

**A STUDY OF MANAGEMENT STYLES OF
EDUCATIONAL LEADERS WITH RESPECT TO THEIR
AGE, EXPERIENCE AND ACADEMIC QUALIFICATION**



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ISLAMABAD**

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MS

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1. Educational Leadership

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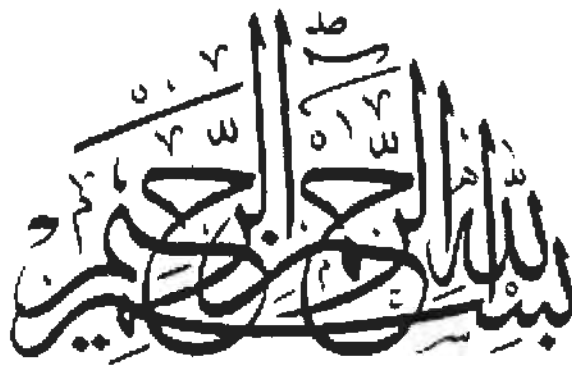
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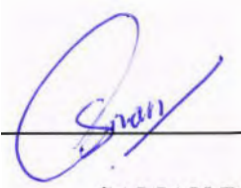


BISMILLAH IR-RAHMAN IR-RAHIM

"(I START) IN THE NAME OF GOD, MOST GRACIOUS, MOST MERCIFUL"

DECLARATION

I Saman Bibi D/O Tawfik Shah Registration No 97-FSS/MSEDU/F10 student of MS Education at the International Islamic University Islamabad do hereby solemnly declare that the thesis entitled “A Study of Management Styles of Educational Leaders with respect to their Age, Experience and Academic Qualification” submitted by me in partial fulfillment of MS degree in Education with specialization in Educational Leadership and Management is my original work, and has not been submitted or published earlier and shall not in future, be submitted by me for obtaining any degree from this or any other university or institution.



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CERTIFICATE

It is certified that Ms. Saman Bibi, Reg. # 97- FSS/MSEDU/F10 has completed her thesis titled **“A Study of Management Styles of Educational Leaders with Respect to their Age, Experience and Academic Qualification”** under my supervision. I am satisfied with the quality of student’s research work and allow her to submit her thesis for further process as per HUI rules and regulations.

Dr. Samina Malik
Research Supervisor

DEDICATED

TO

My dear parents

For their valuable efforts and contributions

In making my education a success

APPROVAL SHEET

**“A Study of Management Styles of Educational Leaders with respect to their Age,
Experience and Academic Qualification”**

By

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This thesis has been accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad, in partial fulfillment of the degree of MS Education.

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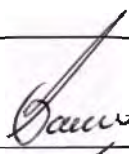
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ABSTRACT

The research was designed to study the management styles of educational leaders with respect to their age, experience and academic qualification.

The objectives of the study were (1) to identify the management styles of educational leaders of IIUI (2) to check the management styles of educational leaders with respect to their age (3) to examine the management styles of educational leaders with respect to their experience (4) to examine the management styles of educational leaders with respect to their academic qualification.

Five male departments and five female departments were selected for pilot testing while the remaining fifty departments (25 male departments and 25 female departments) were taken as the sample of a study. The total sample of the study was 264 including 42 chairmen/chairpersons and 222 teachers and coordinators of IIUI. Two types of questionnaires were developed i.e. one for chairmen/chairpersons and one for the teachers and coordinators. The data obtained were analyzed with the help of the percentage.

Major conclusions of the study were: (1) the idea that the ability to lead and manage the organization may be judge and lie on demographic characteristics (age, experience, Academic Qualification) is not universally held (2) Chairpersons of IIUI had democratic management style regardless of their age, experience and academic qualification (3) Moreover Chairpersons of IIUI had a very less tendency towards Laissez Faire management style.

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CHAPTER 1

INTRODUCTION

According to Rue and Byars (2000), the behavioral attitudes of the heads of the institutions are directly and indirectly have their effects upon their subordinates. Their influence may be more or less which depends upon the leadership qualities and abilities of their heads. Some heads may be more effective and some may be less effective. The role of the heads of the institutions undoubtedly plays an effective role upon their subordinates and juniors.

Smit and Cronje (2002) argue that management is to plan, organize, staff, lead, and control an organization to achieve encoded goals. But the intelligence, initiative and leadership qualities must not be ignored. Last of all the approach and style of a leader is the vital factor in practicing these functions. It is the management style or approach which influences and changes the attitude of staff members about their work.

Tracey and Franklin (1998) explains that to attain at the most appropriate management styles, the head or leader of an institution has to understand and evaluate the existing situations in order to motivate the subordinates for the accomplishment of organizational goals. For-example an Orchestra leader who gets sounds effects through teamwork of musicians. The composed music is not only the team work but also suitable and according to the situation for which it is being played.

Bittel (1989) discusses three major management styles of educational leaders. These are Autocratic Management, democratic Management and Laissez Faire

Management. In Autocratic style the manager or head of an institution makes unshared decisions. He does not allow anybody to participate. It is the management style of one well managed and confident personality. On the other hand competent subordinates may feel embraced. In Democratic Management styles everyone participates. The employees take part in decision making. The manager accepts the majority point of view. The subordinates can easily approach their leaders. Communications is from both directions that is employees to leaders and vice-versa. In Laissez Faire style of management the manager does not interfere in the affairs of subordinates. This style is proffered in highly professional and creative groups of employees. In this style the staff manages their own areas of business.

According to Boyd (2002), an educational leader is emotionally influential and strapping personality who behaves acts like eyes, brains and ears of an educational institution. He/she co-ordinates and co-operates in shaping the educational requirements and needs of not only his pupils but society and nation as well. Moreover, he/she needs to be having a perfect command on curriculum design as well as psychological trend for prospective growth and development

The research includes the study of management styles of educational leaders with respect to their age, experience and academic qualification. In management studies age, experience and academic qualification are important factors. According to Oshagbemi (2003), age has strong impact on educational management. Age groups have something very different to offer towards management and leadership. Technological effects promote younger leaders while older leaders have much sufficient experience. Kabacoff and Stoffey (2001) suggest that older leaders are more rigid as compared to younger

leaders and they have very less tendency towards new learning .They are supposed to resist change and innovation and therefore tend to be burden. On the other hand, they have much experience and wisdom to get involved into a problem towards better solution

Dahar (2011) discusses that it is skills or strong knowledge which can be get after spending a year or greater to enable someone to have expertise greater than others. Experience starts from the date when a person joins organization. It differentiates and gives skills and knowledge to get desire position. Similarly according to Nezvalov (2002), Academic qualification, professional qualification, and teaching experience are the important traits of an educational leader. Qualities like academic background and knowledge of the subject, competencies and skills of an educational leader have a great influence on their management approach. Through professional qualification, the skills and abilities of the management process are developed. Professional qualification can be named as the training for educational profession

This research is designed to study the management styles (Autocratic, Democratic and Laissez Faire) of educational leaders with respect to their age, experience and academic qualification.

1.1 STATEMENT OF THE PROBLEM

This study was entitled as “A Study of Management Styles of Educational Leaders with respect to their age, experience and academic qualification. Through this study an attempt was made to study the management styles of educational leaders with respect to their age, experience and academic qualification.

1.2 OBJECTIVES OF THE STUDY

Following were the major objectives of the study:

1. To identify the management styles of educational leaders of IIUI.
2. To check the management styles of educational leaders with respect to their age.
3. To examine the management styles of educational leaders with respect to their experience.
4. To examine the management styles of educational leaders with respect to their academic qualification.

1.3 RESEARCH QUESTIONS OF THE STUDY

Following were the research questions of the study:

1. What are the management styles of educational leaders with respect to their age?
2. What are the management styles of educational leaders with respect to their experience?
3. What are the management styles of educational leaders with respect to their academic qualification?

1.4 SIGNIFICANCE OF THE STUDY

This research will help to study the management styles of educational leaders with respect to their age, experience and academic qualification. This study will help the planners, administrators, heads, teachers, students and parents as the source of information about management styles of educational leaders. This study will be useful for planners to know about the management styles of educational leaders of IIUI and make the future planning accordingly. It will be helpful for the heads and administrators of IIUI to provide awareness about management styles of educational leaders and the factors which determine them. It will enable the teachers of IIUI to understand the management styles of their heads so they will adopt themselves accordingly. It will provide a baseline data for students for their future research and enhancing their knowledge for management styles.

1.5 DELIMITATIONS OF THE STUDY

The study was delimited to:

1. International Islamic University Islamabad.
2. The management styles of male and female Chairpersons of different departments of International Islamic University Islamabad.

1.6 METHODS & PROCEDURE

Methods and procedures of the study were as under.

1.6.1 Population of the Study:

The total population of the study was 600 included of Chairpersons, Teachers and Assistant Directors Academic and Coordination of IIUI.

The detail is given below:

1. All the Chairpersons (male & female) of International Islamic University Islamabad.

IIUI Chairpersons = 48

Male = 28

Female = 20

2. All the teachers of International Islamic University Islamabad.

IIUI Teachers = 508

Male = 293

Female = 215

3. All the Assistant Directors Academic and Coordination of International Islamic University Islamabad.

IIUI Assistant Director Academic and Coordination = 44

Male = 24

Female = 20

Table 1.6.1 Population Frame

	Population		
	Chairmen/ Chairpersons	Teachers	Coordinators
Male	28	293	24
Female	20	215	20
Total	48	508	44
G. Total	600		

1.6.2 Sample of the Study:

Five male departments and five female departments were selected for pilot testing while the remaining fifty-five departments were taken as the sample of a study.

1. Chairpersons of remaining 55 departments of International Islamic University Islamabad were the sample of a study.
2. 40% teachers from each male and female department were taken as a sample of a study through stratified random sampling technique.

IIUI teachers = 184

Male = 103

Female = 81

3. Assistant Director Academic and Coordination of 55 departments of International Islamic University Islamabad were also the sample of a study.

Table 1.6.2 Sample Frame

	Sample		
	Chairmen/ Chairpersons	Teachers	Coordinators
Male	24	103	20
Female	18	81	18
Total	42	184	38
G.Total	264		

1.6.3 Research Instruments:

Five point Likert scale Questionnaires were developed to determine the management styles of the Chairpersons of IIUI.

Questionnaire I: It was designed for the Chairpersons of IIUI to determine their management styles (Autocratic, Democratic and Laissez-faire). It was consisted of two sections:

Section A was designed to obtain demographic information (Age, Experience and Academic qualifications) of Chairpersons of IIUI. Section B was developed based on the management styles (Autocratic, Democratic, Laissez-faire) of Chairpersons of IIUI.

Questionnaire II: It was for the Teachers and Assistant Directors Academic and Coordination of IIUI to obtain their views regarding the management styles of their Chairpersons.

1.6.4 Pilot testing:

The pilot testing was conducted before the final use of the tool. Five departments of male and five departments of female were selected for pilot testing. Questionnaires were distributed among five chairpersons (males) and five chairpersons (females) of IIUI regarding their management styles with respect to their age, experience and academic qualification. Similarly questionnaires were also distributed to ten teachers and ten coordinators regarding the management styles of their educational leaders.

1.6.5 Validation and Reliability

For the improvement of tools the experts in the various fields of education were approached for their precious opinions. Their suggestions were considered while preparing the final tools. Hence questionnaires were finalized after validation. Reliability

of tools was determined by Cronbach's alpha. The reliability value for five point rating scale for Questionnaire I & Questionnaire II were 0.804 and 0.794 respectively.

1.6.6 Data Collection:

Questionnaires were distributed to Chairpersons of IIUI to collect data personally. Similarly data was also collected by administering questionnaires personally to both male and female teachers and assistant directors academic and co-ordination of IIUI to collect data personally. The researcher herself administered the questionnaires. Respondents were contacted and reminded many times to fill in the questionnaires and send them back. The Response rate was 100%.

1.6.7 Analysis of Data:

The collected data was arranged in tabular form. Percentage was applied to check statistical significance of data.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Management provides opportunity to the people who are organized in formal groups to achieve predefined goals. Success achievement is impossible without good management. Quality management ensures the success of predefined goals. Therefore educational management and education are consistent. Education serves the society and educational management deals with the execution of educational goals (Boyd, 2002).

Management is the continuous process to design and preserve an environment in order to achieve the collective goals. It means management is to plan, organize, staff, lead, and control an organization to achieve encoded goals (Smit and Cronje, 2002).

Terry and Franklin define management, as a particular process of planning, organizing, activating and controlling the actions of an organization in order to accomplish the encoded goals by taking the help of people and resources (Terry and Franklin, 1982). Newman defines management in a social context; they say it is a social process of co-operation, sharing and relations (Newman, 1997). Donnelly define that management is a process initiated by persons to cooperate and coordinate with others for the accomplishment of desired results (Donnelly, 1984).

A manager is responsible to manage things, money, and people. The major responsibility of a manager is to manage people and it is very difficult to manage the people (Coleman, 2003).

Educational Management: Educational management includes classroom, school and system management (Ramasamy, 2010). Burnham considers educational management as the internal operations of educational institutions (Burnham, 1997).

Educational management is a unified process used by educational leaders who are responsible for managing teaching and learning in an educational institution. The available resources include human resources, physical resources and financial resources. In order to satisfy educational needs these resources must be used effectively (Kruger, 2002). Educational management is the function of general management theory, principles and skills (Burnham, 1997).

2.1 Different Levels of Management

There are three categories of managers:-

- 1) Top Management,
- 2) Middle Management
- 3) Line Management.

These managers are classified in a hierarchy of authority and performance as shown in figure 1 (HoHo, 2010).

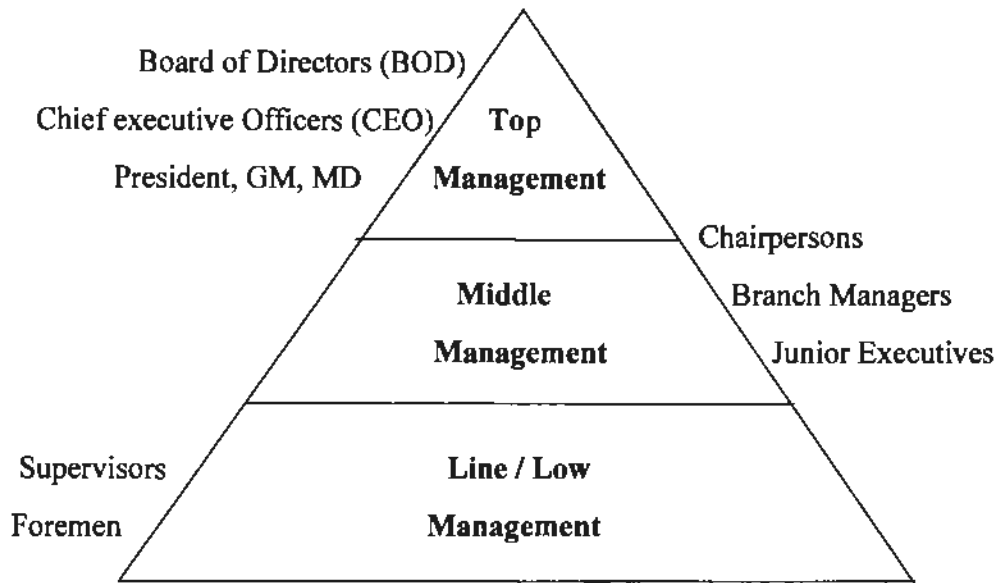


Figure 1: Levels of management

2.1.1 Top Management:

Top level managers set Objectives, policies and plans. They utilize available resources. The top level management think plan and decide accordingly. They are considering as brain of organization. They can be Board of Directors (BOD), Chief Executive officer (CEO), General Manager (GM), Managing Director (MD), and President, etc (Deshmukh and Naik, 2010).

2.1.2 Middle Management:

The middle level management involves with specific departments of an organization and is responsible to practice the policies, plans and strategies presented by top management. They govern both medium and short term planning of an organization. Middle level managers are the Departmental Heads (HOD), Branch Managers, and Junior Executives (Deshmukh and Naik, 2010).

2.1.3 Line Management:

Line Management is also known as the low level of management. It is responsible for smaller segments of an organization. It manages the daily routine of specific departments. They do short term planning. They are responsible implement the plans formulated by the middle level managers (Deshmukh and Naik, 2010).

2.2 Functions of Management

All managers perform the same job activities irrespective of their designation and profession. According to Newman and Summer the following functions relate to all managers:

- Planning
- Organizing
- Leading
- Controlling (Deshmukh and Naik, 2010).

Henr Fayol presents five function of management:

- Planning
- Organizing
- Commanding
- Coordinating
- Controlling (Deshmukh and Naik, 2010).

Luther Gulick states seven functions of management:

- Planning
- Organizing

- Staffing
- Directing
- Coordinating
- Reporting
- Budgeting (Deshmukh and Naik, 2010).

Koontz and O'Donnell summarized functions of management as:

- Planning
- Organizing
- Staffing
- Directing
- Controlling (Deshmukh and Naik, 2010).

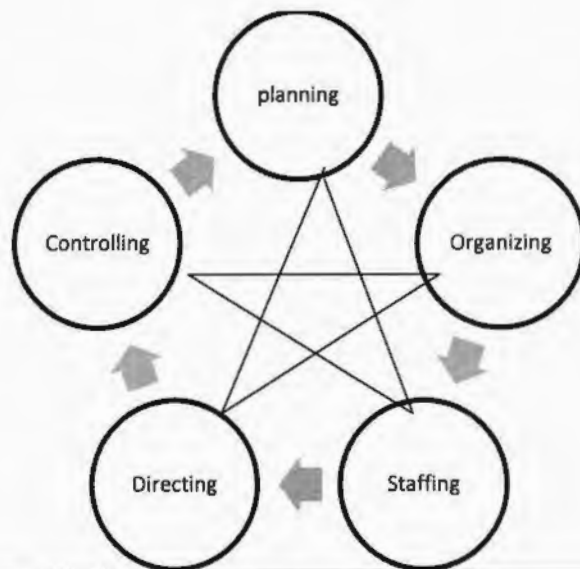


Figure 2: Basic functions of management

There are five basic functions of management as shown in figure 2.

2.2.1 Planning

Planning is required before any action. This function involves identifying different best possible ways to ensure the resources for required goal. Resources may be human or materials. It is a logical activity and it also helps to avoid confusion, uncertainties, risks and wastage of time, etc (Deshmukh and Naik, 2010).

2.2.2 Organizing

After determining the goals and plans then management has to allocate the human and physical resources of an organization to concerned departments or individuals. The process of organizing involves:

- Identification of activities
- Classification of grouping of activities
- Assignment of duties

- Delegation of authority
- Coordinating authority and responsibility relationships (Deshmukh and Naik, 2010).

2.2.3 Staffing

The main purpose of staffing is to hire right people on right job. Managerial function of staffing involves manning the organizational structure through appropriate and successful selection, appraisal and development of personnel to fill the roles designed under the structure (Deshmukh and Naik, 2010).

2.2.4 Directing

It is the part of managerial function which actuates the organizational methods to work professionally for achievement of organizational purposes and goals. Direction is that inert-personnel characteristic of management which involve influencing, guiding, supervising, motivating subordinates for the achievement of organizational goals.

Direction has the following elements:

- (a) Supervision (b) Motivation
- (c) Leadership (d) Communication (Deshmukh and Naik, 2010).

(a) Supervision: Supervision is required to control the atmosphere. Supervisors are responsible to watch the work and subordinate to ensure the successful working environment

(b) Motivation: It is the act in which different kind of policy has been adapted to stimulating or encouraging the subordinates with enthusiasm to work. Positive, negative, monetary, non-monetary incentives may be used for this purpose.

(c) Leadership: The most important parameter which carry out the entire working environment for sure success. Managers mainly make different team, to which leaders have been assigned.

(d) Communication: It is that process in which expectations, coordination and information exchange. Right communication leads success in organizations (Deshmukh and Naik, 2010).

2.2.5 Controlling

Controlling is required to track the organization. It involves keep checking of the organization's performance while attaining the predetermined goals; considering any deviations to take into account and identifying any factors that might necessitate the organization to revise its goals and plans. Controlling involve following steps:

- Establishment of standard performance
- Measurement of actual performance
- Comparison of actual performance with the standards and analyzing deviation
- Corrective action (Deshmukh and Naik, 2010).

2.3 Management Skills

Skills are the abilities to perform particular task. Management skills are the abilities of managers to achieve the goals. Management skills are required to bring out the capability and growth of the organization (Ivancevich and Matteson, 2005)

2.3.1 Technical Skills

Technical skill is the ability to use specific technical knowledge, techniques, and resources in performing work. These skills are most important for first line managers. They support managers in managing individual performance and instructing subordinates.

Middle managers too, need these skills to a lesser extent to carry out the activities (Ivancevich and Matteson, 2005).

2.3.2 Analytical Skills

These are the scientific approaches or techniques to solve management problems. Since solving problems is the key tasks of managers, these skills are essential for managerial success; they enhance a manager's ability to identify key factors and understand how they correlate and the roles they play in different situation. Lack of analytical skill there is little hope for long term success (Ivancevich and Matteson, 2005).

2.3.3 Decision-Making Skills

Decision making involves the selection of a specific course of action. Analytical skills influence these manager's selection capabilities. So decision making is a consequence to problem analysis. Poor analytical skill will certainly result in unproductive or insufficient decision making. All managers are engaged in decision-making in one way or the other (Ivancevich and Matteson, 2005).

2.3.4 Computer Skills

Computer skills are important for managers because they increase their efficiency by enhancing the quality of decision-making. The computer is an especially helpful tool for manipulating the data and performing "what if?" scenarios through the use of different programming software packages and tools. In this way, predictable contact of different decision alternatives is examined (Ivancevich and Matteson, 2005).

2.3.5 Human Relations Skills

Human relation skills are essential at every organizational level of management, since managers at all levels must achieve much of the work through other people. Thus,

in relation to middle managers, these skills enhance a manager's skill to manage group dynamics, encourage collaboration, and decide conflicts. When interacting with outside work groups, middle managers can call on these skills for relationship purposes and for communicating the needs and issues of their workgroup to other members of the organization and passing on information from other work groups back in their units (Ivancevich and Matteson, 2005).

2.3.6 Communication Skills

Communication skills involve the ability to communicate in such ways that other people easily comprehend and understand. Use of feedback from employees also required ensuring that one has been understood. This is a skill that is significant to success in every field, but fundamental to managers who must achieve results by the hard work of others. Communication can be effected in different forms such as written and oral conduction of common understanding. A manager needs to polish his or her skills in this area, in order to be successful in managerial act (Ivancevich and Matteson, 2005).

2.3.7 Conceptual Skills

Conceptual skills analyze the complexities of the overall organization and to give solution that how the various parts fit together. Thus managers need these skills in order to understand how each part of the organization interrelates and contributes to the overall objectives of the organization. These skills facilitate managers to process remarkable amount of information about both the internal and external situation of the organization and to conclude the implications of that information (Ivancevich and Matteson, 2005).

2.4 Management Styles

The most common management styles are Autocratic, Democratic and Laissez-faire as shown in figure 3.

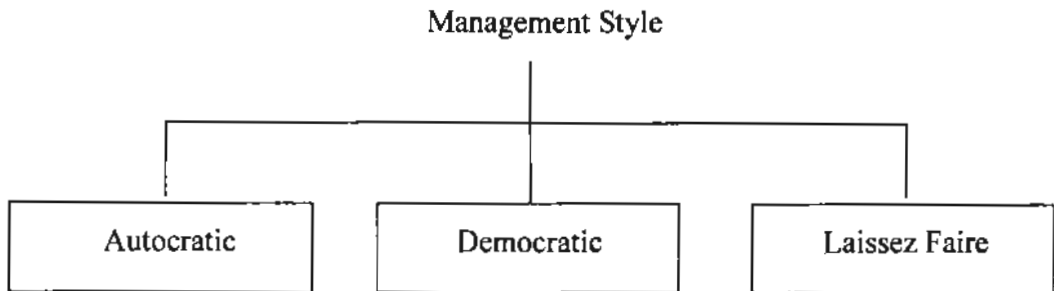


Figure 3: Management Styles

2.4.1 Autocratic Management

Autocratic manager never cares for the feelings of others and rules and regulations of an organization. The manager holds power and controls all the aspects of management. A leader might think that his subordinates do not have much capability to do a job efficiently. So he avoids discussions with his team regarding job achievement. Subordinates have to obey the boss whatever the situation may be (Rue and Byars, 2000).

Ball depicts that authoritarian head takes no chances by recognizing the possibility of competing views and interests. Opposition is avoided and simply ignored. No opportunities are provided for the articulation of option views or the declaration of choice and interests, other than those defined by the head as lawful. Grossman, Ross and Allais discuss that an autocratic manager neither consults people nor allows them to make

an input. He expects people to obey him without even giving any justification (Nsubuga, 2008).

Autocratic approach relates to McGregor's theory X. Theory X assumes that employees dislike work and whenever possible avoid work. As a result the employee must be in danger, forced and coerced through penalty to achieve the results. Moreover employees generally avoid responsibilities and also seek formal directions wherever possible (Rue and Byars, 2000).

Types of Autocratic Management

a) Strict Autocrat

Strict autocrat is those who relies on negative influences and gives order which must be obeyed by the subordinates without even asking any question. He adopts negative motivation that is by imposing penalty, criticizing his subordinates, etc (Appannaiah and Ramanath, 2009).

b) Benevolent Autocrat

This kind of autocrat uses a positive motivation style. He disperses rewards and recognition to his group. This type is successful in getting higher efficiency and in developing good human relationships (Appannaiah and Ramanath, 2009).

Characteristics of Autocratic Management

- Autocratic manager commands instead of discussion in all matter with others.
- Autocratic manager has no stare for rules and regulations.
- He demonstrates a frightening attitude to others.
- He claims to be Mr. know all.

He tends to be unreasonable (Rue and Byars, 2010).

Advantages of Autocratic Management

- This management style provides strong motivation to the group.
- Quick decision is possible. The reason is that the manager himself takes decision for the whole group.
- Less talented group can perform their job efficiently.
- Group need not take any decision.
- Decision-making, planning or organizing need no program.
- It can be used when time and pressure mix together. In times of crises or emergencies, decision making is faster when only one person is involved in the process.
- This style is suitable when the manager is training others who are new and inexperienced at the job to make decisions. The manager looks like a coach. He is experienced and the employees are motivated to learn new skills (Ramasamy, 2010).

Disadvantages of Autocratic Management

- Most of the people dislike this style. The reason is that this style has a negative motivation move toward working area.
- Irritation, low morale and conflict build up easily under autocratic management.
- New ideas and inspired ideas of the group will not have a range to be applied and profit of these could not be obtained under autocratic style.
- The groups have no prospect for growth (Ramasamy, 2010).

2.4.2 Democratic Management

Democracy referred as the Government of the people, by the people and for the people. The democratic manager should stands for the function of the doctrine of democracy in successively educational institution. The authority is decentralized. Democratic manager tries to run the management in collaboration with his colleagues. The groups are allowed to take decisions under this style. If a leader follows this style he can use force to control his group instead of using influence. Bittel defines that in democratic management everything is for group dialogue and choice therefore the "leader" is not actually leading at all (Bittel, 1989).

Grossman, Ross and Allais discuss that democratic management involve entire group for making a decision as people are the core focus and the leader provide an opportunity to the group members so that they can make their input especially if issues affect their work. The leader only provides facilitates for their input. He uses the decisions of the members to develop and strengthen working atmosphere. The democratic leader successfully establishes trust among his members; hence close supervision of the staff is not required. The democratic management style produces the most positive results in terms of such things as yield, devotion, keenness, elasticity, people development and liberty of expression. The staff is concerned in most, if not all tricks and actions. However, the leader makes it clear that if the staff cannot come to a decision, he retains the right to do so. Blake and Mouton explain that democratic manager works with his staff members and they reach to decisions by either contract or acceptable compromise. The subordinates realize that the democratic leader is above at all (Nsubuga, 2008).

Democratic approach comes out from McGregor's theory Y. This theory

assumes that people are innovative and enthusiastic to work and are contented in a working atmosphere which allows creativity and the chances to become personally involved in organizational planning. These people not only believe accountability, but actively welcome increased in authority. Theory Y is further participative mainly in the field of decision making (Rue and Byars, 2000).

Characteristics of Democratic Management

- Democratic manager consult with people who are directly attached with organization as well as external people.
- He warmly welcome others view in all matters.
- He uses tricks and action to take confidence in all matters.
- He takes care for others.

He shares his own ideas and welcome to others (Rue and Byars, 2000).

Advantages of Democratic Management

- Consultation gives more satisfaction to the group. Group members are consulted before taking any decision.
- To increase the productivity rewards are given to the group members.
- Group members are actively involve and well aware with organization matters.
- Consultation provides opportunity to take right decisions.

Group has chances to present their skills (Ramasamy, 2010).

Disadvantages of Democratic management

- To take decision, consultation is required which causes decentralizing in power.

- Several members are involved in taking a decision so its implementation requires more time.
- Group can dominate the leader.
- A manager can easily give responsibility to his group for breakdown in taking and implementing a decision.
- Communicating skill required on the behalf of the leader. If does not have it, adverse things may happen in an organization and the organization may be financially wise ruined (Ramasamy, 2010).

2.4.3 Laissez Faire Management

The manager believing in Laissez Faire type of management avoids interfering in the work of others. They love the things to be as they are. Manager is more absorbed in his own work and matters instead to critic others. This attitude is in favor of group. Groups are free to set up their own goals and chart out the track of action. The group train themselves and they are self-motivated and energetic. The Leader acts as a liaison officer among the employees and the outside world. He brings the information which is needed and helpful to the employees. The information is utilized by the group to perform their job. Here the leader fails to motivate his group. Bittel defines that it is the approach of irresponsibility. This approach of management seems to be “Let the nature take its own course” (Bittel, 1989).

Robbind and DeCenzo discuss that Laissez Faire Management approach is individual favorable. This approach makes the presence of manager but also gives rights of freedom to subordinates to make individual or group decisions. This approach calls for a minimum of direction and control from the manager and maximum liberty of the

subordinates. All authority is given to the employees and they must determine goals, make decisions and resolve problems on their own. It is not a deficiency of leadership but lack of leadership control (Nsubuga, 2008).

Characteristics of Laissez Faire Management

- The manager is unconcerned towards the working of an organization. It consider as an extreme type of democracy.
- The manager believes not to interfere in the working of others.
- He barely changes the obligation of teachers and let them continue the previous practices.
- The Head is always fascinated in his/her own matters (Rue and Byars, 2000).

Advantages of Laissez Faire Management

- Spirits and job satisfaction of the group are better to some degree.
- The ability of the group is appropriately utilized.
- The group gets full chance to build up their talents.
- The manager believes loyalty and trust of people, also an individual becomes more responsible (Ramasamy, 2010).

Disadvantages of Laissez Faire Management

- The manager does not care to stimulate his group.
- The input of a manager is lower.
- The manager does not sustain the group and no guidance is available to the group.

- In this type of management, freedom does not promote good team work among the staff members as persons do what they delight. Those workers who are mindful about their duties become overburdened.
- Due to individualism and uncoordinated efforts, the employees do not share skills and knowledge among each other (Ramasamy, 2010).

2.4 The characteristics of a good manager

Educational manager, whether he/she is performing duty of chief, chairman of the department, or educational director, he/she is accountable for all the decisions associated to planning, control, discipline, dexterity and allocation of duties to the personnel of the organization. A lot of distinctiveness is to be found in a good educational manager. But there are at least some clear characteristics that are of maximum importance for a good educational manager. These qualities can be developed and strengthened or may be logically part of their personality (HoHo, 2010).

- A good educational manager should have an excellent personality. Like a priest he needs to be trusted and be known to live his life with sincerely and reliability. He can never preach a stronger message than that which he lives. He is the person who should “walk the talks” and “talk the walks.” His very personality and core speaks to his listeners in every lesson that he delivers. The life that he lives before his students and the example he sets teaches a more compelling message to them than all the words that he speaks. He goes as the sayings that a man cannot lead his group away from the point he has gone himself. A man cannot lift his people at top than that summit to which he has climbed himself (Boyd, 2002).

- It is significant that a good educational manager knows everything that revolves about education, i.e. efficient and applicable methods of education in a changing world, facilities and materials that are favorable to learning, educational instruments that could figure the future of a nation and the world a change instrument (HoHo, 2010).

- A good educational manager is a creative thinker manager. Visualization is the basis force that provides meaning and purpose to the work of an organization or an educational body. He begins with an individual idea and shares his vision with his contemporaries. His communication of the vision is such that it empowers people to take steps (HoHo, 2010).

- A good educational manager is passionate about his work or cause and also about his role as a manager. His interest should continue entirely from an aspiration to perform his duties People will act in response more openly to a person of passion and enthusiasm. He needs to be able to be a source of encouragement and be a motivator towards the required action or cause, yet he needs also be seen to be part of the team working towards the goal (HoHo, 2010).

- He also needs to role in a logical and determined approach in situations of improbability. People look to the leader during times of hesitation and unfamiliarity and find assurance and protection when he portrays self-confidence and a positive character. He is able then to think rational and logically (HoHo, 2010).

- Good educational managers are broadminded, peaceful and committed to the main purpose. Storms, emotions, and crises come and go and a good educational manager takes these as part of the flight and keeps a calm head (Boyd, 2002).

● He must be a regular student. In order to feed knowledge, he must not come to an end in rising and move up himself. A person simply cannot nourish others until he has first been fed, he cannot give out to others that which he has not first digested himself; he cannot teach others that which he has not first educated himself (HoHo, 2010).

● The greatest characteristic of a good educational manager is love and peace. That is the love for the country, for the people, for the profession, and the love for the knowledge of God (the creator), which is the greatest knowledge of all (Jones, 2004).

According to Ehlers et.al, (2007: 220), a good manager possesses the following behavior:

1. Coping with difficulty – manages the position quo
2. Directing others in order to meet the load and purposes of the organization and telling staff what they are believed to do.
3. More analytical, controlled and planned. He pays more attention on concluding and doing the work according to the book, decided or particular time (HoHo, 2010).

2.6 Educational Leaders

Educational leaders are skilled to go forward and progress educational systems or institutions. Educational leaders frequently hold the posts of administrators with an additional position such as chairpersons or academic heads/deans of various departments.

An Educational leader is emotionally influential and strapping personality who behaves acts like eyes, brains and ears of an educational institution. He/she co-ordinates and co-operates in shaping the educational requirements and needs of not only his pupils but society and nation as well. Moreover, he/she needs to be having a perfect command

on curriculum design as well as psychological trend for prospective growth and development (Boyd, 2002).

2.7 Role of Managerial Leadership in Educational Institutions

Following are the roles and functions of a head of educational institution:

- **Planning** – Head of educational institution should make the best possible predict of actions that could influence the institution, and draw up an in service plan to guide future decisions.

- **Organizing** – Establishing structure/roles and handing over duties. Head of educational institution are probable to suitable combination of machines, material and human capital required accomplishing the responsibilities. Proper organization helps to stay away from duplication, clash of concentration and make sure responsibility.

- **Directing** – providing leadership, direction and guidance to members.

Managers should have power to direct the activities of staff members. Managers should also set a good model and have a direct, two way communication with subordinates.

- **Communicating** – managers spent 80% of the time corresponding and ensuring indulgent, acceptance and right action taken. This involves supervision by inter-linking activities to achieve common goals.

- **Controlling** – regulating or monitoring people and work to ensure conformance to values, targets, and necessities.

•**Monitoring and evaluation** - finally managers must continually monitor and assess both the institutional structure and their subordinates in order to carry out appraisals and regulate consequently (Obondoh, 2005).

2.7.1 To succeed in management the educational manager should:

• Know the objectives, select competent subordinates, entrust by letting subordinates decide issues within particular spheres of action and check to make sure that the results are satisfactory achieved.

•Select your group members carefully, motivate them, develop communications, do your utmost to obtain successful inter-personal relationship and minimize conflict among staff members.

• Support human relations skills, learn to speak and listen efficiently, see situations from the other person's point of view, become efficient in decision making, implement a questioning approach to find out new ideas, appraise what others achieved, look for the best in others, make sure each group member is assigned the work best appropriate for that person, appraise the group members persistently, increase personal overall knowledge and if required, take remedies for more improvement (Obondoh, 2005).

2.8 Experience, Age, Academic Qualification and Management

Styles of Educational Leaders

2.8.1 Experience and Management Styles of Educational Leaders

It is skills or strong knowledge which can be get after spending a year or greater to enable someone to have expertise greater than others. Experience starts from the date

when a person joins organization. It differentiates and gives skills and knowledge to get desire position (Dahar, 2011).

(Adair 1998) discusses that leadership position should not be given to inexperienced person. Skills which create competency can be acquired from experience. Experience improves concept and knowledge. Heads of the organization must have subject degree qualifications, teaching certificates, experience of classroom teaching, expertise in managing people and staff, organizational, management and communication skills. These are certain necessary and attractive traits that all educational institutions and society expect from their educational leaders (Barallon, 2008).

A person's can bring innovation through his experience and knowledge. Younger educational leaders should acquire such training to get competency against their older educational leaders (Oshagbemi, 2003).

Leaders of an institution are expected to analyze regularly the methods of learning and teaching. They must not be swayed by the influences of prior experiences, conventions, beliefs, histories and perception. Learning is a continuous and evolutionary process. Old customs, traditions, beliefs and conventions may not become permanent obstacles. The leader must consider new innovations, experiences and knowledge for development (Nezvalov, 2002).

Nsubuga discusses that a person having Degree and sufficient experience will be tending towards higher preference and democratic leadership styles. He will never miss to share his final decision with his subordinates. He will stay supportive with stakeholders, students and other staff members. He will always consider cultural norms and values with strong belief (Nsubuga, 2008).

2.8.2 Age and Management Styles of Educational Leaders

Age has strong impact on educational management. Age groups have something very different to offer towards management and leadership. Technological effects promote younger leaders while older leaders have much sufficient experience. Kabacoff and Stoffey (2001) suggest that older leaders are more rigid as compared to younger leaders and they have very less tendency towards new learning .They are supposed to resist change and innovation and therefore tend to be burden. On the other hand, they have much experience and wisdom to get involved into a problem towards better solution (Oshagbemi, 2003).

Kabacoff (2002) discusses those younger educational leaders (25-35):

- Feel comfortable to take risk and bring innovations.
- Having greater energy and ability to sort out problems.
- Are more likely to seek out best alternatives while utilizing minimum number of resources.
- Work for development and changing (Oshagbemi, 2003).

Similarly compared older (45-55) with younger educational leaders (25-35), Kabacoff (2002) found that:

- Study problems in the light of past practices and minimize risk.
- Keep a calmer manner and behavior than younger leaders.
- Older leaders have in-depth knowledge and they utilize this knowledge while facing various problems.
- Older leaders are more cooperative and delegative, and show a greater degree of sympathy for other staff members.

- Older leaders work for the support and development of staff members (Oshagbemi, 2003).

Age definitely have an impact on autocratic management. Older educational leaders with the help of their experiences can make decisions with more confidence than that of younger leaders (Nsubuga, 2008).

Ekaterini explains that the management styles of older leaders are based on experience and they become rigid in acquiring this approach. Older leaders neither permit any staff member to interfere in their work nor do they interfere in others matters. They have a tendency towards Laissez Faire style (Ekaterini, 2010).

2.8.3 Academic Qualification and Management Styles of Educational Leaders

Educational Qualifications are the degrees, diplomas, certificates, professional titles that an individual get whether by full time study, part time study or as private candidate. It has been obtained within the country or from abroad and whether awarded by educational authorities, special examining bodies or national or international professional bodies. The achievement of an educational qualification therefore implies the successful completion of a course of study or training program (Barallon, 2008).

Academic qualification, professional qualification, and teaching experience are the important traits of an educational leader. Qualities like academic background and knowledge of the subject, competencies and skills of an educational leader have a great influence on their management approach. Through professional qualification, the skills and abilities of the management process are developed. Professional qualification can be named as the training for educational profession (Nezvalov, 2002).

Ekaterini argues and forces that educational managers are highly educated and professionally experience to create good leadership. The higher the educational level of the leader, the lesser the autocratic management style that takes place in an organization. Higher academic qualification of leaders tends to give the most time broad outlines, opinions and suggestions rather than keeping pressure on to their staff members. Furthermore, leaders with low academic qualification give particular directives to their subordinates (Ekaterini, 2010).

Age, experience and academic qualification are important factors in management studies. Swinyard and Bond founded that the young individuals having high academic qualification are working at high positions at a younger age then those having less academic qualification. Furthermore he suggested that age is also the main factor for acquiring experience knowledge. But this knowledge and experience demands heavy toll in the form of age. Thus education as a blessing not only saves the time but enhances creative and administrative qualities as well. Doyle (1995) discusses that for the better management, the academic and professional qualification is necessary. It enhances both individual learning as well as institutional management (Kao, 2006).

2.9 Review of Related Researches

2.9.1 A Comparative Study of Administrative Styles of Secondary School Head teachers of Federal and Provincial Government schools in Pakistan.

This study was conducted by Khurshid, Gillani and Gulzar (2012). The study was focused on to investigate and compare the administrative styles (autocratic, democratic and laissez faire) of secondary school head teachers of federal and provincial Govt. institutions.

The major findings of the study were as follows:

(a) Considerable differences have been seen between the federal and provincial employees towards democratic style of administration. (b) The difference between the federal and provincial employees towards the autocratic style was inconsequential. (c) The difference between the federal and provincial employees towards the laissez-faire style was also inconsequential. (d) There was trivial difference between male and female towards administration.

The major recommendations were as follows:

(a) It is necessary to organize Professional development training for expanding to provide growth opportunities and practical applications of the different styles and approaches to management and administrative development. (b) Additional studies required to examine the role of gender, race, years of experience and knowledge in the current administrative position and other possible variables that may affect the relationship of management and administrative styles and approach.

2.9.2 Management Style and Demographic Factors as Predictors of Managerial Efficiency in Work Organizations in Nigeria.

This study was conducted by Shadare (2011). The researcher organized a survey or research method to investigate the relationship among management style, demographic characteristics (gender, educational achievements, work experience & knowledge) and managerial efficiency of the managers in work organizations in Nigeria.

The major findings of the study were as follows:

- (a) Management style was found to have considerably partial managerial efficiency.
- (b) There was no major relationship between gender and apparent managerial efficiency.
- (c) There was a momentous relationship between educational achievement and supposed managerial effectiveness of the respondents.
- (d) Work experience has been found to have considerably subjective managerial efficiency of the respondents.

The major recommendations were as follows:

- (a) In order to enhance workers participation in decision making process in relation to managerial efficiency the Participatory management style should be adopted
- (b) Promotion to managerial positions should be based on number of years of experience, skills and educational qualification.
- (c) In order to afford them to acquire necessary knowledge and skill required for effective and efficient management of organizational resources workers at all levels of management should be motivated by the employers to participate in continuing education and training programs.

2.9.3 Analytical Assessment of Management Styles of Principals on Blake and Mouton's Grid.

This study was conducted by Zill-e Huma (2005). The study was aimed at investigating the management styles of the female principals of government degree colleges in Punjab in the light of the managerial practices of Blake and Mouton's Grid. The study also compared the management style of the principal on the variables of age, experience and qualification.

The major findings were as follows:

(a) Majority of the principals viewed them as "team leaders" who gave full and equal emphasis both to the demands of the college and needs of the staff and students. (b) Majority of the teachers held the same view that their principals were team leaders, however in some cases teacher viewed them authoritative who gave more importance to collage goals than to the problems of the staff and students. (c) Majority of the students were also of the view that their principals were characterized by management style of team leader yet in a few cases they viewed them as authoritative (d) although responses of the principals showed that experience and age had the impact upon their management styles yet personality was main variable that dominated their management style.

The major recommendations were as follows:

(a) Further studies should be launched on male colleges in all the four provinces of Pakistan. (b) Comparative studies on both male and female colleges located in rural and urban areas and different levels of education system i.e. elementary, secondary etc. should be designed in order to identify the professional needs of educational managers at different level of education. (c) Training programs should be made mandatory for every

principal so their experience may exert positive influence upon principals' management style. (d) There should be an Educational management course at master level for the potential administrators of the colleges designed on the pattern of Allama Iqbal Open University EPM course.

2.9.4 An Analysis of Self Perception Leadership Styles Against Demographic Variables

This study was conducted by Vaneshree Govindsamy. The study was designed to establish self perception leadership style exhibited by using questionnaires to assess the overall differences against the variables: (a) Academic qualification, (b) Leadership experience (c) Leadership training, (d) Age.

The major findings of the study were as follows:

(a) Self perception democratic form of leadership is the most common. (b) University degree displayed greater democratic self-perception leadership style. (a) Leaders having higher level of leadership experience are more autocratic. (c) The leaders with leadership training exhibit a more democratic self perception leadership style. (d) Older Leaders are more autocratic.

The major recommendations are:

(a) In South Africa autocracy is used as a less effective leadership style because of the political stigma attached. Therefore it is recommended that training programmes should highlight this issue. (b) Leadership coaching programs should also be developed. (c) For South Africa to compete in global sphere, the tertiary sector must implement the notion that leadership development and organizational development are two sides of the same coin. (d) According to the findings the older leaders are

more autocratic but as the older workforce have a higher level of capability as well as credibility therefore the two sided benefit (old and young) should be considered scenario of retaining work force. (e) In order to sustain the valuable workforce, emphasis on people oriented leadership should never be over sighted.

CHAPTER 3

METHODOLOGY

This research was designed to study the management styles (Autocratic, Democratic, Laissez Faire) of educational leaders (chairpersons of IIUI) with respect to their Age, Experience and Academic Qualification. Methods and procedures of the study were as under.

3.1 Population of the Study:

The total population of the study was 600 included of Chairpersons, Teachers and Assistant Directors Academic and Coordination of IIUI.

The detail is given below:

- 1) All the Chairpersons of International Islamic University Islamabad.

IIUI Chairpersons = 48

Male = 28

Female = 20

- 2) All the teachers of International Islamic University Islamabad.

IIUI Teachers = 508

Male = 293

Female = 215

- 3) All the Assistant Directors Academic and Coordination of International Islamic University Islamabad.

IIUI Assistant Director Academic and Coordination = 44

Male = 24

Female = 20

Table 3.1 Population Frame

	Population		
	Chairmen/ Chairpersons	Teachers	Coordinators
Male	28	293	24
Female	20	215	20
Total	48	508	44
G. Total	600		

3.2 Sample of the Study:

Five male departments and five female departments were selected for pilot testing while the remaining fifty-five departments (both male and female) were taken as the sample of a study.

- 1) Chairpersons of remaining 55 departments of International Islamic University Islamabad were the sample of a study.
- 2) 40% teachers from each male and female department were taken as a sample of a study through stratified random sampling technique.

IIUI teachers = 184

Male = 103

Female = 81

- 3) Assistant Director Academic and Coordination of 55 departments of International Islamic University Islamabad were also the sample of a study.

Table 3.2 Sample Frame

	Sample		
	Chairmen/ Chairpersons	Teachers	Coordinators
Male	24	103	20
Female	18	81	18
Total	42	184	38
G.Total	264		

3.3 Research Instruments:

Five point Likert scale Questionnaires were developed to determine the management styles of the Chairpersons of IIUI.

Questionnaire I: It was designed for the Chairpersons of IIUI to determine their management styles (Autocratic, Democratic and Laissez-faire). It was consisted of two sections:

Section A was designed to obtain demographic information (Age, Experience and Academic qualifications) of Chairpersons of IIUI. Section B was based on the management styles (Autocratic, Democratic and Laissez-faire) of Chairpersons of IIUI.

Questionnaire II: It was for the Teachers and Assistant Directors Academic and Coordination of IIUI to obtain their views regarding the management styles of their Chairpersons with respect to their age, experience and academic qualification.

3.4 Pilot testing:

The pilot testing was conducted before the final use of the tool. Five departments of male and five departments of female were selected for pilot testing. Questionnaires were distributed among five chairpersons (males) and five chairpersons (females) of IIUI regarding their management styles with respect to their age, experience and academic qualification. Similarly questionnaires were also distributed to ten teachers and ten coordinators regarding the management styles of their educational leaders.

3.5 Validation and Reliability:

For the improvement of tools the experts in the various fields of education were approached for their precious opinions. Their suggestions were considered while preparing the final tools. Hence questionnaires were finalized after validation. Reliability of tools was determined by Cronbach's alpha. The reliability value for five point rating scale for Questionnaire I & Questionnaire II were 0.804 and 0.794 respectively.

3.6 Data Collection:

Questionnaires were distributed to Chairpersons of IIUI to collect data personally. Similarly data was also collected by administering questionnaires personally to both male and female teachers and coordinators of IIUI to collect data personally. The researcher herself administered the questionnaires. Respondents were contacted and reminded many times to fill in the questionnaires and send them back. The Response rate was 100%.

3.7 Analysis of Data:

The collected data was arranged in tabular form. Percentage was applied to check statistical significance of data.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of data and the discussion has been made item wise.

4.1 Questionnaire I (for Chairpersons of IIUI)

Table 4.1.1 Demographic information of Chairpersons of IIUI

Groups	Level	F	%
Gender	Male	24	57.1
	Female	18	42.9
Age	31-45	33	78.6
	46-60	9	21.4
Experience	1-6	32	76.2
	6-7+	10	23.8
Academic Qualification	Ph.D & Above	32	76.2
	Below Ph.D	10	23.8

Table 4.1.1 shows the demographic information of chairpersons about Gender, Age, working experience and academic qualifications, 57.1% respondents were males and 42.9% were females. 78.6% chairperson between 31-45 years of age and 21.4% were 46-60 years of age. 76.2% chairpersons were having 1-6 years of working experience and 23.8% had 6-7+ years of teaching. 76.2% chairpersons had Ph.D & above academic qualifications and 23.8% chairpersons were Below Ph.D in academic qualification.

Table 4.2 Identification of Management Styles of chairpersons of IIUI

Management Styles	Preferred management styles of chairpersons	Percentage
Autocratic	1	2.4%
Democratic	40	95.2%
Laissez Faire	0	0%
Combine Auto-Demo	0	0%
Combine Auto-Laissez	0	0%
Combine Demo-Laissez	1	2.4%
	$\Sigma = 42$	100%

Table 4.2 shows that 2.4% chairpersons had autocratic management style. 95.2% chairpersons had democratic management style while 0% had laissez faire management style. However, 2.4% chairpersons had a combination of democratic and laissez faire management styles.

Table 4.3 Demographic information of chairpersons (Age Wise)

Groups	Level	F	%
Age	31-45	33	78.6
	46-60	9	21.4

Table 4.3 shows the demographic information of chairpersons about age, i.e. 78.6% chairpersons were between 31-45 years of age and 21.4% chairpersons were between 46-60 years of age.

Table 4.3.1 Management Styles and age of chairpersons

Management Styles		Frequency of chairpersons	Preferred management styles of chairpersons with respect to their age	%
Autocratic	(31-45)	33	1	3.0%
	(46-60)	9	0	0%
Democratic	(31-45)	33	31	93.9%
	(46-60)	9	9	100%
Laissez Fair	(31-45)	33	0	0%
	(46-60)	9	0	0%
Combine Auto-Demo	(31-45)	33	0	0%
	(46-60)	9	0	0%
Combine Auto-Laissez	(31-45)	33	0	0%
	(46-60)	9	0	0%
Combine Demo-Laissez	(31-45)	33	1	3.0%
	(46-60)	9	0	0%

Table 4.3.1 shows that 3.0% chairpersons (of age 31-45) and 0% chairpersons (of age 46-60) had autocratic management styles. 93.9% chairpersons (of age 31-45) and 100% chairpersons (of age 46-60) responded that they had democratic management style. While 0% chairpersons (of age 31-45) and (of age 46-60) had laissez faire management styles. However, 3.0% chairpersons (of age 31-45) had a combination of democratic and laissez faire management style.

Table 4.4 Demographic information of chairpersons (Experience Wise)

Groups	Level	<i>f</i>	%
Experience	1-6	32	76.2
	7-10+	10	23.8

Table 4.4 shows the demographic information of chairpersons about working experience. 76.2% chairpersons had 1-6 years of working experience and 23.8% had 7-10+ years of working experience.

Table 4.4.1 Management Styles and experience of chairpersons

Management Styles		Frequency of chairpersons	Preferred management styles of chairpersons with respect to their experience	%
Autocratic	(1-6)	32	0	0%
	(7-10+)	10	1	10%
Democratic	(1-6)	32	31	96.9%
	(7-10+)	10	9	90%
Laissez Fair	(1-6)	32	0	0%
	(7-10+)	10	0	0%
Combine Auto-Demo	(1-6)	32	0	0%
	(7-10+)	10	0	0%
Combine Auto-Laissez	(1-6)	32	0	0%
	(7-10+)	10	0	0%
Combine Demo-Laissez	(1-6)	32	1	3.0%
	(7-10+)	10	0	0%

Table 4.4.1 shows that 0% chairpersons (of exp 1-6) and 10% chairpersons (of exp 7-10+) had autocratic management styles. 96.9% chairpersons (of exp 1-6) and 90% chairpersons (of exp 7-10+) responded that they had democratic management style. While 0% chairpersons (of exp 1-6) and (of exp 7-10+) had laissez faire management styles. However, 3.0% chairpersons (of exp 1-6) had a combination of democratic and laissez faire management styles.

Table 4.5 *Demographic information of chairpersons (AQ Wise)*

Groups	Level	<i>f</i>	%
Chairpersons Academic Qualification	Ph.D & Above	32	76.2
	Below Ph.D	10	23.8

Table 4.5 shows the demographic information of chairpersons about Academic Qualification. 76.2% chairpersons had Ph.D & Above academic qualification and 23.8% had Below Ph.D academic qualification.

Table 4.5.1 Management Styles and Academic qualification of chairpersons

Management Styles		Frequency of chairpersons	Preferred management styles of chairpersons with respect to their AQ	%
Autocratic	(Ph.D & Above)	32	1	3.1%
	(Below Ph.D)	10	0	0%
Democratic	(Ph.D & Above)	32	30	93.8%
	(Below Ph.D)	10	10	100%
Laissez Fair	(Ph.D & Above)	32	0	0%
	(Below Ph.D)	10	0	0%
Combine Auto-Demo	(Ph.D & Above)	32	0	0%
	(Below Ph.D)	10	0	0%
Combine Auto-Laissez	(Ph.D & Above)	32	0	0%
	(Below Ph.D)	10	0	0%
Combine Demo-Laissez	(Ph.D & Above)	32	1	3.1%
	(Below Ph.D)	10	0	0%

Table 4.5.1 shows that 3.1% chairpersons (Ph.D & Above) and 0% chairpersons (Below Ph.D) had autocratic management styles. 93.8% chairpersons (Ph.D & Above) and 100% chairpersons (Below Ph.D) responded that they had democratic management style. While 0% chairpersons (Ph.D & Above) and (Below Ph.D) had laissez faire

management styles. However, 3.1% chairpersons (Ph.D & Above) had a combination of democratic and laissez faire management styles.

4.6 Questionnaire II (for Teachers and coordinators about their chairpersons)

Table 4.6.1 Demographic information of Teachers and Coordinators

Groups	Level	<i>F</i>	%
Teachers	Male	103	55.9
	Female	81	44.02
Coordinators	Male	20	52.6
	Female	18	47.4
Total Male	Male	123	55.4
Total Female	Female	99	44.6
Total		222	

Table 4.6.1 shows the demographic information of Teachers and Coordinators about gender. 55.9% respondents were male teachers and 44.02% were female teachers. 52.6% respondents were male coordinators and 47.4% were female coordinators. Total male respondents were 55.4% and total female respondents were 44.6%. Total population of both Teachers and Coordinators were 222.

Table 4.7 *Teachers and Coordinators' perceptions about management Styles of their chairpersons of HUI*

Management Styles	Teachers/coordinators perceptions about preferred management styles of their chairpersons	Percentage
Autocratic	29	13.1%
Democratic	143	64.4%
Laissez Faire	24	10.8%
Combine Auto-Demo	10	4.5%
Combine Auto-Laissez	2	0.9%
Combine Demo-Laissez	14	6.3%
	$\Sigma = 222$	100%

Table 4.7 reveals that 13.1% teachers and coordinators responded that chairpersons had autocratic management styles. 64.4% teachers and coordinators were in opinion that chairpersons had democratic management styles. 43.0% respondents agreed that chairpersons had Laissez Fare management styles while 56.4% respondents that showed that chairpersons had both autocratic and democratic management styles. 0.9% viewed that chairpersons were performing both autocratic and laissez faire management styles. While 6.3% responded that chairpersons management styles were a combination of democratic and laissez faire.

Table 4.8 *Age Wise distribution of teachers & coordinators*

No. of Teachers & Coordinators having their chairmen/chairpersons' age 31-45	121
No. of Teachers & Coordinators having their chairmen/chairpersons' age 46-60	101
Total no. of Teachers and coordinators	222

Table 4.8 shows 121 teachers & coordinators have their chairpersons' age between 31-45 years while 101 teachers and coordinators have their chairpersons' age between 46-60 years.

Table 4.8.1 Teachers and coordinators perceptions about management styles of chairpersons with respect to their age

Management Styles		No. of teachers & coordinators	Teachers & coordinators perceptions about management styles of chairpersons with respect to their age	%
Autocratic	(31-45)	121	18	14.9%
	(46-60)	101	11	10.9%
Democratic	(31-45)	121	84	69.4%
	(46-60)	101	59	58.4%
Laissez Fair	(31-45)	121	9	7.4%
	(46-60)	101	15	14.9%
Combine Auto-Demo	(31-45)	121	3	2.5%
	(46-60)	101	7	6.9%
Combine Auto-Laissez	(31-45)	121	1	0.8%
	(46-60)	101	1	1.0%
Combine Demo-Laissez	(31-45)	121	6	5.0%
	(46-60)	101	8	7.9%

Table 4.8.1 reveals that 14.9% teachers and coordinators responded that chairpersons (of age 31-45) and 10.9% responded that chairpersons (of age 46-60) had autocratic management styles. 69.4% teachers and coordinators were in opinion that chairpersons (of age 31-45) and 58.4% responded that chairpersons (of age 46-60) had democratic management styles. 7.4% respondents agreed that chairpersons (of age 31-45)

and 14.9% agreed that chairpersons (of age 46-60) had Laissez Fare management styles while 2.5% respondents showed that chairpersons (of age 31-45) and 6.9% said that chairpersons (of age 46-60) had both autocratic and democratic management styles. 0.8% viewed that chairpersons (of age 31-45) and 1.0% responded that chairpersons (of age 46-60) were performing both autocratic and laissez faire management styles while 5.0% responded that chairpersons (of age 31-45) and 7.9% agreed that chairpersons (of age 46-60) had a combination of democratic and laissez faire management styles.

Table 4.9 *Experience Wise distribution of teachers & coordinators*

No. of Teachers & Coordinators having their chairpersons' experiences 1-6	166
No. of Teachers & Coordinators having their chairpersons' experiences 7-10+	56
Total no. of Teachers and coordinators	222

Table 4.9 shows 166 teachers & coordinators have their chairpersons' experiences between 1-6 years while 56 teachers and coordinators have their chairpersons' experiences between 7-10+ years.

Table 4.9.1 Teachers and coordinators perceptions about management styles of chairpersons with respect to their experience

Management Styles		No. of teachers & coordinators	Teachers & coordinators perceptions about management styles of chairpersons with respect to their exp	%
Autocratic	(1-6)	166	23	13.9%
	(7-10+)	56	6	10.7%
Democratic	(1-6)	166	104	62.7%
	(7-10+)	56	39	69.6%
Laissez Fair	(1-6)	166	18	10.8%
	(7-10+)	56	6	10.7%
Combine Auto-Demo	(1-6)	166	9	5.4%
	(7-10+)	56	1	1.9%
Combine Auto-Laissez	(1-6)	166	2	1.2%
	(7-10+)	56	0	0%
Combine Demo-Laissez	(1-6)	166	10	6.0%
	(7-10+)	56	4	7.1%

Table 4.9.1 reveals that 13.9% teachers and coordinators responded that chairpersons (of exp 1-6) and 10.7% responded that chairpersons (of exp 7-10+) had autocratic management styles. 62.7% teachers and coordinators were in opinion that chairpersons (of exp 1-6) and 69.6% responded that chairpersons (of exp 7-10+) had democratic management styles. 10.8% respondents agreed that chairpersons (of exp 1-6)

and 10.7% agreed that chairpersons (of exp 7-10+) had Laissez Fare management styles while 5.4% respondents showed that chairpersons (of exp 1-6) and 1.9% said that chairpersons (of exp 7-10+) had both autocratic and democratic management styles. 1.2% viewed that chairpersons (of exp 1-6) and 0% responded that chairpersons (of exp 7-10+) were performing both autocratic and laissez faire management styles. While 6.0% responded that chairpersons (of exp 1-6) and 7.1% agreed that chairpersons (of exp 7-10+) had a combination of democratic and laissez faire management styles.

Table 4.10 *Academic qualification wise distribution of teachers & coordinators*

No. of Teachers & Coordinators having their chairpersons' AQ Ph.D & Above	146
No. of Teachers & Coordinators having their chairpersons' AQ Below Ph.D	76
Total no. of Teachers and coordinators	222

Table 4.10 shows 146 teachers & coordinators have their chairpersons' academic qualification Ph.D & Above while 76 teachers and coordinators have their chairpersons' academic qualification Below Ph.D.

Table 4.10.1 Teachers and coordinators perceptions about management styles of chairpersons with respect to their Academic Qualification

Management Styles		No. of teachers & coordinators	Teachers & coordinators perceptions about management styles of chairpersons with respect to their AQ	%
Autocratic	(Ph.D & Above)	146	21	14.4%
	(Below Ph.D)	76	8	10.5%
Democratic	(Ph.D & Above)	146	86	58.9%
	(Below Ph.D)	76	57	75.0%
Laissez Fair	(Ph.D & Above)	146	16	11.0%
	(Below Ph.D)	76	8	10.5%
Combine Auto-Demo	(Ph.D & Above)	146	10	6.9%
	(Below Ph.D)	76	0	0%
Combine Auto-Laissez	(Ph.D & Above)	146	1	0.7%
	(Below Ph.D)	76	1	1.3%
Combine Demo-Laissez	(Ph.D & Above)	146	12	8.2%
	(Below Ph.D)	76	2	2.6%

Table 4.10.1 reveals that 14.4% teachers and coordinators responded that chairpersons (Ph.D & Above) and 10.5% responded that chairpersons (Below Ph.D) had autocratic management styles. 58.9% teachers and coordinators were in opinion that chairpersons (Ph.D & Above) and 75.0% responded that chairpersons (Below Ph.D) had democratic management styles. 11.0% respondents agreed that chairpersons (Ph.D & Above) and 10.5% agreed that chairpersons (Below Ph.D) had Laissez Fare management styles while 6.9% respondents showed that chairpersons (Ph.D & Above) and 0% said that chairmen/chairpersons (Below Ph.D) had both autocratic and democratic management styles. 0.7% viewed that chairpersons (Ph.D & Above) and 1.3% responded that chairpersons (Below Ph.D) were performing both autocratic and laissez faire management styles while 8.2% responded that chairpersons (Ph.D & Above) and 2.6% agreed that chairpersons (Below Ph.D) had a combination of democratic and laissez faire management styles.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

In this study, the researcher tried to study the management styles of educational leaders with respect to their age, experience and academic qualification. The major objectives of the study were (1) to identify the management styles of educational leaders of IIUI (2) to check the management styles of educational leaders with respect to their age (3) to examine the management styles of educational leaders with respect to their experience (4) to examine the management styles of educational leaders with respect to their academic qualification. The total population of the study was 600 included of Chairpersons, Teachers and Assistant Directors Academic and Coordination of IIUI. Chairpersons were 48 (Male =28, Female =20). IIUI Teachers and Coordinators were 552. Out of which Teachers were 508. (Male =293, Female =215). Coordinators were 44 (Male =24, Female =20). Five male departments and five female departments were selected for pilot testing while the remaining fifty departments (25 male and 25 female) were taken as the sample of a study. The total sample of the study was 264.

1. Chairpersons of remaining 55 departments of International Islamic University Islamabad were the sample of a study.
IIUI chairpersons =42 out of which Male =24, Female =18
2. 40% teachers from each male and female department were taken as a sample of a study through stratified random sampling technique.

IIUI teachers = 184 out of which Male =103, Female =81

4. Assistant Director Academic and Coordination of 55 departments of International Islamic University Islamabad were also the sample of a study.

IIUI coordinators = 38 out of which Male =20, Female =18

The researcher collected the data through personal visits to the IIUI departments. Questionnaires were developed with the help of supervisor. The data was organized, analyzed and interpreted in the light of collected data. Conclusion was drawn on the basis of responses received by the questionnaires.

5.2 FINDINGS

5.2.1 Findings of Questionnaire I

1. It was found that 2.4% chairpersons had autocratic management style. 95.2% chairpersons had democratic management style while 0% had laissez faire management style (Table 4.2).
2. It was also found that 93.9% chairpersons (of age 31-45) and 100% chairpersons (of age 46-60) responded that they had democratic management style (Table 4.3.1).
3. The study also found that 96.9% chairpersons (of exp 1-6) and 90% chairpersons (of exp 7-10+) had democratic management style (Table 4.4.1).
4. It was found that 93.8% chairpersons (Ph.D & Above) and 100% chairpersons (Below Ph.D) agreed that they had democratic management style (Table 4.5.1).

5.2.2 FINDINGS OF QUESTIONNAIRE II

1. It was found that 13.1% teachers and coordinators responded that chairpersons had autocratic management styles. 64.4% teachers and coordinators were in opinion that chairpersons had democratic management styles. 43.0% respondents agreed that chairpersons had Laissez Fare management styles (Table 4.7).
2. It was also found that 69.4% teachers and coordinators agreed that chairpersons (of age 31-45) and 58.4% responded that chairpersons (of age 46-60) had democratic management styles (Table 4.8.1).
3. The study also found that 62.7% teachers and coordinators viewed that chairpersons (of exp 1-6) and 69.6% responded that chairpersons (of exp 7-10+) had democratic management styles (Table 4.9.1).
4. It was found that 58.9% teachers and coordinators were in opinion that chairpersons (Ph.D & Above) and 75.0% responded that chairpersons (Below Ph.D) had democratic management styles (Table 4.10.1).

5.3 DISCUSSION

The findings of the study indicated that the ability to lead and manage the organization may be judge and lie on demographic characteristics (Age, Experience, Academic qualification) was not universally held. Chairpersons of IIUI had democratic management style regardless of their age, experience and academic qualification.

Findings of the research conducted by Khurshid, Gillani and Gulzar (2012) in Pakistan on administrative styles of secondary school head teachers of federal and provincial government schools revealed that gender and administrative styles (Autocratic,

Laissez-faire and Democratic) were not significantly related with each other. This result corroborated with the present research.

Results of the research conducted by Shadare (2011) in Nigeria on management style and demographic factors showed that there was no significant relationship between gender and perceived managerial efficiency. This also supported the results of present research.

Findings of the current study showed that there was no significant relationship between age and management styles of educational leaders. This result contradicted with the study conducted by Oshagbemi (2003) in UK on the leadership styles and age influences. The findings of study showed that age influenced on leadership styles.

The result of the study conducted by Kao (2006) in Taiwan on the relationship between leadership and demographic characteristics showed that leadership styles had positive relationship with years of working (experience) and negative relationship with executives' educational level (Academic qualification). These results contradicted with the result of present research in the perspective of experience while it supported the results of current research in the perspective of Academic qualification.

Study conducted by Zill-e-Huma (2005) on analytical assessment of management styles indicated that experience and age had the impact upon management styles of principals yet personality was main variable that dominated their management style.

From the above discussion it is clear that the idea that the ability to lead and manage the organization may be judge and lie on demographic characteristics (age, experience and academic qualification) is not universally held. There are several other factors performance, personality, attitudes, geographical areas, etc which also matters.

5.4 CONCLUSIONS

In the light of findings, following conclusions were drawn:

5.4.1 Conclusions of Questionnaire I (for chairpersons of IIUI)

- The study concluded that both chairpersons (of age 31-45) and chairpersons (of age 46-60) had democratic management style. However the democratic management style of chairpersons (of age 46-60) was higher than chairpersons (of age 31-45).
- It was concluded that both chairpersons (of experience 1-6) and chairpersons (of experience 7-10+) had democratic management style. However chairpersons (of experience 1-6) had higher tendency towards democratic style than chairpersons (of experience 7-10+).
- The chairpersons of both (Ph.D & Above) and (Below Ph.D) had democratic management style. However the chairpersons (Below Ph.D) democratic style is higher than that of chairmen/chairpersons (Ph.D & Above).
- It was also concluded from the findings of Questionnaire I that chairpersons had no tendency towards Laissez Faire management style.

5.4.2 Conclusions of Questionnaire II (For Teachers and Assistant Directors Academic and Coordination) of IIUI

- From the findings of Questionnaire II (for teacher and coordinators) it was concluded that chairpersons of IIUI had democratic management style.
- However the democratic management style of chairpersons (of age 31-45) was higher than chairpersons (of age 46-60).

- It was also concluded that chairpersons (of experience 7-10+) had higher tendency towards democratic style than chairpersons (of experience 1-6).
- Similarly from the findings of Questionnaire II (for teacher and coordinators) it was concluded that chairpersons (Below Ph.D) had more tendency towards democratic management style.
- Furthermore it was concluded from questionnaire II that Chairpersons had a very less tendency towards Laissez-Faire management style.

In the light of findings of Questionnaire I (for chairpersons) and Questionnaire II (for teacher and coordinators) it was concluded that the idea that “the ability to lead and manage the organization may be judge and lie on demographic characteristics” (age, experience, academic qualification) is not universally held. There are several other factors which also matters. Though the tendencies towards democratic style vary from the findings of Questionnaire I and Questionnaire II but overall it was concluded that chairpersons of IUI had democratic management style regardless of their age, experience and academic qualification. Moreover Chairpersons of IUI had a very less tendency towards Laissez-Faire management style.

5.5 RECOMMENDATIONS

On the basis of findings, following recommendations are made:

1. Findings of the study show that management style does not vary with age therefore it is recommended that young educational leaders may be given the opportunity to manage the institution regardless of traditional old concept that only experience and old leaders are good leaders.

2. As the findings of the study show that demographic factors does not determine the management styles of educational leaders therefore performance factor may be preferred over demographic factors (Age, Experience and Academic qualification) for the promotions and up gradation criteria of chairpersons.
3. According to the findings of the study demographic discrimination may be discouraged for the appointment of chairpersons in university.
4. Though academic qualifications are important but from the findings of study it is recommended that the ability to lead and manage the organization may not be judge and lie on academic qualification of chairpersons.
5. The findings of the study show that the idea that “the ability to lead and manage the organization may be judge and lie on demographic characteristics” is not universally held therefore there is a need to provide awareness about educational leadership and management strategies through departmental meetings, workshops and seminars etc.

5.5.1 RECOMMENDATIONS FOR FURTHER RESEARCH

1. The similar study may be conducted for other universities of Pakistan in order to understand the management styles of their educational leaders.
2. Further research may be conducted with some other methods combined with questionnaires such as interview and observations etc.
3. Additional studies may be launched to examine the other possible variables that may affect the management styles such as geographical areas, different levels of educational system i.e. elementary, secondary, collages etc.

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**Relationship of Management Styles of Educational Leaders with their Age,
Experience and Academic Qualification**

Respected Chairpersons of IIUI,

I want to take an opportunity to thank you for giving me some of your precious time for making my research work possible. I assure you that your statements and answers will be only use for research purposes and will be kept confidential. You are requested to read the questions very carefully and answer it properly. Thank you for your time and suggestions.

(Researcher: Saman Bibi)

QUESTIONNAIRE 1

SECTION A: DEMOGRAPHIC INFORMATION:

(For Chairpersons of IIUI)

1. Gender

Male Female

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2. Age

31-45	
46-60	

3. Experience as Chairperson

1-6	
7-10+	

4. Academic qualification

PhD & Above	
Below PhD	

SECTION B: MANAGEMENT STYLES OF CHAIRPERSONS.

(For Chairpersons of IIUI)

Please answer this Questionnaire truthfully. Please tick one option that best describe your response:

The responding key is given below:

1=Strongly Disagree 2=Disagree 3=Neutral
4=Agree 5=Strongly Agree

S.No	Statement	Responses				
		S.D	D	N	A	S.A
1	I make the decisions and announce them.					
2	I allow employees to take part in decision making process.					
3	I allow subordinates to make their own decisions.					
4	I lay down the standards that I expect to be achieved.					

		S.D	D	N	A	S.A
5	I communicate standards and allow subordinates to share.					
6	I allow subordinates to identify appropriate standards for their jobs.					
7	I give rewards or punishments in order to motivate subordinates to achieve organizational objectives.					
8	I provide guidance without pressure to employees.					
9	I allow subordinates to appraise their own work.					
10	I think that most employees feel insecure about their work and need direction.					
11	I help subordinates to accept the responsibility to complete their work.					
12	I give subordinates complete freedom to solve problems on their own.					
13	I prefer issues should be discussed with me through writing or at formal meetings.					
14	I provide time for subordinates if their issue is urgent.					
15	I operate an open door policy at all times.					
16	I give orders and clarify procedures.					
17	I believe that subordinates are basically competent and if given a task will do a good job.					
18	I do not interfere in the affairs of subordinates.					

		S.D	D	N	A	S.
19	When mistakes occur, I find out who is responsible and make it clear that they will not be tolerated.					
20	When mistakes occur, I ask subordinates how they would do things better if the same situation happens again.					
21	I do not mind some mistakes, as long as subordinates use them as natural learning process.					
22	When something goes wrong, I tell my subordinates that a procedure is not working correctly and I establish a new one.					
23	I allow my subordinates to set priorities with my guidance.					
24	I delegate tasks in order to implement a new procedure or process.					
25	I closely monitor my subordinates to ensure they are performing correctly.					
26	When subordinates feel difficulty in role expectations, I work with them to resolve their difficulties.					
27	I believe that every individual is responsible for his/her job.					
28	I like the power that my leadership position holds over subordinates.					
29	I like to use my leadership power to help subordinates grow.					
30	I like to share my leadership power with my subordinates.					

31. Any additional comments:

**Relationship of Management Styles of Educational Leaders with their Age,
Experience and Academic Qualification**

Respected Teachers and Assistant Directors Planning and Coordination of IIUI,

I want to take an opportunity to thank you for giving me some of your precious time for making my research work possible. I assure you that your statements and answers will be only use for research purposes and will be kept confidential. This Questionnaire is designed to describe the management styles of your chairman / chairperson as you perceive it. You are requested to read the questions very carefully and answer it properly. Thank you for your time and suggestions.

(Researcher: Saman Bibi)

QUESTIONNAIRE II

(For Teachers and Assistant Directors Academic and Coordination)

1. Gender: Male Female
2. Designation: _____
3. Department: _____
4. Faculty _____

SECTION A: DEMOGRAPHIC INFORMATION ABOUT YOUR CHAIRPERSON:

1. Gender

Male	Female
------	--------

2. Age

31-45	
46-60	

3. Experience as Chairperson

1-6	
7-10+	

4. Academic qualification

PhD & Above	
Below PhD	

SECTION B:

Please answer this Questionnaire truthfully. Please tick one option that best describe your response:

The responding key is given below:

- 1=Strongly Disagree 2=Disagree 3=Neutral
 4=Agree 5=Strongly Agree

S.No	Statement	Responses				
		S.D	D	N	A	S.A
1	My chairman/chairperson makes the decisions and announces them.					
2	My chairman/chairperson feels that we want to be a part of the decision making process.					
3	My chairman/chairperson allows us to make our own decisions.					
4	My chairman/chairperson lays down the standards that he/she expects to be achieved.					
5	My chairman/chairperson communicates standards and allows us to share.					
6	He/she allows us to identify appropriate standards for our jobs.					
7	For achieving the organizational objectives, he/she is willing to give rewards or punishments in order to motivate us.					
8	My chairman/chairperson claims that providing guidance without pressure is the key to being a good leader.					

		S.D	D	N	A	S.
9	My chairman/chairperson allows us to appraise our own work.					
10	According to my chairman/chairperson most employees feel insecure about their work and need direction.					
11	My chairman/chairperson helps us to accept the responsibility to complete our work.					
12	My chairman/chairperson gives complete freedom to employees to solve problems on their own.					
13	My chairman/chairperson prefers issues should be discussed with him/her through writing or at formal meetings.					
14	He/she provides time for us if our issue is urgent.					
15	My chairman/chairperson operates an open door policy at all times.					
16	He/she gives orders and clarifies procedures.					
17	He/she believes that we are competent and if given a task will do a good job.					
18	He/she does not interfere in the affairs of subordinates.					
19	When mistakes occur, my chairman/chairperson finds out who is responsible and makes it clear that he/she will not be tolerated.					
20	When mistakes occur, my chairman/chairperson asks us how we would do things better if the same situation happens again.					
21	He/she does not mind some mistakes, as long as subordinates use them as natural learning process.					

		S.D	D	N	A	S.
22	When something goes wrong, he/she tells us that a procedure is not working correctly and he/she establishes a new one.					
23	He/she allows us to set priorities with his/her guidance.					
24	He/she delegates tasks in order to implement a new procedure or process.					
25	He/she closely monitors us to ensure we are performing correctly.					
26	When we feel difficulty in role expectations, he/she works with us to resolve the difficulties.					
27	According to my chairman/chairperson every individual is responsible for his/her job.					
28	He/she likes the power that his/her leadership position holds over subordinates.					
29	He/she likes to use his/her leadership power to help us grow.					
30	He/she likes to share his/her leadership power with employees.					

31. Any additional comments:
