

IMPACT OF EDUCATIONAL LEADERSHIP ON EFFECTIVE EDUCATIONAL MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS OF PAKISTAN

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ABSTRACT

Purpose – This study aims at exploring the relationship between educational leadership and educational management, while finding the impact of one on other.

Design/methodology/approach – A snowball random sampling technique was adopted and professors/lecturers of universities, located within Islamabad and Rawalpindi, were approached to give their perceptual opinion on the subject. Self-Administered survey questionnaire was used to collect the data for study.

Findings – The study endorsed the previous researches on educational leadership and its impact on effective school management. A significantly positive impact of educational leadership comprised of instructional programs, individual consideration, observation and feedback and promoting a learning climate was found showing a beta (β) value of 0.61. These results indicate need for educational leadership qualities among the principals and management to improve effectiveness of educational management in higher education institutions of Pakistan.

Practical implications – The study has implications for all stakeholders, including future researchers, to explore the area, in greater detail.

Originality/value – The research is first of its kind in Pakistani context, where the concept of leadership, itself is fairly new. Since the primary data was collected by the researcher himself, it reveals original perceptions of the respondents towards the concept.

Keywords: Educational, Leadership, effective education management, learning climate.

Introduction:

This study discusses some important points related to role of leadership in context of education with specific reference to managing an effective environment in education sector of Pakistan. There exists a considerable gap between theory and practice in the field of educational leadership; which is relatively newer concept in education, as leadership is taken as a corporate sector phenomena in general terms. Current study attempts to highlight importance as-well-as impact of educational leadership in managing the day-to-day and strategic affairs of institutions, while focusing the higher education institutions of Pakistan. The research also identifies the leadership strategies required for effective management of change in educational institutions. Bezzina (2000) describe importance of leadership in educational institutions as

motivator among the members to follow their goals. He furthers his argument that creating understanding among the members about organizational expectation in terms of organizational outcomes, client satisfaction and individual/collective benefit of team is a struggle requiring integrity, the willingness to empower others, courage, compassion, tenacity and great teaching skills from the manager.

In spite of being an important field in educational management, researchers like Eacott (2007) see educational leadership as a neglected field in educational research which remains at the level of discovery-orientation studies, leaving a gap in knowledge of strategy in education. The researcher selected the topic in pursuit of identifying these gaps by conducting perception based study in context of Pakistani higher education institutions about impact of educational leadership on strategic management of

education. The results provide an insight on the topic as perceived by the teachers in these institutions; while paving the way to more specific and detailed studies in future.

Rationale of the Study:

Where effective management of educational institutions is essential for growth and development of a nation, effective leadership provides way to reach this goal by motivating the most precious human resource. However, as indicated by Bezzina (2000) the concept of leadership and its practice has to be understood within the wider cultural context if countries/institutions want to make it meaningful and relevant to people's lives. From educational point of view, it is important as people with strong purpose in life can help others in facing the issues created by restricted learning environments at educational institutions. Leaders create synergy to bring revolution in any field including education. They cultivate mutually cherished social values while helping individual talent to flourish at a rapid pace. As suggested by Gregory (1996), the community as a whole and the education sector in particular should focus on the concept of education leadership in order to provide some good support to the education sector. Current study is a contribution towards finding a link between leadership and educational management in Pakistani culture, which is a new concept for developing nations. In this regard Giroux (2010) suggests the educational reformers to expand the purpose and promise of schooling beyond the narrow interests of the marketplace, view multicultural education as central to living in a democratic society, refuse to equate nationalism with mono-culturalism, and substitute the language of community, solidarity, and public responsibility for the current emphasis on choice and individual competitiveness.

Broad Problem Area:

Education sector of Pakistan requires major surgery in terms of introducing modern development concepts and learning techniques along with physical technology. Educational management is another area posing serious concerns for the nation. Ghulam (2007) maintains that in Pakistan, the quality of education is on the decline inspite of the fact that the present government has initiated drastic measures in uplifting the quality and quantity of education. Quality of teachers especially at primary level is still questionable. Educational leadership traits can help cultivating the desired passion in members to meet the challenges of rapidly changing world. Hoodbhoy (2008) evaluating the educational reforms in Pakistan highlight the flaws in implementation of plans and management at the institutional level. He furthers his argument by saying that instead of good leadership

which is important to bring visible change, Pakistani higher education institutions are still following the inefficient and most criticized patronage system for key management positions. That is the reason the institution have failed to bring the desired cultural and behavioral change in terms of academic ethics, creating the culture of civilized debate on campuses, encouragement of community work.

Research objectives:

The research focuses on contributing positively in the world of knowledge by bringing the issue of educational leadership to light, from Pakistani context. Some specific objectives of the study are:

1. To identify the gaps in educational management in higher education institutions of Pakistan; and
2. To find the impact of educational leadership on educational management in higher education institutions of Pakistan.

Research Question:

To achieve these objectives, the researcher has coined following research questions:-

1. Why the existing management practices have failed to bring desired results in higher education institutions of Pakistan?
2. What significant relationship exists between educational leadership and educational management in higher education institutions of Pakistan?
3. What is the impact of educational leadership on educational management in higher education institutions of Pakistan?

Literature Review:

Concepts and Definitions:

Educational leadership is a multifaceted concept mainly having two recognizable dimensions; teacher leadership and principal leadership. Current study is concerned with second part of educational leadership which has more visible impact on teacher as well as overall institutional leadership. Bezzina (2000) describe leadership as context and field based phenomena. Moreover, he quotes Brown and Townsend (1997) to emphasize on ethics and values as important features of effective leadership. Moreover, he considers educational leaders as people having vision and integrity, willingness to empower others, courage, compassion and tenacity as well as great teaching/managing skills. On the other hand Eacott (2007) describe educational management as more concerned with execution of educational policy with focus on teaching and learning process, organizational practices of school units, the utilization of both human and material resources, and the use of efficiency criteria and control systems. He refers to his own study (2006) to state the importance of strategic leadership in changing socio-political environment

around the globe causing a visible change in the role of school leadership.

From the above discussion, it is concluded that educational leadership, inspite of having definite relationship with effective educational management, conceptually differs from each other. Leadership is a broader term encompassing a wider scope of strategic organizational management based on visionary goals.

Traits of Effective Education Leadership:

Williams (2007) identifies important traits, distinguishing some principals from others in educational management. These include ensuring the safety and security of everyone in and around the school environment; connecting students and their families to health and human services and protecting the school from the chaos in which they must operate. They own their responsibilities in terms of affirmation; change agent; contingent rewards; communication; culture; discipline; flexibility; focus; ideals/beliefs; input ; Intellectual stimulation; involvement in curriculum, instruction and assessment; knowledge of curriculum, instruction and assessment; monitoring/evaluating; optimizer; order; outreach; relationships; resources; situational awareness and visibility.

Gurr, Drysdale and Mulford (2005) also mention certain themes contributing to the effective leadership in the education. These include, providing individual support and building individual capacity, building school capacity, working towards a shared school vision/direction, evidence based monitoring, evaluation, critical reflection and change/transformation, principals were described by others as “visionary” or “inspirational”, with creativity and lateral thinking that inspired the same qualities in others. Debra and Bob (2004) find passion as another shared characteristic that was considered important aspect as effective. Other characteristics that were considered important were personal characteristics, styles of leadership, understanding the context and the situation, leadership interventions in the areas of teaching and learning, and student outcomes.

Importance of Instructional strategies in effective education management:

Bob (2010) found need of effective instructional strategies educational institution that can be implanted in the institution. These include among others, direct teaching, lecture, cooperative learning, lecture with discussion, panel of experts, brainstorming, slides, discussion, small group discussion, case studies, role playing, survey guest speaker, values clarification etc. The best use of these strategies was show the hold of the better educational leadership in an attempt to develop an effective education management in the end.

Creating effective environment in institution:

Olsen & Crowther (1997) propose three types of teachers as being the leaders. They propose that teachers can show transformational, strategic, and educative leadership forms. All of them can take one form or the other and are equally important in certain circumstances in the institution:

I. Transformational Leadership:

1. Charisma:

The element of charisma in stills pride, faith and respect and they have a sense of how to lead the followers in a manner that they effectively reach the goals and aims.

2. Individualized considerations:

The leader creates a learning experience for its followers, pays proper attention to their needs especially those who he thinks are feeling neglected, and treats every follower as an individual.

3. Intellectual stimulation:

The leader provides ideas that result in a rethinking of old ways, that is, the leader enables followers to look at problems from many angles and to resolve problems that were at a standstill.

II. Strategic leadership:

It creates an overall sense of purpose and direction that guides the implementation and strategy formulation in organizations. Eacott (2007) proposes that despite the relative infancy of the inquiry into strategy and strategic action, the role of strategic leadership in schools has earned greater significance as a result of the international trends towards school-based management, the changing socio-political environment in which schools operate and the subsequent paradigm shift in the role of school leadership. Through effective strategy, the educational leader can deliberately and purposefully align the organizational structure with the work of the people within the organization in consideration of organizational performance. A key feature of the proposed framework for strategy in education is that it is not about strategic leadership or strategic management. Rather than becoming involved in a debate over leadership and management, this framework suggests that the strategic role of the principal is just that, a strategic role.

III. Educative leadership:

In the paper by Bates, the educative leadership involves the making and articulating choices within the cultural struggles of time in the school and in the wider society as well.

Normally the notion of leadership is a misnomer and it is widely accepted as in corporate terms. While that of the educative leadership is taken as opposite as in

meanings that it assists people to understand themselves and their surroundings.

Developing vision and learning climate in educational Environment:

Being visionary, believing that schools are for learning, valuing human resources, communicating and listening effectively, being proactive, and taking risks, are common to successful leaders of educational change. Their vision provides purpose, meaning and significance to the work of the school which enables them to motivate and empower the staff for the realization of the vision. Hanna, Hilla and Rachel (2010) have argued that the vision of an institution is a significant predictor of learning when talking about the transformational leadership and it is considered to be an important factor in institution transformation processes and it has a positive relationship with this kind of leadership. In this way, promoting the vision in the management of education also articulates the concept of the building a learning climate in the institution. Betty & Adrienne (2004) have argued that there are certain cultural; components that also provides support for creating a learning environment in the institution. They are as follows; artifacts and symbols which reflects the students, their needs and their educational accomplishments; values that includes the administrators, teachers, students, and parents that participate in decision making; and last but not the least the assumptions and beliefs that all students can learn, parents want their children to succeed and that parents are partners in education.

Importance of Observation in managing educational Environment:

Velma (1999) finds that observing the students in the classrooms about their activities is a very rational and important matter to consider if the purpose of the educationists is to articulate better management in the institution. From the very beginning, the teachers and the academicians are very much concerned of this very particular aspect. She has also argued the fact that teachers use the method of observation whether to see that the students are learning or not. It also helps the educators to evaluate their own teaching practices and ultimately design appropriate professional development accordingly as well as an analysis of specific classroom management strategies. Barbara (2008) has tried to provide some tips on structuring observation in the classroom environment that can enhance the effectiveness of the management in the institution. They are, noting classroom organization and student characteristics, scripting lesson, completing the lesson plan, identifying solutions for the problems, tallying reinforcement and correction, recording events related to specific students, time analysis, teacher student movement, question answer record, and discussion analysis

Heather (2010) has also explained the same technique for observation practices. He is of the view that the following tips should be considered in for observation practices in the classrooms; peer coaching, preparing the students, focus and concentration, and behavior. Hunaiti, Grimaldi, Goven, Mootanah and Martin (2010) suggest project based education for lecturers and educators to align their learning strategies with their assessment strategies, while fostering a more constructivist and social assessment system.

Individual Consideration:

Williams (2004) has argued that the personal qualities of school administrators have an impact on what they do, how they do, and how well they do it. In order to understand the moral leadership in this perspective, one should understand the context, the lived experience and the subjective meanings of the peers in the leadership relationship. The teachers not only want respect in the classrooms, but they also want respect in the administration. This has a very profound effect on the level of the teaching a teacher is performing. Pedro (2009) has articulated the fact that the incentives do also play an important part in the student achievement and the level of success they achieve.

Communicating School Goals and Performance:

Goals of an institution are very important in the context that if they are articulated well and in a correct manner, they can be of great help and support for the implementation and management of education on an institutional level. As a study carried out by CARI in 2008 has stated that those organizations who don't take time to develop missions and goals are often ineffective and because some specific goals are there in any institution, they provide a reason of being there. Successful principals can articulate a specific school mission, and they stress innovation and improvement. In contrast, less effective principals are vague about their goals and focus on maintaining the status quo. David and Karren (2010) say that the need for the principal to share his or her vision extends not only to teachers but to parents as well. When teachers work cooperatively and parents are connected with the school's mission, the children are more likely to achieve academic success.

Promoting Changed Practices:

Olsen (as argued by Swanson & Snell & Swanson 2000) found that teachers developed their leadership over a long period of time while they gradually developed practices that reflect reform recommendations. For growth to continue, schools need to be cognizant of ways in which to develop their capacity to provide teachers with adequate support to actively reflective on their teaching practices in order to become autonomous learners (Ruth and Fiona).

Considering the importance of concerned behavior:

Yuko (2002) has stated that the concerns of the educationists are also very important in the managing of educational culture. Teachers have certain concerns about either the institution or about themselves. These concerns are articulated in the form of their way of teaching in the class. If their concerns are taken into consideration in the right form then their way of teaching is refined and they do their best to uplift the current position of the institution. For example, the language problem for those countries such as Korea where the medium of instruction is not English raises many concerns for the teachers in the institutions because they find it very difficult to communicate which is not their mother language. Karen, Whitney & Steve (2009) have found data that revealed five central themes of practice that have served to help the principals in this study lead successful schools: leadership with data; honesty and relationships; fostering ownership and collaboration; recognizing and developing leadership; instructional awareness and involvement.

Summary of Literature:

On the basis of literature, it can be concluded that there are certain characteristics or constructs that are helpful in developing a sound management culture in educational institutions under the context of leadership. The areas that can affect the results of leadership in such institutions can be explained as developing vision, incorporating better instructional programs, observing the facts and giving feedbacks, taking a strong account of concerns about the institutions, promoting a learning climate, individual considerations, and practicing different methodologies to provide a culture of continuous change and improvement which also covers the notion of total quality management. This also helps to form a theoretical framework to establish the relationship between educational leadership and its impact on educational management. The notion of education management and education leadership is very much connected to one another and has a profound effect on its performance. Although it is a slippery concept which is not easy to comprehend but even then it is very well articulated that first leadership is a function requiring human interaction and second thing is that it involves intentional influence of others (Olsen and Crowther, 1997). Following the definition of the education leadership and education management, the literature goes on to explain the traits of effective education leadership that strengthens the concept of importance it plays in managing the effective education environment. Certain traits have emerged as strong constructs that build the basis of variables for effective educational leadership such as concerned behavior, intellectual stimulation, developing vision,

observation and individual consideration. These qualities emerged as most explained and discussed topics in literature. After defining the traits of leadership, the literature explains different forms of leadership that leaders pursue in order to practice them in higher education institutions. And in the end, the literature has defined the constructs of leadership that play their part in creating effective environment in the educational institutions.

Theoretical Framework:

Different papers formed the basis of the theoretical framework discussed in the paper. Gregory (1996) states that there are different dimensions of a leader that he moves through contextual frameworks. He argues that there are four dimensions of leadership such as symbolic, political, managerial, and academic. This means that the leader embodies the institution symbolically through winning commitment. It will be politic for gaining support and resolving conflicts to achieve its means. It will be controlling, representing and communicating institutional (educational) goals. And in the last, it is about being a leading professional. Eacott (2007) explained the phenomenon of the strategy of educational leadership in the educational institutions. He is of the view that the leader in educational setup should focus on the key factors that can affect the management of the institutions. Similarly, Andrews and Crowther (2002) maintains that teachers and leaders work in parallel to attain collective action to build capacity, and eventually the result is mutual respect, shared purpose and allowance for individual expression. When they work together, it creates a school wide learning and culture building. In the end, aligning all these concepts lead to enhanced capacity for the educational setup.

Geijsel, Slegers and Berg (1999) provided three variables, vision, individual consideration, and intellectual stimulation, as important factors for developing teachers concerns and teachers leaning activities which ultimately lead to teachers changed practices in the educational institution. They are the dimensions for the transformational leadership. Lahui-Ako (2000) maintains that how the external environment of national and provincial level, along with the institutions influence affects the principal's instructional programs which ultimately effects the teacher's growth and students learning achievements.

On the basis of the studies mentioned above, the researcher has devised his own model to describe the relationship between educational leadership and educational management. In this regard four variables have been identified to operationally define educational leadership, acting as Independent variables. These are, instructional programs (Lahui-Ako, 2000), individual consideration (Geijsel, Slegers & Berg, 1999), observation and feedback (Velma, 1999; Barbara, 2008) and promoting a

learning climate (Hanna, Hilla & Rachel, 2010). Effective educational management has been taken as dependent variable for the study.

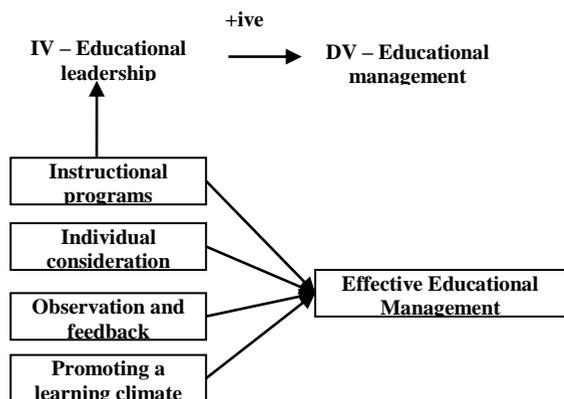


Fig. 1: Theoretical Framework (EL- EM Model)

Research Methodology:
Type of Study:

The concept of educational leadership is fairly new in Pakistan. Therefore, the current study was exploratory in nature. The study found impact of leadership in education on educational management in higher education institutions of Pakistan; hence it was an impact assessment study.

Identification of Variables:
Independent variables:

The independent variable educational leadership has been operationally defined to measure in quantitative term through four sub IVs, namely, instructional programs (IP), individual consideration (IC), observation and feedback (OF) and promoting a learning climate (PLC).

Dependent Variable:

Effective educational management was taken as dependent variable.

Population and Sampling:
Population size:

All the professors and lecturers serving in higher education institutions of Islamabad and Rawalpindi, twin cities of Pakistan, were taken as population. To measure the size of this population, the information provided on official website of Higher Education Commission of Pakistan (www.hec.net.pk) was used as population frame.

Unit of Analysis:

Since the study was based on perception of lecturers and professors of universities located in Islamabad and Rawalpindi, the unit of analysis remained individuals.

Sampling technique and size:

Snowball sampling technique, as suggested by Sekaran (2003), was adopted for the study, where a sample size of 128 respondents (the lecturers and professors) was taken up, from the higher education institution located in Rawalpindi and Islamabad.

Data Collection Method:

A survey questionnaire was developed from the body of the literature, reviewed for this study, which was self-administered by the researcher, to collect primary data from respondents. It was a closed-end instrument, where respondents were to give their opinion on a five point Likert scale with following coding scheme to measure their level of agreement:

- 1= “Al” as always,
- 2= “Frq” as frequently,
- 3= “Som” as sometimes,
- 4= “Sel” for seldom, and
- 5= “Nvr” as never.

The research instrument was divided into five constructs. Independent variable, Educational leadership was mentioned vide constructs ‘A’ to ‘D’ where A stands for instructional programs (IP), ‘B’ for individual consideration (IC), ‘C’ for observation and feedback (OF) and ‘D’ for promoting a learning climate (PLC). The dependent variable “educational management” was been denoted by ‘E’. All these constructs had sub-items to measure the concept in quantitative terms.

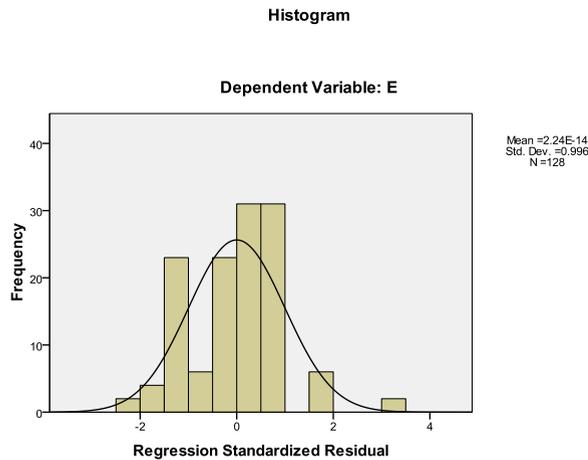
Time Horizon:

It was a cross sectional study conducted in natural (non-contrived) setting with minimum interference of the researcher.

Data Analysis:

Statistical Package for Social Sciences (SPSS) software was used to apply various statistical tests to the data gathered in the field. Before running the sophisticated tests to find the relationship, impact and variance between the variables, a pre-test was conducted to check the reliability and validity of the instrument. The value of Alpha as .702 indicated the validity of the instrument as satisfactory, which as indicated by Sekaran (2003) should be more than .60 to be in safe range. A histogram was also plotted to find the dispersion of data, which remained within the main curve indicating the type of data as parametric.

Cronbach's Alpha	N of Items
.702	21



Results and Interpretation:

Data collected through field survey of universities located in Islamabad and Rawalpindi was analyzed on SPSS to test the following hypothesis:-

H^o: Educational leadership has a significantly positive impact on educational management in higher education institutions of Pakistan.

Descriptive statistics show that a total of 128 respondents provided feedback for the study. Out of those 103 were male and 25 female showing a blend of 80.5 and 19.5% representation of both genders respectively (Table 2). Some other statistics are given below in Table 3-5 showing the composition of respondents from age, education and experience perspective.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	103	80.5	80.5	80.5
	Female	25	19.5	19.5	100.0
	Total	128	100.0	100.0	

Age (Table - 3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	20	15.6	15.6	15.6
	30-39	21	16.4	16.4	32.0
	40-49	24	18.8	18.8	50.8
	50-59	23	18.0	18.0	68.8
	60 and above	40	31.3	31.3	100.0
	Total	128	100.0	100.0	

Education (Table - 4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MBA	47	36.7	36.7	36.7
	MS	48	37.5	37.5	74.2
	PhD	33	25.8	25.8	100.0
	Total	128	100.0	100.0	

Experience (Table - 5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 6 months	27	21.1	21.1	21.1
	6-12 months	48	37.5	37.5	58.6
	1-5 years	41	32.0	32.0	90.6
	11 years and above	12	9.4	9.4	100.0
	Total	128	100.0	100.0	

Pearson Correlation:

To check the relationship between the two variables, Pearson correlation test was applied which showed positive relationship at 'p' level 0.01. (Table -6).

Correlations (IV-DV) (Table - 6)

		Educational management	Educational leadership
Educational management	Pearson Correlation	1	.610**
Educational leadership	Pearson Correlation	.610**	1

** Correlation is significant at the 0.01 level (2-tailed).

However, going through the inter-correlation (Table - 7) between the items, the results show significantly negative relationship between 'C' - observation and feedback (OF) and 'D' - promoting a learning climate (PLC), which indicates that the lecturers and professors perceive increased observation and feedback on teachers, as negatively affecting the overall learning climate.

Correlations (Table - 7)

	A	B	C	D	Educational Management
A	1				
B	0.102	1			
C	0.034	.660**	1		
D	-0.077	-.200*	-.546**	1	
Educational Management	-0.076	.468**	.686**	-0.143	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Regression Analysis:

In order to measure the size of impact of IV “educational leadership” on DV “Educational management” linear regression analysis were carried out, which also depicted a significant impact size of .615 or 61%, as shown in Table – 8, against beta value. The results proved the hypothesis that there is a significantly positive impact of educational leadership on educational management in higher education institutions of Islamabad and Rawalpindi.

(Table – 8) Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.937	0.248		7.818	.000
1 Educational leadership	0.615	0.071	0.61	8.645	.000

a. Dependent Variable: Educational management

Analysis of Variance:

Since the independent variable “ Educational leadership” has been divided into four sub variables, making the study as multivariate, Analysis of Variance (ANOVA) test was applied to check the variance between the groups based on educational background.

ANOVA (Table – 9)

		Sum of Squares	Df	Mean Square	F	Sig.
Cumulated values of A	Between Groups	.294	2	.147	.117	.889
	Within Groups	156.829	125	1.255		
	Total	157.123	127			
Cumulated values of B	Between Groups	1.490	2	.745	3.205	.052
	Within Groups	29.058	125	.232		
	Total	30.549	127			
Cumulated values of C	Between Groups	2.236	2	1.118	1.512	.225
	Within Groups	92.450	125	.740		
	Total	94.686	127			
Cumulated values of D	Between Groups	2.611	2	1.305	3.419	.036
	Within Groups	47.724	125	.382		
	Total	50.335	127			
Educational Management	Between Groups	.292	2	.146	.720	.489
	Within Groups	25.328	125	.203		
	Total	25.620	127			

The results (Table – 9) show no significant difference between the opinions of respondents based on their educational background except for “D” i.e. promoting a positive learning climate. PostHoc Tukey analysis was carried out to identify the groups differing from others on this variable. The results (Table – 10) revealed significant difference between opinions of respondents with MS degree and PhD degree in education.

PostHoc Tukey HSD (Table – 10)

Dependent Variable	(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Cumulated values of D	MBA	MS	-.222	.127	.190	-.52	.08
		PhD	.130	.140	.624	-.20	.46
	MS	MBA	.222	.127	.190	-.08	.52
		PhD	.352*	.140	.034	.02	.68
	PhD	MBA	-.130	.140	.624	-.46	.20
		MS	-.352*	.140	.034	-.68	-.02

Discussion and Conclusion:

The results of the study show fairly positive relationship between the dependent and independent variable. In other words the results endorse the previous researches in this regards, stating that educational leadership comprised of instructional programs, individual consideration, observation and feedback and promoting a learning climate increases effectiveness of the overall educational management. The respondents agreed to improve instructional programs as advised by Lahui-Ako (2000) to improve the effectiveness of school management. They also gave affirmative response to the ideas of Geijssel, Slegers & Berg, (1999) while stating individual consideration as important feature for effective management. Although they agreed to Velma (1999), Barbara (2008) and Hanna, Hilla & Rachel (2010) to attest ‘observation and feedback’ and ‘promoting a learning climate’ as important responsibilities of a good educational manager, however they gave significantly negative response towards the inter correlation between these factors. This shows that increased observation and feedback, although necessary for effective school management, hampers the promotion of learning climate. These results also indicate a sense of freedom of decision making and participation to boost the overall productivity of an educational setup. Current research also throws some light on gaps in educational system of Pakistan as mentioned by Hoodbhoy (2008). The major cause identified, was lack of participative decision making, which in other words could be related to lack of

leadership qualities among the management of universities. This addresses the first research question; however, more detailed investigation is required in this regard.

The results provide fruit for thought to the authorities to promote educational leadership in all its facets to improve the quality of management in educational institutions of Pakistan, for which, instructional programs, individual consideration, observation and feedback and promoting a learning climate should be focused.

Implications for Future:

The study, being first of its nature in Pakistani context, has implications for all stakeholders, including the future researchers. It provides bases for further research and detailed investigation, which is necessarily required to improve the educational sector, especially to enhance the quality of higher education in Pakistan. However, it is primitive in nature having limited generalizability across the country, as the extended geographical area could not be covered due to physical, time and cost related constraints. Moreover, lot of other dimensions of educational leadership and management call for attention from the academia of Pakistan.

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