector does not seem to attract students with good grades in comparison to private and military sector business schools, perhaps because of public sector schools' weak management systems and poor availability of physical and online resources. In contrast, private and especially military sector business schools have many more resources to draw upon, both to invest in infrastructure, human capital as well as to offer academic-based scholarships.

Teachers from business schools M1, M3 and P1 talked about giving value to work experience when admitting students to the MBA. They believed that the quality of teaching and learning would be improved if serious and mature students were given admission. According to the dean of business school M1, in Pakistan one reason for students' non-serious attitude towards their studies is because the money is not going from their own pocket but from their parents. Some of them then pay from their own pocket and show more seriousness towards studies". The Dean of business school P1 found students with work experience were very responsive, serious in their studies, interactive and engaging. According to the Dean, once the students accumulate some job experience then they know the worth of money.

Develop well defined systems

The third theme where differences were found concerned well defined systems. This theme was valued by teachers from all three sectors of education. Teachers from two public (G1, G3), two private (P1, P2) and two military (M1, M2) sector business schools talked about developing well defined systems in order to strengthen teaching and learning. By well-defined systems they meant focusing on developing well defined rules, regulations and processes related to recruitment, training and development, promotion, quality control, research and assessment methods. Teachers from every sector expected their deans to develop well organised and systematic processes. Public sector business schools were criticised by their teachers in lacking the organisation and proper management of systems.

Teachers of these public schools held deans responsible for not paying attention to developing refined systems. One military sector business school teacher commended the systems in place in her business school and praised the military leadership in her university for being very logical and methodical. She admired military men for developing perfect systems and policies after a number of consultations and revisions. She held these well-defined systems and processes responsible for the school's good reputation in the market. Private sector business school teachers expected their deans to define the goals and objectives for everyone in the business school clearly so that all staff members would be clear what was expected of them and how they were going to be achieved. The teachers from different sectors were of the opinion that developing strong systems within business schools will help strengthen the teaching and learning environment.

8.5.4 Different perceptions of deans

There was one theme on 'focus on up to date curriculum' which was discussed by students and teachers, but not by the deans. The theme of 'provide learning support to students' was discussed by students, but not by the deans, as outlined above. Further, the themes of 'provide better working environment to teachers', 'improve student intake', and 'develop well defined systems' were mentioned by teachers, but not by the deans. On many of the other themes, the deans were fairly cognizant of key issues that students and teachers had mentioned.

Focus on up to date curriculum

Up to date curriculum was another theme that emerged from students' perceptions as well as from teachers, but not from deans. Curriculum development is identified in the literature and found to be the responsibility of academic leaders (Debowski and Blake, 2004; Vilkinas and Ladyshevsky, 2011).

Students expected the dean to help them provide with up to date curriculum and offer courses which are current and relevant to the job market. Teachers also valued the significance of practical knowledge and expected the dean to make sure that the teachers are teaching current knowledge to the students and they expected dean to encourage the teachers to revise the curriculum on regular basis.

Teachers also valued the significance of making regular revisions to the curriculum. Private sector business school teachers appreciated the system in place to make regular revisions in the courses. Teachers from military sector business schools saw the deans as responsible for providing them with a reduced workload so that they can spend time in revising the courses on a regular basis.

8.6 Academic leadership and its role on teaching and learning

In this section the first research question is addressed:

What leadership characteristics are business school deans in Pakistani universities expected to possess to be effective academic leaders?

Focusing on this question helped give attention to the core area of inquiry, that is deans' leadership and how the findings from this study inform current literature and theory. Students, teachers and deans of public, private and military sector business schools in Pakistan identified a number of characteristics that were seen as critical for the successful leadership of business school deans. Table 8.5 indicates all the characteristics identified by the different stakeholders. These characteristics were integrated to create a list of 16 attributes that were perceived to be imperative for deans to be successful business school leaders.

Perceived leadership characteristics of business school deans
Visionary
Adaptable/Innovative
Well connected/ Networked
Knowledgeable/ Well informed
Competent/ Intellectual ability
Accessible and available
Interactive
Responsive
Fair, trustworthy and unbiased
Listener and observer
Supportive
Able to handle organisational politics
Pure academic
Committed and dedicated
A team player
Good communication skills

Table 8.5: Characteristics of deans' leadership

The perceived leadership characteristics of business school deans shown in Table 8.5 were almost all supported by the literature. Deans' leadership attributes such as trustworthiness, responsiveness, adaptability, and supportiveness were also noted by Drew (2006), Middlehurst (2004), Sathye (2004), Bryman (2007), Barge and Musambira (1992) and Scott, Coates and Anderson (2008). Leaders' characteristics such as commitment, being well

connected, fair and competent were supported by Kotter (1990), Kouzes and Posner (1995) and Ramsden (1998 in Taylor 2005). Building being visible in the school and well-connected were mentioned by Leithwood and Day (2007) and by Gurr (2015). Maintaining high level of internal as well as external communication and to be visionary were supported by Moore and Diamond (2000). The attribute of being able to handle conflicts among faculty members was supported by Aziz et al. (2005). The expectation of availability, physical presence and easy access to the dean identified in the present study were also found to be of key importance by Rehman (2011). He also documented the lack of availability of academic leaders to the followers as a reason for follower poor performance in Pakistan. Other characteristics identified in this study by the key stakeholders were also supported by Scott et al. (2008), Leithwood and Jantzi (2006), Vilkinas and Ladyshevsky (2011) and Davies (2015). The notion that deans are responsible for providing an excellent teaching and learning environment for the teachers and students was supported by Robinson (2007) and Scott et al. (2008).

After identifying deans' leadership characteristics, the next section focuses on addressing the second main research question of the study:

What roles are business school deans, as leaders of teaching and learning in Pakistani universities, expected to perform to strengthen teaching and learning?

The stakeholders identified a number of different components of roles that are expected to be performed by deans to strengthen teaching and learning. All the roles identified by the stakeholders were integrated to show 12 attributes that were perceived to be important for deans to practice in order to strengthen teaching and learning in a business school. These are shown in Table 8.5.

Role of dean as leader of teaching and learning
Focus on teachers' training and development
Focus on up to date curriculum
Bridge the gap between theory and practice
Regular feedback systems
Establish a supportive pedagogical environment
Distribute the power
Focus on research informed approach to teaching excellence
Establish effective communication
Provide better working environment to teachers
Improve student intake
Develop well defined systems

Provide learning support to students

Table 8.6: The roles of deans as leaders of teaching and learning

The roles expected of deans to play to strengthen the environment of teaching and learning were extensively supported by literature. Gurr (2008) identified that the leaders' role in relation to teaching and learning focuses on instruction, providing support to teachers, gaining knowledge and decision making. However, much of Gurr's work relates to schools and not specifically to higher education sector. All these four leadership dimensions of teaching and learning were identified by the key stakeholders in the present study with its focus on teachers' training and development, distribution of power, practical knowledge and establishing a supportive pedagogical environment for teachers.

Other areas that were identified by key stakeholders of Pakistani business schools to enhance teaching and learning environment (for example providing learning support to students, a better working environment, a supportive pedagogic environment, up to date curriculum, and regular feedback) were supported by Debowski and Blake (2004) in their research on teaching and learning. Developing people by providing them with training and development opportunities and the development of support structures have been identified as highly effective transformational leadership dimensions (Leithwood and Jantzi, 2009) as well as learning centred leadership dimensions.

Attributes such as establishing networks and collaborations under the theme of bridging the gap between theory and practice were mentioned in Davies (2015). Establishing an effective communication channel among all key stakeholders was another dimension that emerged from the present study and was supported in the literature (e.g. Moore and Diamond, 2000).

8.7 Analysing findings based on leadership theories

The purpose of this study was to ascertain the perceptions of different stakeholders on deans' academic leadership and its role on teaching and learning in Pakistani universities across three different sectors of higher education. The study wished to know how this role can be enhanced to make deans effective leaders of teaching and learning in Pakistani universities.

Leithwood and Riehl (2003) concluded that leadership had significant effects on student learning, second only to the effects of the quality of curriculum and teacher instruction. Leaders influence students learning by helping to promote a vision and goal and by ensuring that resources and processes are in place to enable teachers to teach well. However, in most of the cases their influence is indirect on students' learning. The descriptions generated from the findings of the research were compared to the leadership theories mentioned in the literature review chapter. It is however mentioned by Bush and Glover

(2014) that theories of leadership are all partial and they often are unable to provide valid and helpful insights into all aspects of leadership. Also, much of the works cited are based on schools, and not on higher education institutions. According to Lambert (1995, p.2) there is 'no single best type'; leadership is practiced in different contexts and each context requires different leadership responses (Leithwood et al., 1999).

The findings of this PhD study postulates that there is no one single best type of leadership and that effective leadership style depends on different people and different situations. This study shows that academic leaders in higher education have to consider the context of leader-member relations, task structure, and positional power (as in Ashour 1973; Lorsch, 2010). The findings here show that deans have varying relationships with their members or stakeholders, including students and teachers, each having many similar but also different types of expectations. The nature of the task structure expected of the deans varies between those expected for academic leadership and for teaching and learning. The leaders' positional power varies too based on which sector the deans are working in, i.e. military, private or public. Power also draws from their background, i.e. ex-military officer, corporate experience, or having a pure academic background. Overall, business school deans in this study have to deal with different stakeholders, different tasks, and different contexts represented by their respective academic institutions. They face significant challenge of reconciling their leadership approach with the many expectations they have to fulfil, many of which are not being met.

An analysis of the main theories of leadership and the findings of this study, suggest that the deans' leadership characteristics were aligned with aspects of transformational leadership and also with instructional leadership and/or learning-centred leadership (Hallinger and Heck, 2010). These leadership theories were found most appropriate to underpin the main findings of this study. While it is possible to link transformational and learning-centred leadership with the perceived leadership roles of business school deans in Pakistan, it is important to note that the perceptions of stakeholders cannot simply be categorised under these leadership theories. Some respondents were in favour of other types of leadership theory. For instance, one dean favoured the theory of autocratic leadership and there were a few teachers who supported the theory of distributed leadership.

Research suggested that transformational leaders promote cultures of change and innovation in the academic sector (Leithwood and Jantzi, 2006). In addition, providing professional development and training opportunities to teachers lends support to teacher growth and student achievement. Leadership literature shows that transformational leadership brings change in the followers beyond their immediate self-interests (Bass, 1999). Leaders with a transformational leadership style pay attention to their followers' performance, take care of their development, and possess high emotional intelligence (Northouse, 2012).

As a theory, transformational leadership is not free from weaknesses and shortcomings. It is criticised by researchers for being a vehicle to give control over teachers by assigning more power to leaders (Chirichello, 1999 in Bush and Glover, 2014). But it is not the aim of the study to analyse the strengths and weaknesses of different theories of leadership. Instead it is to understand 'how' the teaching and learning role of academic leadership in Pakistani universities is perceived to be led by the deans. Transformational leaders endeavour to achieve superior results by engaging followers (Bass, 1999; Bass and Avolio, 1994; Bass and Bass, 2008). Bass and Riggio (2008) articulated that the core characteristics of transformational leadership are contained in the 'Four I's': idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. These dimensions of transformational leadership are deemed to be suitable for deans to follow in order to strengthen teaching and learning in Pakistani business schools.

Deans' Idealized Influence Behaviours

Idealized influence behaviour of transformational leadership refers to leaders who have high standards of moral and ethical conduct, who become trusted role models for the team and who are held in high personal regard by the followers (Avolio et al., 1999; Judge and Bono, 2004). This aspect of idealised influence is supported by teachers of business schools by expecting the dean to be fair, trustworthy and unbiased in their leadership. Idealised influence dimension is focused more on leaders' personal leadership characteristics. Stakeholders in this study expected deans to exhibit context specific leadership characteristics of being interactive, responsive, listener and observer, accessible and available, supportive, committed and dedicated to be a role model.

The dimension of idealised influence contributes in demonstrating high level of competence, setting challenging goals for their followers and avoids using power for their own personal gain. It represents leaders' charisma, vision, inspirational abilities, ideological values and performance beyond followers' expectations (House and Howell, 1992). Students and deans of business schools in this study expected the dean to be competent in terms of being experienced, goal oriented, decision maker and have high level of intellectual ability to perform as a leader. Leaders with idealised influence behaviour enhance interaction and dialogue among followers to link their individual interests to collective interests (Bass and Steidlmeier, 1999). This aspect of their leadership thus helps develop trust based relationships between leaders and subordinates, thereby at the same time showing concern for both the needs of organisations and the interests of the followers (Podsakoff et al., 1990; Klinsontom, 2005).

Deans' Inspirational Motivation Behaviours

This dimension of transformational leadership behaviour (the second 'I') refers to leaders' enthusiasm and optimism in creating a vision for the future (Hughes, 2014). It is the leaders'

ability to motivate and inspire those around them by involving the followers in envisioning attractive future states, communicating high expectations, and demonstrating commitment to the shared goals. It describes leaders who motivate followers to commit to the vision of the organisation.

All three groups of stakeholders expected the dean to have high level of inspirational motivation in terms of being visionary and far sighted and setting challenging goals for their followers. Being students, teachers and deans of business schools, all three stakeholder groups showed their extensive knowledge on leadership which is often the core module of MBA curriculum in Pakistani business schools. Stakeholders used the term vision and long term goals as a valuable characteristic in academic leadership. Vision was identified as a necessary characteristic that the deans as leaders were expected to exhibit. Teachers expected deans to share the vision and long term goals of the business school and involve them in making strategies to achieve the goals together.

Managers with inspirational motivation encourage team spirit and create general enthusiasm to reach goals (Hughes, 2014). This aspect of inspirational motivation was in line with deans' identified characteristic of team player. Deans of eight business schools expected the business school dean to work as a team player in order to achieve the individual goals of the followers and organisational goals of the organisation by aligning these together.

Deans' Intellectual Stimulation Behaviours

This dimension of transformational leadership is focused on providing followers with opportunities to be creative and innovative (McGuire and Hutchings, 2007) and promote critical thinking and problem solving to help reach novel and unconventional solutions for organisational improvement. The main findings of this study showed that deans of business schools were expected to exhibit behaviour of intellectual stimulation.

All three stakeholder groups in this study expected the deans of business schools to be innovative and adaptable to change (see Table 8.2). They also expected the dean to be flexible, act as a change agent and establish the environment of creativity and innovation within their school. Students and deans of business schools in this study expected deans to be competent and have the intellectual ability which is in line with the transformational leadership characteristic of intellectual stimulation.

In order to enhance teaching and learning in academic environments intellectual stimulation encourages the generation of non-traditional ideas, stimulates higher level of exploratory thinking, and shows appreciation for creative ideas and values these initiatives. In this study the students and teachers expected the dean to encourage them to think about different ways to bridge the gap between theory and practice. Teachers of business schools also expected deans to encourage them to follow the research informed approach to teaching excellence, which also helped stimulate high level of exploratory thinking ability.

Deans' Individualized Consideration Behaviours

This dimension of transformational leadership – the fourth 'I' - refers to leaders' behaviours which are aimed at recognizing the unique growth and developmental needs of followers (Bass and Avolio, 1994). Individualized consideration represents the leader's consistent effort to treat each individual as a special person and act as a coach and mentor who continually allocates time to provide guidance and training to their followers (Avolio et al., 2004). Leaders with such behaviour encourage followers to reach goals and develop their capabilities (Avolio et. al., 1999).

All three stakeholder groups of students, teachers and deans in this study expected the leader of a business school to focus on teachers 'training and development'. They expected the dean to be personally involved in their professional development and to help arrange trainings for them. s. Teacher development has been considered as the significant factor to be focused on by the leaders as it has by far the greatest impact on student outcomes (Robinson, 2011). It is very much aligned with individualised consideration dimension of transformational leadership in which the leader focuses on follower's individual needs and links priorities of every follower with the development of the organisation (Bass and Avolio, 1994). In this study deans were expected to introduce the culture of mentoring, coaching and shadowing to provide guidance to the teachers. Students and deans of business schools expected deans to establish a supportive pedagogical environment to strengthen teaching and learning.

The theory of instructional leadership or leadership for learning (Hallinger, 2011), also called learning- centred leadership (Dimmock, 2000), was also found appropriate for deans' leadership of teaching and learning in Pakistani universities. The theory of leadership for learning focuses primarily on pupils or students' learning by putting emphasis on teachers' pedagogy (Bush and Glover, 2014). Earley (2017) also stated that this form of leadership is highly concerned with improving student outcomes, where the focus is on learning and leading teachers' professional development. According to Timperley (2011) the instructional or learning centred leadership theory is focused on promoting effective teaching and learning. The leadership for learning or learning centred leadership is primarily focused on improving student outcomes where the focus is on developing people, enhancing the quality of teaching and learning and improving student outcomes. The focus of instructional leadership is mainly on the actions of teachers as they engage in activities directly affecting the quality of teaching and learning in order to improve students' learning (Earley et al., 2002). Earley's work was developed in schools, but here it does seem to also have relevance to higher education.

Southworth (2002, p.79) states that 'instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth'. A model has been developed for learning centred leadership which include

strategies of modelling, monitoring and dialogue (Southworth, 2002). Later on, mentoring and coaching were also added to the model by Burnham and Coates (2005).

The strategy of modelling in learning centred leadership is to set an example. Teachers of business schools in Pakistan expected their dean to be a role model (see the themes of visionary, physical presence and availability in Chapter 6). They wanted to take inspiration from their deans and look up to them for the direction. They expected deans to set an example for them so that they can follow in their footsteps. It is important for a leader to set an example and to be consistent in their actions over time as Southworth (2009, p. 95) mentioned that leaders who cannot 'walk the talk' are not valued as role models by the followers. According to the findings of this study the deans would be considered as role models if they met the perceptions of the stakeholders. To meet the perceived expectations of stakeholders, deans are expected to incorporate the characteristics identified by the stakeholders in their leadership.

The second strategy followed by the leaders who pursue learning centred leadership approach was monitoring. All three stakeholder groups of students, teachers and deans in this study expected the dean to monitor the performance of teachers. Students expected the dean to monitor teachers' performance closely and it appeared as a subtheme under the theme 'focus on teachers' training and development' (see Chapter 5). Students expected the dean to monitor teachers' use of pedagogic material, resources and their performance in the class. They also suggested that monitoring on teachers' teaching could be achieved by using informal as well as formal feedback channels. Teachers expected their training record to be monitored regularly. They also expected their colleagues to monitor their class performance and were in favour of introducing the concept of co-teaching and peer review in teaching in order to improve teaching and learning. According to Southworth (2009) monitoring also involves leaders visiting classrooms, to observe teachers during their teaching sessions and provide them with feedback. Monitoring enables leaders to develop teachers' knowledge, strengths and development needs over time. Monitoring also involves assessing teachers' skills and strengths and crafting their knowledge. However, no stakeholder group talked about the monitoring of students' progress and outcomes which is an integral area to focus on in learning centred leadership.

Findings from this study also supported the third strategy, dialogue, of following learning centred leadership practices by business school deans to strengthen teaching and learning capacity. According to Southworth (2009) dialogue is about encouraging teachers to talk to other teachers and leaders about teaching and learning. This dialogue includes encouragement, feedback and questioning about teaching. Teachers and deans of business schools in this study expected the deans to establish open communication channels among students, teachers and deans. All three stakeholders talked about establishing regular and timely feedback systems. They expected the dean to establish a 360-degree feedback

system where students can provide feedback on teachers. Deans, teachers and students can all provide feedback for each other's performance.

Mentoring and coaching was another strategy expected to be followed by learning centred leaders (Burnham and Coates, 2005). Mentoring is usually defined in terms of getting guidance or advice by a more experienced colleague and coaching is to provide help or assistance in a problem or issue they have (Earley, 2013). The theme of mentoring emerged saliently from the interviews with business school teachers. It was noted under the broader theme of teachers' training and development. Teachers were aware of the benefits of introducing the culture of mentoring services offered by senior colleagues in the same school. Teachers were of the opinion that they can learn a lot from other teachers' experiences both in formal as well as informal settings. In addition to mentoring, a teacher in a business school talked about introducing another concept that is of shadowing which is more like observing a senior colleague and gain better understanding of the job the person is performing. The dean of one private sector business school noted how the school is formally using mentoring as a professional development technique.

Robinson et al. (2008) stated transformational leadership was relationship-based whereas instructional leadership relates more closely to the pedagogical work and its influence on student outcomes. Marks and Printy (2003) define integrated leadership as a combination of transformational and learning centred leadership. They argue that effective school leaders exercise both transformational and learning centred (instructional) leadership simultaneously. In general, the literature on the relationship between leadership and student outcomes in schools suggests that 'the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes' (Robinson et al., 2008, p.636). Research suggests that a complementary relationship exists between transformational and instructional leadership (Marks and Printy, 2003). By being transformational, leaders engage with teachers and encourage them to share in leadership tasks, whereas by being instructional, leaders focus on students' learning by helping teachers to 'grow in commitment, professional involvement and willingness to innovate' (Sheppard, 1996, p.393).

The finding of this study supports the research by Dimmock and Tan (2016) that following both transformational and instructional leadership will have a greater effect on student learning. This broader association of both transformational and learning centred leadership with student learning outcomes allow shaping and communicating an educational mission, engaging the commitment of teachers, encouraging shared leadership, teacher motivation, and building academic capacity or teacher social capital (Dimmock and Tan, 2016).

Conceptual understanding of the study

This study began by taking the perceptions of three key stakeholders of Pakistani business schools on deans' academic leadership and their role in teaching and learning. The conceptual framework of this study (see Figure 4.1) proved helpful to understand the main ideas of the research along with its key concepts. The research findings have meant the need for modifications and, hopefully, improvements on the original conceptual framework. The construction of this improved conceptual framework should make an important contribution to extending the knowledge of deans' academic leadership and its role in teaching in learning in the context of a developing country's business schools. The earlier conceptual framework designed for the study in Chapter 4 is extended as shown in Figure 8.1.

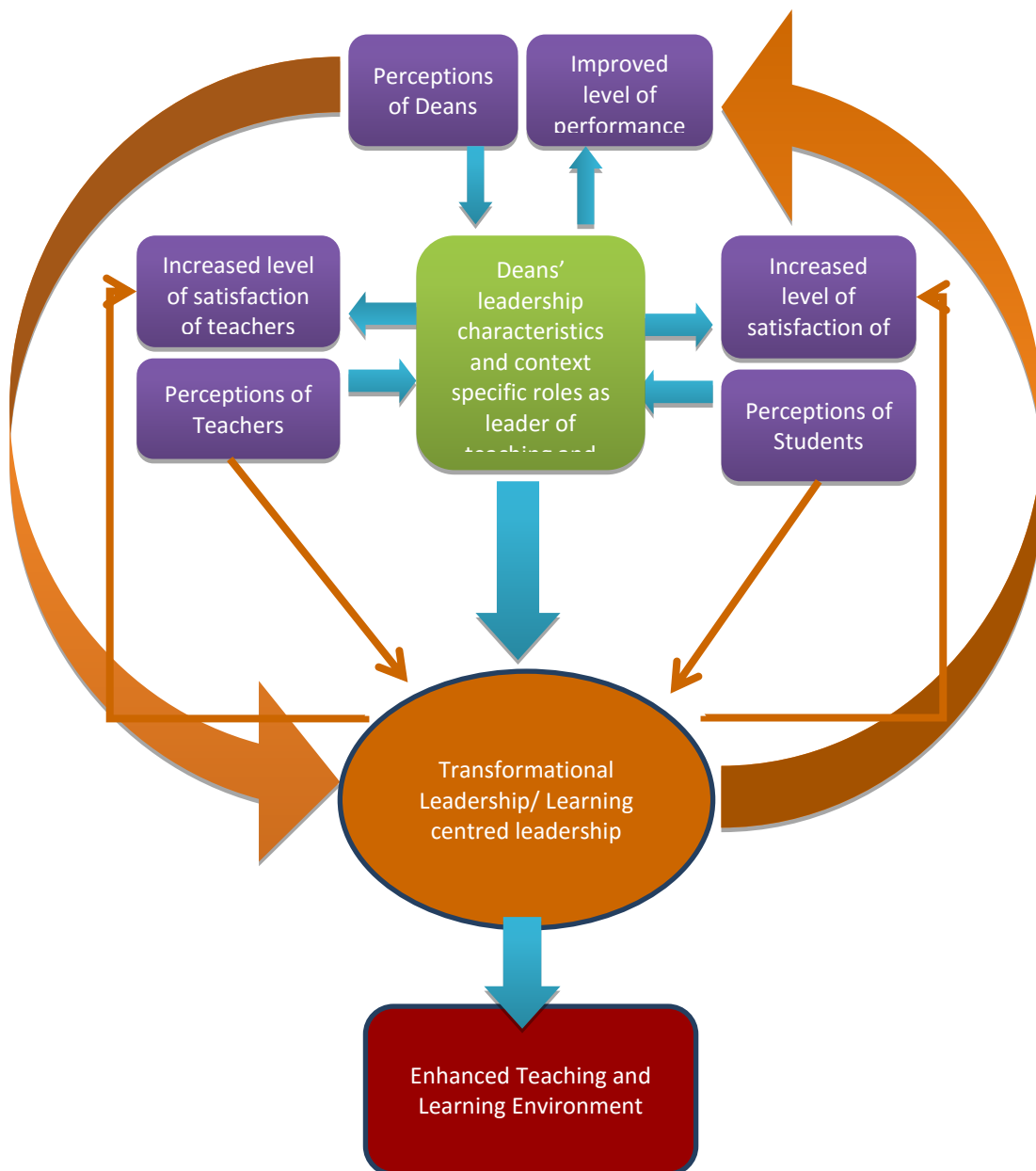


Figure 8.1: Revised conceptual framework of the study

From the review of the literature it was confirmed that the role of an academic leader was to maintain a high level of internal as well as external communication with the stakeholders to achieve organisational goals (Moore and Diamond, 2000). Leaders in higher education are considered effective when they play an active role in bringing improvements in the system by engaging people (Scott et al., 2008). Literature has showed that it is imperative for an academic leader to meet the demands and expectations of internal stakeholders and the ability to do so requires more than exceptional leadership characteristics (Akilli et al., 2014). The findings in this study have helped generate a long list of these characteristics as outlined in the section above. The findings further support existing leadership theories and also exemplifies how these play out in different contexts such as that of a developing country's business schools, but also those that may belong to different sectors of education.

The literature has supported the findings of this study that by knowing the perceptions of internal stakeholders such as students, teachers and deans, the academic leader will make their leadership style customised and context specific according to the demands of the stakeholders. Gathering feedback from the stakeholders about their expectations is a continuous process in bringing improvement in the performance of leaders, which is why there is a feedback loop with each stakeholder as shown in Figure 8.1. Once the dean acts according to the perceived expectations of different stakeholders, it will not only increase the level of satisfaction of teachers and students but also would help the dean to bring further improvements in their role of strengthening teaching and learning.

Each group of stakeholders had their own expectations, more similar than different, of the leadership of deans. But where particularly there is variation between expectations, fulfilling these expectations should help the dean to perform the context specific roles as a leader and this in return should also increase the level of satisfaction of each stakeholder group. According to the perceptions and expectations of stakeholders, transformational and learning centred leadership was found suitable for the deans to practice. Such practices would help to strengthen the teaching and learning environment in business schools in Pakistani universities.

8.8 Summary

In seeking to answer the question of how deans' leadership and their role in teaching and learning are perceived in business schools, this research study has revealed in depth the perceptions of three key stakeholders belonging to nine business schools from three different sectors in Pakistan. First, this study shows that the unique context of Pakistani business schools faces peculiar challenges related to teaching and learning based on local needs. Second, this research shows that the practice of deans' leadership and stakeholders' expectations of such leadership was broadly similar across the three sectors they function under – public, private, and military. Third, this study shows that it is important to understand

the needs of key stakeholders, including the deans themselves, to better align their perceptions and expectations. This chapter has discussed how its main findings have found support in the existing leadership literature and how theories of leadership can be used in combination to better explain the results revealed in this study.

A conclusion is therefore drawn that in order to be an effective leader of teaching and learning, the dean of the business school should make an effort to understand the requirements and demands of the sector in which the business school is positioned and then adopt that leadership practice which can best meet the expectations of its stakeholders. Particularly in the context of developing countries, a customised and specific leadership style which is relevant to the expectations of the stakeholders can help the leader play a more effective role in teaching and learning. In an academic environment where the role of the dean is not clearly defined and where there are no associate deans or deputy deans to share their responsibilities. This study is unique and useful to highlight the need for perhaps introducing such new roles. There are several avenues for drawing implications for practice, policy and for extending this research to further investigate and extend the literature and theory. This will be covered in the final chapter (Chapter 9) of this study along with other important conclusions.

Chapter 9: Conclusions and recommendations

9.1 Introduction

The purpose of this final chapter is to discuss the implications, recommendations, limitations, and further research opportunities from this study on the conception of deans' academic leadership and their role in teaching and learning. It does this by taking into consideration the perceptions of key stakeholders in a business school context in Pakistan. The chapter is divided into four sections. First, it discusses the implications of the study in terms of theory, practice and policy, and makes recommendations. Second, it discusses the limitations of this empirical study. Third, it suggests prospects or avenues for further research. Finally, a number of conclusions are made from undertaking the study.

9.2 Implications and recommendations

With a sample size of nine business school deans, nine focus group discussion sessions with 50 students and 50 in-depth interviews with business school teachers it would be misleading to claim that the findings of this study are generalisable. Moreover, generalising would be not aligned with the key epistemological tenets of interpretive research (Thomas and James, 2006). However, these findings may be transferable to deans of other disciplines in similar university contexts, and may provide insights and understandings into the phenomenon of deans' leadership of teaching and learning. It is also hoped that a more thorough understanding of deans' leadership in Pakistani universities will be useful for policy-makers, managers and researchers interested in the leadership and management of universities. The value of research is generally assessed through the implications it may have on theory, practice and policy. Existing theories can be supported, extended, or challenged based on new research findings. Practice can benefit by learning how to be more effective or efficient. Policy too can draw from the results of research as an evidence base to support the revision or formulation of guidelines.

9.2.1 On theory

The study has provided a valuable contribution to the leadership literature by presenting a description of leadership characteristics expected of business school deans in Pakistani universities. It has also highlighted a number of leadership practices imperative for strengthening teaching and learning. Evidence was found in this study in favour of transformational and learning centred leadership practices to be followed by deans in the role of leader of teaching and learning (see section 8.7 on 'analysing findings based on leadership theories').

Two key recommendations for theory emerge from the findings:

- R1 – A combination of transformational and instructional or learning centred leadership styles can strengthen teaching and learning environment in business schools.

The findings of this study supported Murphy et. al (2008) that learning centred leadership and transformational leadership are the two leadership strands that together make educational institutions high performing. Together these two leadership models can provide high quality pedagogy and achieve high level of students' achievement (Marks and Printy, 2003) which is in line with one of the aims of this study: to strengthen teaching and learning environment in business schools.

Instructional or learning centred leadership models or approaches consistently focus on learning and teaching to help bring about improvement in students' learning (Timperley, 2011). Such an approach to leadership expects leaders to create a learning environment free of disruption, set clear teaching objectives for teachers and provide learning opportunities for students (Lampkin et al., 2015). Transformational leadership on the other hand is focused on organisational processes by employing effective methods to make the school and its members more productive (Murphy et. al, 2008). Transformational leadership models are focused on bringing about improvements and innovation through a 'bottom- up' approach by involving followers and establishing coordination and relationships with them (Hallinger, 2003).

A combination of both these leadership models is favoured by Goldring et al. (2009). It is also similar to the conclusion reached by other researchers that learning centred leadership and transformational leadership are most effective when combined or complementary (Hallinger, 2011; Hallinger and Heck, 2010; Knapp et al., 2003). Stakeholders of business schools in this study not only expected their deans to "support the learning of students and enhance the ability of teachers to teach" (Golding et al., 2009) but also for them to transform the teaching and learning environment. They were expected to do this by developing a strong organisational culture through creating shared vision, setting goals, empowering followers and by building "personal and social identification among followers with the mission and goals of the leader and organisation" (Bass et al., 2003, p. 209).

- R2 – Further studies on the perceptions and expectations of key stakeholders can more extensively help to document the deans' leadership roles and how they relate in strengthening teaching and learning.

The findings of the study showed that deans' leadership practices and performance can be improved by knowing the perceptions and expectations of key stakeholders such as students, teachers and deans. A conceptual model has been constructed (see Figure 8.1) to show how the perceptions and expectations of key stakeholders can inform the deans and

help them improve their leadership practices and in so doing can increase the satisfaction level of both students and teachers.

In addition, the personal leadership characteristics of deans identified in this study by key stakeholders also provide a valuable contribution to the literature on deans' leadership characteristics. These characteristics were also found to be important for deans to perform their roles in strengthening teaching and learning. Similarities across sectors and across stakeholders helped to create an exhaustive list of leadership characteristics. Differences across sectors and across stakeholders helped to highlight the need to contextualise leadership in given situations.

9.2.2 On practice

The findings of this research provided useful insights about how the students and teachers perceived their deans' leadership and how the deans themselves understood academic leadership and what are the similarities and differences in the perceptions of the stakeholders. These findings will be valuable for the deans of the business schools in Pakistan to reflect on their own beliefs and practices. It will help them understand what their followers/subordinates perceive and expect from leadership and it will guide them to seek effective measures to perform their roles according to the expectations of their followers. The findings of this study can thus be used to bridge the gap between the expectations of students and teachers and the perceptions that deans have. By divulging what is perceived by deans and what constitutes the deans actual practice, as based on student and teacher responses, this work can help improve any discrepancy and recognise what is working in certain settings. This will bring greater awareness and allow the improvement of the effectiveness and efficiency of deans' leadership.

Three key recommendations for practice emerge from the findings:

- R3 - In terms of meeting students' expectations, deans of business schools should focus on providing practical knowledge and practical learning opportunities to the students.

Stakeholders from all sectors of education identified a gap between theoretical teaching and practical work and therefore valued the significance of providing practical learning opportunities to the students of business schools (see the theme 'bridge the gap between theory and practice' in Chapters 5, 6 and 7). They suggested that the dean should encourage teachers to focus on practical knowledge in several ways: by giving examples from local markets, using real life case studies and simulations, and providing students with project based learning opportunities. In order to bridge this gap between theory and practice stakeholders suggested deans establish links, partnerships and collaborations with the industry and within academia. Deans were also expected to provide networking opportunities for teachers. As the global knowledge economy continues to grow, networks

have the potential to link people from across the world, and concurrently, the importance and study of networking has grown in both business and academic contexts.

- R4 - Deans should focus on providing excellent training and development opportunities both in-house as well as off-site for its teachers.

The findings of this study have shown that lack of well-designed training and development opportunities is a big hindrance in creating an excellent teaching and learning environment in Pakistani academic institutions. All stakeholders from three different sectors of higher education expected the dean to provide well organised and properly scheduled training and development opportunities to the teachers in order to strengthen teaching and learning environment within their schools (see the theme 'focus on teachers' training and development' in Chapters 5, 6 and 7). The findings from this study made it evident that the higher education sector in Pakistan is not providing regular training and development programmes to faculty members. The need for training and development in order to strengthen teaching and learning was equally highlighted by students, teachers and deans of all nine business schools. Universities should provide regular training and development opportunities to the teachers on curriculum development, up to date pedagogical practices and technological skills, equip the teachers with new knowledge, new theories and new methods in specific interest areas of teachers, new methods to conduct research and specific content knowledge of their area of expertise. The UK higher education sector, for instance, provides pathways for incentivising and recognising those teachers who have gained the necessary training through the Fellowship of the Higher Education Academy or the recently introduced Chartered Association of Business Schools' Certified Management and Business Educator programme.

- R5 - Deans need to develop a system for providing 360-degree regular and timely feedback on teaching not only from students, but also from other teachers, as well as the deans themselves.

Students, teachers as well as deans of business schools suggested regular feedback system were necessary to continuously improve the teaching and learning environment (see the theme 'Regular feedback systems' in chapters 5, 6 and 7). This feedback is generally solicited from students in the form of course evaluations for teachers, but it could be extended to include peer-level feedback from colleagues. The deans may also make an effort to drop-in on teaching sessions to provide feedback to teachers and also to students on how to better engage in class. Finally, there should also be merit in deans to solicit feedback about themselves from students and teachers on how they are performing in delivering a conducive environment for teaching and learning.

9.2.3 On policy

This section addresses what government bodies, particularly the Higher Education Commission (HEC), may do for policy setting in response to the findings in this research. The HEC has developed several policy documents on higher education to promote activities to enhance the quality of teaching and learning across the sector and to provide assistance to institutions in identifying and fostering excellence. Among these are HEC vision 2025, a faculty development programme for Pakistani universities, services for faculty, and policy guidelines for implementation of uniform assessment system in HEIs. The HEC also established in 2008 a National Business Accreditation Council (NBEAC) to enhance the quality of business education in Pakistan and to help business schools achieve standards that are comparable with global standards by providing them with NBEAC accreditation.

Five key recommendations for policy makers emerge from the findings:

- R6 – The HEC should introduce rigorous evaluations to solicit feedback on its policies from the end users or customers.

Though the purpose of policy initiatives by central government is to address problems and improve existing institutions, some of these policies may create additional problems (Wilkins, 2004; 2014). At such a high level of education, improvements cannot be made without involving the human resource that is crucial to delivering teaching, learning, and research, i.e. teachers and the end users the students (Brennan and Williams, 2004). It has been more than 15 years since HEC was established, however my research has shown there are few published accounts or evaluations of the success or failure of the HEC policies based on feedback from the students and teachers. The findings of this study can help HEC understand the need to adopt a customer centric approach by gaining detailed knowledge of the perceptions of key stakeholders on business schools. It needs to commission rigorous evaluations of its work, especially the implications of its policy reforms.

- R7 – The HEC and the Universities should see students as important stakeholders of higher education and consider their feedback and expectations as vital to developing a high quality education with a greater alignment between students' expectations and business school's leadership.

Students in the West are increasingly being viewed as customers (Bunce et al., 2017; Kay et al., 2010). According to Brennan and Williams (2004) student feedback is one of the many factors that can prove helpful in determining institutional policy and practice. It is not common in Pakistan to see students as important stakeholders in higher education sector and to give value to their requirements and demands. For instance, the student unions are quite active in all Western universities and are institutionally recognized as key stakeholder representatives in higher education. They act as a medium or channel to transfer students' issues and concerns to the university authorities (Trowler, 2010). They are even engaged in

university decision making (Carey, 2013) and in university governance (Carey, 2012). However, in Pakistan the culture of active student unions was ended in 1984 when the then military dictator General Zia ul Haq imposed a ban on student unions in all universities across the country (Pildat, 2008). Although the government lifted the ban on student unions in 2008, student politics had largely ended or significantly weakened by then in most campuses in Pakistan (Rehman et al., 2013). This created disconnect between students being able to influence university administrations. There remained no channel to convey students' problems, concerns, opinions and ideas to the higher management of universities and it can be argued that this may have played a key role in the deterioration of the quality of higher education in Pakistan. Therefore, another important implication of this study is to see students as important stakeholders of higher education and consider their feedback into their decision-making at all levels.

- R8 - Policy should focus on defining the role of deans and to provide leadership development programmes so as to develop their leadership skills and help them adapt to the changing business environment within Pakistan but also across the globe.

Policy should be made to clearly define the roles of deans. Documentary analysis for this study found that the role of the dean at Pakistani universities was not well defined (see section 2.4.1 on 'deanship in Pakistani universities' in Chapter 2). The students, teachers and deans in this study have provided detailed descriptions of the leadership characteristics of business school deans and the roles academic leaders can play to improve the environment of teaching and learning. Policy makers can better define minimum requirements in the job descriptions of deans by drawing from the themes divulged in this study. Particular attention should be devoted to address the gap between the expectations and perceptions of students and teachers and the practices and leadership approach of business school deans. The perceptions of students and teachers on the leadership of their deans would allow the deans to reflect on their own practices. Beyond the need for reflection, the HEC may consider how to increase provision of training to business school deans to further develop themselves as effective leaders. There are few, if any, formal qualifications offered in leadership and in leading teaching and learning in Pakistan whereas such qualifications are becoming more and more prevalent in HEIs worldwide as a way to gain and demonstrate expertise in learning and teaching (Blackmore, 2007; Kreber, 2002; Gibb et al., 2009; Scott et al., 2008). Such qualifications in the UK include Senior Fellowship or Principal Fellowship of the Higher Education Academy. In seeing these trends in reputed HEIs around the world, it is recommended to universities and HEC to provide formal qualifications and training to deans to be leaders of teaching and learning.

- R9 – Policymakers may suggest to universities to introduce new positions of associate deans dedicated to teaching and learning and also other important roles such as research and industry partnerships.

Deans have to perform numerous responsibilities, such as teaching and learning, research, education, quality and academic standards, internationalisation, knowledge exchange and partnerships, business engagement. This compares unfavourably with deans in Western business schools which typically have number of associate or deputy deans to carry out different roles. There is an absence of the position of associate deans from the hierarchy of a typical Pakistani business school (see Figure 2.1). Perhaps asking deans to do everything may result in creating an impossible job description. As in the UK, Pakistan HEIs may consider introducing associate dean positions who are tasked with looking after key objectives such as research and teaching and learning. With the growth in student numbers, the new positions will distribute workload among top leadership. Also, with the growth in number of qualified PhDs being inducted into faculty positions, the new levels of hierarchy will offer added opportunities for promoting staff into jobs that will give them leadership experience before being appointed higher to the top position of dean or even of vice-chancellor.

- R10 - Policy should be made by universities or HEC to appoint deans of business schools from the same discipline and to introduce the culture of distributed/participative kind of leadership.

Business school teachers mentioned that deans should have the grasp of the discipline they are leading. This is especially important in public sector universities where none of the deans from the three sampled business schools were from a business education background (see deans' qualifications in Table 4.3 in Chapter 4). Deans were expected to understand and be expert in the discipline they are leading. Deans who are not from the same discipline could destroy the integrity of disciplines (Bullen et al. 2010; Blackmore, 2007). Every academic discipline has its own signature pedagogies (Shulman, 2005) and there is a possibility that deans from other disciplines may not recognise peculiar needs and aspirations of business schools. Further, according to the respondents in this study, distributed or participative leadership is more conducive in academia than is autocratic or bureaucratic style of leadership. This relates back to recommendations R6 and R7 on involving students, but also other stakeholders such as teachers, into the decision-making process. To introduce this, leadership development programmes can gradually help raise awareness of the benefits of different styles and incentivise appointment panels to ensure the right people are appointed. Teachers from all business schools perceived distribution of power as a valuable practice for their deans to adopt in order to improve the culture of teaching and learning. The kind of leadership that business school teachers expected deans to practice requires collaboration, collective decision making, shared responsibilities, shared

goals and objectives and shared vision. Distributed leadership allow sharing of ideas and thus creativity and innovation which is required for creating an environment of teaching and learning.

Overall, through this research it became evident that Pakistan's higher education system is behind the well-developed higher education systems of the world in terms of well-defined roles, job descriptions and training and development opportunities provided to leaders of business schools. A first step towards improving is to acknowledge the expectations of the different stakeholders as divulged in this study.

A summary of the recommendations outlined above is presented in Table 9.1:

	Recommendations
Theory	<p>R1 – A combination of transformational and instructional or learning centred leadership styles can strengthen teaching and learning environment in business schools.</p> <p>R2 – A study of the perceptions and expectations of key stakeholders can more extensively help document in detail the deans' leadership characteristics and how they relate to strengthening teaching and learning.</p>
Practice	<p>R3 - In terms of meeting students' expectations, deans of business schools should focus on providing practical knowledge and practical learning opportunities to the students.</p> <p>R4 – In terms of meeting teachers' expectations, deans should focus on providing multi-faceted training and development opportunities both in-house as well as off-site for its teachers.</p> <p>R5 - Deans need to develop a system for providing 360-degree regular and timely feedback on teaching not only from students, but also from other teachers, as well as the deans themselves.</p>
Policy	<p>R6 – The HEC should introduce rigorous evaluations to solicit feedback on its policies from the end users or customers.</p> <p>R7 – The HEC and the Universities should see students as important stakeholders of higher education and consider their feedback and expectations as vital to developing a high quality education with a greater alignment between students' expectations and business school's leadership.</p> <p>R8 - Policy should focus on defining the role of deans and to provide leadership development programmes so as to develop their leadership skills and help them adapt to the changing business environment within Pakistan but also across the globe.</p> <p>R9 – Policymakers may suggest to universities to introduce new positions of</p>

	<p>associate deans dedicated to education and also other important roles such as research and industry partnerships.</p> <p>R10 - Policy should be made by universities or HEC to appoint deans of business schools from the same discipline and to introduce the culture of distributed/participative kind of leadership.</p>
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Table 9.1: Summary of recommendations

9.3 Limitations of the research

Every research study has limitations which must be acknowledged and addressed and this research is no exception. The limitations outline boundaries of the study and identify the factors that may be out of the researcher's control (Marshall and Rossman, 2016). Limitations identified for this study relate mostly to three areas: the context of the study, the choice of research methods and the sample of research participants.

One limitation of this study is that it is country and context specific. The data were collected from nine business schools of three different sectors of education in Pakistan within the geographical area of three major cities. As higher education is a vast field, in order to understand the phenomenon of deans' academic leadership and their role on teaching and learning, I chose business schools as the significant research context to carry out the study. Thus the findings are limited to the Pakistani business education sector and that too only in the large urban cities. As the data were gathered from a limited number of business schools of different education sectors, it therefore did not necessarily represent the whole business education system in Pakistan, nor indeed of the region or the larger world. Consequently, it is not possible to generalise the results of this study. It would be difficult to generalise the findings from business schools across to other faculties or schools or to other developing countries. Nevertheless, the findings provided useful information to contribute to existing literature and to local policy makers and practitioners in the field of business education in Pakistan.

In terms of data collection methods, the study was limited by its use of only qualitative research methodology. The main method used was interviews, a strength of which is that first hand and very rich accounts are obtained from the interviewees. But the limitation of this is that the responses rely on the respondents to be honest, frank and open in answering the questions and there is no way to evaluate the authenticity of the responses. While the large number of in-depth interviews were an effective tool to collect data about people's perceptions, it became evident to the researcher that some of the participants were hesitant to say anything contentious or too critical about their dean. Although confidentiality and anonymity was assured throughout and after the research, in some cases the participants were introduced by the deans, and this may have made the participants reluctant to speak

honestly about their dean's leadership because of the fear that information may find its way back to the dean. Perhaps this was a lesser concern for students as they were not employed directly by the school. Also, although English is the official language of Pakistan and is widely used in all higher education institutions, people in Pakistan understandably are not native speakers of English and therefore may not be able to fully convey their thoughts while participating in this study. It is therefore believed that additional use of observational or ethnographic methods may have provided different sets of insights, specifically on teachers and deans.

Each business school sampled in this study was unique with its own culture, leadership and staff. The responses of the participants are therefore context specific and also dependent on their knowledge, understanding and unique experiences. Although random sampling was used as far as possible, the respondents were in some cases recommended, snow-balled, or were conveniently available during the time the data collection was undertaken. Cultural norms in Pakistan suggest that power and gender imbalances have a huge influence on working practices. According to Hofstede's cultural dimensions (2019), in Pakistan there is high degree of uncertainty avoidance, power distance and a predominantly masculine driven culture. This may have influenced my ability, as a female researcher, to gain fair access to the study sample and the types of responses gathered.

Finally, the analysis of the findings is highly dependent on the researcher's ability to interpret participants' responses accurately with little or no misconception (Meho, 2006). This was discussed in detail as part of reflexivity in Chapter 4. Although the previous experiences of the researcher may have had a role in how the data were interpreted, this is a common and expected limitation when undertaking qualitative research. The results are often hard to generalise, but nevertheless qualitative data can be valuable in providing rich and focused insights as perceived by various stakeholders.

9.4 Further research

The present study is the first of its kind to be conducted in Pakistan to understand the concept of deans' academic leadership in the higher education sector and their role as leaders of teaching and learning as seen from the perspective of three key stakeholders in business schools. The study has therefore identified under researched areas and raised a number of questions as it is said that a good research study is one which raises more questions than it answers (Lincoln and Guba, 1985; Gliner and Morgan, 2000). Potential is seen in conducting further research around the topic of academic leadership through different methods and in different regions, universities and departments in Pakistan as well as internationally. The following are some potential areas for future research.

Different characteristics and roles of an academic dean have been identified as perceived by key stakeholders in business schools in Pakistan. The present research relied solely on qualitative research methods. The present study was based on qualitatively gathering and studying the perceptions of key stakeholders on academic leadership derived by conducting in-depth interviews with deans and teachers and holding focus group discussions with students. Hence, it is recommended that a future study be conducted on the actual practices of academic leaders in the educational settings by following other data collection methods such as ethnography and participant observation methods.

The qualitative findings could be used as a basis to develop a survey to collect data from a much larger sample of participants of business schools across the country. Through quantitative methods, a positivist research paradigm would help to gain a more comprehensive understanding of the academic leadership styles, approaches and practices of business school deans in Pakistan. It would also allow validating the findings of this research across the business education set up in Pakistan. It would then be possible to make generalisations about academic deans' leadership practices across different education sectors. For further validity, this model could be extended beyond business education to other disciplines of higher education. However, the use of surveys in Pakistan would also have to be managed carefully. In low trust cultures people may not answer surveys honestly or may not conduct the exercise with seriousness.

Educational leadership in higher education is a topic that was found to be under researched in Pakistan. It is recommended that future studies be conducted to explore the role of leaders at different positions in different higher educational settings and contexts across the country and to explore macro as well as micro organisational factors that influence the leadership practices of academic leaders working in HEIs. This would help explore and understand the areas for development in the present higher education system from the leadership aspect.

As shown in this study, variation and lack of standardization was observed in the organisational structures and in the policies and procedures of the universities across different education sectors in Pakistan. A study is therefore recommended to explore the different organisational structures so as to better understand the linkages between structures, systems, processes and organisational power dynamics in different positions across HEIs across different sectors in Pakistan.

This study explored only one component of the business school dean's role in detail, i.e. teaching and learning. This part of the dean's role has been investigated in different educational contexts in three major cities in Pakistan. There is potential to conduct further in-depth studies to explore other leadership roles of business school deans, for instance with respect to research, in the same or different educational contexts in different cities of

Pakistan. This should help to understand the wider aspects of business school deans' leadership on issues such as research culture, impact, or community development.

To conclude, the present study explored the perceived characteristics of business school deans and the role that is expected of them by students and teachers to improve teaching and learning. This was then compared with the understanding the deans themselves had about their role. This study provides the basis for further research that focuses on different research paradigms and methodologies or in different educational contexts, organisational forms, leadership positions and roles. It is imperative for researchers in Pakistan specifically, and in other developing countries, to establish a wider empirical base of academic leadership in the higher education sector as embedded within their own context, country or region. Further research is needed in the HE sector in the field of leadership styles, roles, practices and influencing factors by utilising different research methods. Such future work is enabled by this current study and the results of such work will provide support to authenticate, extend or challenge the findings of this thesis.

9.5 Conclusions

This study was motivated by the theoretical, practical, and policy imperative to better understand the leadership of learning and teaching in higher education and in different contexts. It selected business education in the developing country context of Pakistan. The study is unique in the sense that it is the first study to be conducted on the deans' role as a leader of teaching and learning in the HEIs of Pakistan. The study sought to investigate the perceptions that students and teachers have on the expected leadership that deans are providing and should provide. This was then compared with the perceptions from the deans themselves on the kind of leadership they were providing or wanted to provide. This investigation was undertaken in nine carefully selected business schools, three each belonging to public, private and military sectors.

The findings of this study confirmed that teaching and learning within an educational institution can only be enhanced with the involvement of an academic leader who in the case of Pakistani universities is the dean. The position of dean is laden with academic as well as non-academic responsibilities partly because of the absence of any associate or deputy dean positions to share the responsibilities. As a result, the teaching and learning role is mostly overlooked and is not given due importance. This study was conducted to draw attention to this significant area of teaching and learning in the higher education sector.

Results of this study reveal that deans are expected to demonstrate high level of characteristics of transformational leadership, including idealized influence, inspirational motivation, individualized consideration and intellectual stimulation. They were also expected to be learning centred leaders and focus on teacher training and development and

prioritise students' learning. Together transformational leadership and learning centred leadership models can help provide high quality of teaching and achieve high level of students' achievements. which is in line with the aim of this study to strengthen teaching and learning environment in business schools.

The Pakistani higher education sector has been evolving significantly since the turn of this century with the establishment of the Higher Education Commission of Pakistan, the far reaching policy changes implemented and significant resources invested. With the tremendous growth of universities in Pakistan trying to manage a demographic youth bulge, there needs to be deep and rigorous investigation into the expectations that the young have from its institutions of higher education. The fast-paced evolving nature of the higher education sector presents the opportunity for introducing policies that support the current needs as well as putting teaching and learning at the heart of HE so that it better impacts individuals, communities, organisations and the nation at large. The Pakistani HE sector is also particularly interesting as the military sector universities have largely been understudied, yet play an important and influential role in the overall provision of high quality education for the nation.

This study revealed similarities and differences within and across the three sectors – public, private and military. It also revealed similarities and differences within and across the three stakeholders -- students, teachers and deans. A long list of attributes or roles associated with academic leadership and specifically with teaching and learning was compiled. The findings were then discussed to interpret the extent to which existing leadership theories were supported or extended in the unique context of Pakistan. The leadership styles and theories were then juxtaposed with each other to help explain the commonalities and variations in the findings.

On *theory*, this research should be valuable for other researchers to build upon and create critical and robust evidence on the peculiarities associated with the Pakistani higher education system. This context has a dire need for evidence that represents a broad range of sectors and stakeholders. Such evidence should be useful for local research but also in other countries of similar nature. But the findings also support mainstream theory by showing that leadership theories and styles associated with academia and in teaching and learning are context dependent and need to be customised for the needs of the local environment and local stakeholders.

On *practice*, this thesis has helped to highlight which aspects, areas and sectors are experiencing significant disconnect between the expectations that students and teachers have and the perceptions with which the deans are exercising their leadership. With this awareness, the discrepancy can be reduced through careful self-reflection, stakeholder engagement, and revision of organisational and institutional policies. If the expectations between students, teachers and deans were better aligned, this should lead to increased

levels of satisfaction between the stakeholders and pave the way for enhanced and effective teaching and learning. The thesis outlines several specific areas of concern highlighted by students and teachers which should offer a concrete starting point for leaders wishing to adopt and implement change and improvement.

On *policy*, the findings of this thesis should convince the Higher Education Commission of Pakistan and other policy leaders in government that while much has been achieved in higher education over the last two decades through concerted efforts and support, there is still much room for continual improvement. Policies require regular revision and updating based on changing circumstances and expectations. Furthermore, policies, while they are meant to be as broad as possible, this thesis has shown that the peculiar nature of how different universities in Pakistan operate within silos representing public, private and military sectors, requires that policies be better implemented across the board or be refined to suit those different sectors. The core of any policy should be to consider the important role students play as core customers in higher education, as they do so increasingly in the UK, the USA and other developed countries.

As expected in any research study, despite the strengths and promises of this thesis, there are nevertheless some limitations. But these limitations should be viewed as opportunities to improve and extend this work and pave the way for further research. As I embark on my early career as a researcher and academic, I shall continue to work on pursuing some of the many avenues for future research as outlined in the previous chapter. Finally, I invite readers of this thesis to work together along our collective journey to make leadership in higher education effective for teaching and learning and for societal benefit.

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APPENDICES

Appendix I

Letter to gain access

An explanatory email to the sample business schools management to gain permission to conduct the study in their business school.

Dear Sir/Madam,

I am Saba Riaz and I am doing my PhD in Higher Education at University College London, Institute of Education. Before registering for the MPhil/PhD course I completed my MSc in Educational Research Methodology at University of Oxford. My area of research is business education.

The study aims to gain understanding of the conception of deans' leadership and exploring their academic role as leader of teaching and learning that key stakeholders of business schools believed to be significant for an academic leader to possess to be effective and efficient. Key stakeholders for this study are identified as students, teachers and deans.

I am using a qualitative research approach to carry out this study. Through the in depth semi structured interviews, I would like to ask the research participants of their perceptions, expectations and experiences of dean's academic leadership and what role they perceive the dean to play to strengthen the environment of teaching and learning in a business school.

I would greatly appreciate if you kindly allow me to take your business school as a sample site and conduct my field work in business school's premises. My research sample would be comprised of randomly selected students, teachers and dean of the business school.

The research will help to understand the conception of deans' academic leadership and its role as a leader of teaching and learning in the context of business schools. You have the right to stop me from conducting the study in your school at any time. I will try my best to reflect the contents of the findings faithfully and make sure to preserve the confidentiality of your school. Should you have any further questions about this research, please feel free to contact: Saba Riaz, Institute of Education, University College London, WC1H 0AL. saba.riaz.14@ucl.ac.uk. Your inquiries are most welcome.

I am looking forward to hearing a positive response from you.

Sincerely,

Saba Riaz

Appendix II

Letter to invite respondents to study

An explanatory email to the research participants to request them to participate in the study

Dear Sir/Madam,

I am Saba Riaz and I am doing my PhD in Higher Education at University College London, Institute of Education. Before registering for the MPhil/PhD course I completed my MSc in Educational Research Methodology at University of Oxford. My area of research is business education.

The study aims to gain understanding of the conception of deans' leadership and exploring their academic role as leader of teaching and learning that key stakeholders of business schools believed to be significant for an academic leader to possess to be effective and efficient. Key stakeholders for this study are identified as students, teachers and deans.

I am using a qualitative research approach to carry out this study. Through the in depth semi structured interviews, I would like to ask you of your perceptions, expectations and experiences of your dean's academic leadership and what role do you perceive him to play to strengthen the environment of teaching and learning in a business school.

I would greatly appreciate if you kindly take time out of your busy schedule and accept my proposal to interview. The study will help to understand the conception of deans' academic leadership and its role as a leader of teaching and learning in the context of business schools. I respect your decision to take part in the interview. You have the right to stop participating in the research at any time. You are not expected to answer questions that you do not wish to. I will try my best to reflect the contents of the interview faithfully and make sure to preserve your confidentiality. Should you have any further questions about this research, please feel free to contact: Saba Riaz, Institute of Education, University College London, WC1H 0AL. saba.riaz.14@ucl.ac.uk. Your inquiries are most welcome.

I am looking forward to hearing a positive response from you.

Sincerely,

Saba Riaz

Appendix III

Information sheet for research participants

Research Title: Understanding business school deans' role as leaders of teaching and learning - Perceptions of students, teachers and deans in Pakistani universities

Invitation: You are being invited to take part in a research study. Before you decide to participate, it is important to understand why the research is being conducted and what your participation entails. Please take time to read the following information carefully. Please ask if there are any aspects of the research that are unclear or if you would like more information.

Purpose: The purpose of this study is to gain understanding of the conception of deans' leadership and exploring their academic role as leader of teaching and learning that key stakeholders of business schools believed to be significant for an academic leader to possess to be effective and efficient. Key stakeholders for this study are identified as students, teachers and deans.

Qualitative research approach is used to carry out this study. Data will be collected by carrying out focus group discussion with student and taking in depth interviews of teachers and deans to understand their perceptions, expectations and experiences on deans' leadership and exploring their academic role as leader of teaching and learning in a business school.

Participants: Research participants for this study are business school deans/ principals, teachers (lecturers, assistant professors, associate professors, professors) and business school students.

The study will examine business school students' and teachers' perceptions and beliefs about business school deans' leadership. It will also include a more critical reflection by business school leaders (Deans/heads/principals) as they discuss and examine their perceptions about academic leadership.

You have been identified as someone with insight into these complex issues.

As a student, faculty member or dean of business school, your opinions and experiences about this research would be invaluable for the researcher. The interview should take about 35-45 minutes. All interviews will be audio recorded. You don't have any obligation to participate in this study and you can stop participating at any time without having to give researcher any reason.

Confidentiality: The information you provide will be used for the purpose of data analysis for completion of the PhD dissertation, subsequent research publications in academic

journals and for policy use. Only the researcher will be able to link your identity to your interview recording and transcript, and all paper materials relating to the research will be kept in a locked cupboard to which only the researcher will have access. Also, all the other digital materials will be stored as password protected documents on a password protected computer. The researcher will destroy all materials that potentially identify you and only make anonymised data available to genuine researchers in future. The results of this research will form the basis of a PhD dissertation. Some results may be published in academic journals. You will not be named in any publication of the results and no one will be able to link any quotations from your interviews to you. If you wish to obtain a copy of the published results, please inform the researcher.

Please note the PhD dissertation will be available in the University College London, Institute of Education library for public access.

Ethics approval: This research has been reviewed and approved by Institute's Research Ethics Committee (REC). If you have concerns or complaints, please let the researcher know and she will try her best to address those issues. You may also approach the Research Ethics and Governance Coordinator with concerns. Email: (ioe.researchethics@ucl.ac.uk); University College London, Institute of Education, 20 Bedford Way, London WC1H 0AL

Appendix IV

Interview consent form

Research Title: Understanding business school deans' role as leaders of teaching and learning - Perceptions of students, teachers and deans in Pakistani universities

Interviewee: _____

Date: _____

Location: _____

Type: Topic centred

Interviewer: Saba Riaz, PhD Student, 20 Bedford Way, Institute of Education, Institute of Education, University College London, London WC1H 0AL

Email: saba.riaz.14@ucl.ac.uk

Purpose: For PhD Dissertation

Recording: Audio recording

Confidentiality: Any or all information provided in the interview will only appear in research publication. All the data from this interview will be treated in confidence.

Special requests:

-
1. I have read and understood the objective of this research and have had the opportunity to ask questions. I have considered all the risks involved in participating in this research.
 2. I understand that I can withdraw from this research without consequence at any time simply by informing the researcher of my decision.
 3. I understand who will have access to identifying information provided and what will happen to the data at the end of the project.
 4. I am aware of who to contact should I have questions following my participation in this study.
 5. I understand that this research has been reviewed by and received ethical clearance through the Institute of Education Research Ethics Committee (REC).

Authorization to proceed:

"I _____ hereby give my permission to Saba Riaz to interview me and quote my responses in a dissertation, book or scholarly research paper. I understand that I waive any claim to copyright to this material should she ever publish it. I understand that the author [will/will not] maintain my anonymity as a part of this interview. I hereby give my permission in the form of my signature below."

Interviewee signature: _____

Appendix V

Interview protocol for business school teachers

Research Title: Understanding business school deans' role as leaders of teaching and learning - Perceptions of students, teachers and deans in Pakistani universities

NOTE: This protocol is designed to explore the perceptions and expectations of business school teachers on deans' leadership and exploring their academic role as leader of teaching and learning in Pakistani universities. Your participation is voluntary and you may opt not to participate at any time. You will be given a pseudonym to protect your identity. Your answers will be audio recorded and transcribed.

PART 1: Introduction and Briefing (about 5 minutes)

Introduction: Introduce self; explain nature/purpose and aim of interview

Confidentiality: Please be assured that if you so desire, your identity, any personal information, and the identities of any people mentioned in the interview will remain confidential and will only be used for data analysis in combination with those from other research participants.

Consent: If you are happy with the information contained here and willing to take part in the interview please be kind enough to sign the consent form.

Seek permission to audio record.

Ask if interviewee has any questions before start.

PART 2: Participant Background Information

Name _____

Gender _____

Designation _____

Qualification _____

Experience _____

Interview time _____

PART 3: Semi Structured Questions (about 30 -35 minutes)

- I. Please tell me about your professional journey of becoming a teacher at a business school?
- II. How do you perceive academic leadership in the context of business schools?
 1. What attributes/ characteristics should there be in a business school dean in your opinion?
 2. How does your dean lead business school faculty members? How would you describe your relationship with your dean?
 3. How did you experience leadership behaviour of your dean?
 4. How frequently does your dean meet the teachers and what does he discuss and ask?
 5. In your opinion, what characteristics, competencies or attributes should there be in a business school dean as an effective academic leader?
- III. What is your understanding of leadership of learning and teaching?
 1. Who do you think is responsible for leading learning and teaching in a business school?
 2. How teaching and learning can be strengthened in a business school?
 3. What is the involvement of business school dean in your teaching? What support do you expect from dean on your teaching?
 4. What roles deans can play to strengthen the environment of teaching and learning in a business school?
 5. If you would be made dean of business school what measures you would take to bring improvement in teaching and learning environment of business school?

Interview protocol for business school deans

Research Title: Understanding business school deans' role as leaders of teaching and learning - Perceptions of students, teachers and deans in Pakistani universities

NOTE: This protocol is designed specifically to understand the conception of deans' academic leadership and exploring their academic role as leader of teaching and learning in Pakistani universities by business school deans themselves.

PART 1: Introduction and Briefing (about 5 minutes)

Introduction: Introduce self; explain nature/purpose and aim of interview

Confidentiality: Please be assured that if you so desire, your identity, any personal information, and the identities of any people mentioned in the interview will remain confidential and will only be used for data analysis in combination with those from other research participants.

Consent: If you are happy with the information contained here and willing to take part in the interview please be kind enough to sign the consent form.

Seek permission to audio record.

Ask if interviewee has any questions before start

PART 2: Interviewee's Background Information

Name of school_____

Deans' qualification_____

Gender_____

Experience_____

Interview time_____

PART 3: Discussion Questions (about 30 minutes)

- I. Can you please describe your journey as an academic?
 1. How long have you been in this academic position?
- II. How do you describe an 'academic leader' in the context of business schools?
 1. What attributes/ characteristics should there be in a business school dean in your opinion?
 2. What attributes/characteristics make deans effective and efficient leaders?
 3. How do you lead your faculty members? What is your relationship with them?

4. How frequently do you meet the faculty members and what do you discuss and ask?
 5. Can you please reflect on your leadership as a business school dean?
- III. What is your understanding of leadership of learning and teaching?
1. Who is responsible to lead teaching and learning in you school?
 2. What roles do you play to strengthen teaching and learning in a business school?
 3. What is your level of involvement in the learning and development of students and teachers?
 4. How do you perceive your own leadership as a leader of teaching and learning?
 5. Are there any challenges that you face in order to bring improvements in the teaching and learning environment of business schools?
 6. Can you tell me about any initiatives you have undertaken as a business school dean to bring improvement in teaching and learning?

Appendix VI

Focus group discussion protocol for MBA students

Research Title: Understanding business school deans' role as leaders of teaching and learning - Perceptions of students, teachers and deans in Pakistani universities

NOTE: This protocol is designed specifically to understand the conception of deans' academic leadership and exploring their academic role as leader of teaching and learning in Pakistani universities by business school students. This protocol allows the researcher flexibility to change the sequence and material of questions depending on the flow of discussion in the focus group.

PART 1: Introduction and Briefing (about 5 minutes)

Introduction: Introduce self; explain nature/purpose and aim of interview

Confidentiality: Please be assured that if you so desire, your identity, any personal information, and the identities of any people mentioned in the interview will remain confidential and will only be used for data analysis in combination with those from other respondents i.e. business school teachers and deans.

Consent: If you are happy with the information contained here and willing to take part in the focus group discussion please be kind enough to sign the consent form.

Seek permission to audio record.

Ask if interviewee has any questions before start

PART 2: Interviewee's Background Information

Number of participants_____

Participant's year of study _____

Names of participants_____

Ages of participants_____

Gender of participants_____

PART 3: Discussion Questions (about 30 minutes)

- I. How do you describe academic leadership in a business school?
 1. What do you expect from the leadership of your dean?

2. What personal attributes/characteristics should there be in an academic leader?
3. What attributes/characteristics did you experience in your dean?
4. Can you please narrate any incidents which have left any positive or negative impression of his leadership on you?
5. What competencies does a dean of business school need in his role?
6. Which leadership characteristics do you value the most in your dean and why?
7. What characteristics would you adopt in your personality if you would be made dean of a business school?
8. In your opinion, which leadership characteristics would make your dean an expert academic leader?

II. What roles are business school deans, as leader of teaching and learning performs and what roles do you expect them to perform?

1. What is your understanding of leadership of learning and teaching?
2. Who do you think is responsible for leading learning and teaching in a business school?
3. What particular areas does a dean need to focus on as leader of learning and teaching?
4. How teaching and learning can be strengthened in a business school?
5. How much involvement does your dean show in students learning?
6. What role deans can play to create an environment of teaching and learning in a business school?
7. If you would be made dean of business school what measures you would take to bring improvement in teaching and learning environment of business school?

***We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time***

Thomas Stearns Eliot's Four Quartets