

An Analysis of the Interaction of the Gender of
Head teachers with their Leadership Styles in
Secondary Schools in Pakistan: A Pragmatist
Perspective



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Sahar Shah

Murray Edwards College
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PhD Summary/Abstract

Sahar Shah

Title: An Analysis of the Interaction of the Gender of Head teachers with their Leadership Styles in Secondary Schools in Pakistan: A Pragmatist Perspective.

This research study aims to investigate the significance of the gender of secondary school head teachers in influencing their leadership styles within the context of Pakistan. Pakistan's cultural milieu is characterized by patriarchal undertones that translate into low gender equality, particularly in terms of lower educational attainment and lesser professional opportunities for females as compared to males. Within this setting, this thesis views the relationship between gender and educational leadership through the feminist educational leadership perspective, while the contextual environment is analysed by employing an adaptation of Bronfenbrenner's ecological development theory.

A mixed-methods research design has been used to answer this study's research questions. The quantitative research method is based on a survey that was administered to a random sample of 350 secondary school head teachers belonging to the public and private sectors within nine districts of the Punjab province in Pakistan. The self-rater Multifactor Leadership Questionnaire was used to determine the self-perceptions of head teachers regarding their leadership styles. In addition, the qualitative research method utilizes semi-structured interviews of a purposive sample of 14 head teachers in order to obtain an in-depth understanding of how the contextual environment is perceived by head teachers and to investigate whether the head teacher's gender is a significant factor in influencing these perceptions within Pakistan's context.

The survey generated 264 responses and the findings indicate that on average secondary school head teachers perceive their leadership style as being transformational; particularly private sector female head teachers have the highest mean score for the transformational leadership style, hence suggesting that the gender of secondary school head teachers does play an important role in terms of influencing how they assess their leadership styles in Pakistan's context. Furthermore, the qualitative analysis of the interviews reveals important gender-based differences in terms of how

head teachers perceive their contextual environment and how they practice transformational leadership within their schools.

This study's findings have implications for theory, practice and policy making in the field of educational leadership, as they emphasize the need for implementing gender-sensitive educational policies that may facilitate both male and female head teachers to perform their roles effectively as school leaders within Pakistan's context.

Declaration of Originality

This dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared in the Preface and specified in the text.

It is not substantially the same as any that I have submitted, or, is being concurrently submitted for a degree or diploma or other qualification at the University of Cambridge or any other University or similar institution except as declared in the Preface and specified in the text. I further state that no substantial part of my dissertation has already been submitted, or, is being concurrently submitted for any such degree, diploma or other qualification at the University of Cambridge or any other University of similar institution except as declared in the Preface and specified in the text.

It does not exceed the prescribed word limit of 80,000 words.

Sahar Shah

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List of Acronyms

ACR	Annual Confidential Report
BELMAS	British Educational Leadership Management and Administration Society
DCO	District Coordination Officer
DSD	Directorate of Staff Development
EDO	Education District Officer
FRL	Full-range Leadership
GLOBE	Global Leadership and Organizational Behaviour Effectiveness
HDI	Human Development Index
ICT	Information and Communication Technology
INSEAD	Institut Européen d'Administration des Affaires
LHS	Life History Survey
LLI	Lifetime Leadership Inventory
LPI	Leadership Practices Inventory
MDG	Millennium Development Goals
MLQ	Multifactor Leadership Questionnaire
NGO	Non-Government Organisation
OECD	Organization for Economic Cooperation and Development
PSC	Public Service Commission
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
WVS	World Values Survey

Chapter 1: Introduction

School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling.

(Pont, Nusche & Moorman, 2008, p. 9)

The above extract from a study by the Organisation for Economic Co-operation and Development (OECD) emphasizes upon the notion that school leadership plays a significant role in affecting student outcomes and teacher motivation. Similarly, researchers such as John Gray (1988), state that ‘the clearest message from school effectiveness research’ is the importance of leadership (as cited in MacBeath & Mc Glynn, 2002, p. 121). Furthermore, Ford (2005) illuminates the emerging trend in developed countries to dissect leadership in order to draw solutions to the problems faced by educational institutions. From this perspective, school leadership can be considered as playing a pivotal role in defining the quality of education as well as in influencing the potential of schools for improvement in standards of teaching and learning via its impact on teacher motivation (Kandasamy & Blaton, 2004).

This introductory chapter of my thesis is organized into six sections. Firstly, it provides an overview of the significance of the main research topic i.e. educational leadership. Then it provides an account of why gender may be an important area of research within the field of educational leadership. Thirdly, it discusses the significance of the context for conducting research on gender and educational leadership. Fourthly, it explains this study’s significance for me on a personal level. Then it presents the study’s research questions before finally discussing the organization of the thesis and providing a brief outline of what is discussed within each thesis chapter.

1.1 Overview

Witziers, Bosker and Kruger (2003) point out that internationally school principals are held accountable for the quality of education, owing to the belief that students' performance is dependent upon the way the school is run. However, an alternative perspective tends to create a sense of uncertainty regarding the precise ways in which school heads may improve educational outcomes. This view suggests that the impact of educational leadership on student outcomes is indirect and is difficult to measure (Robinson, Lloyd & Rowe, 2008; Leithwood & Jantzi, 2000; Hallinger & Heck, 1998, 1996b). While some researchers, have found direct or indirect effects of school leadership on student learning (Bruggencate, Luyten, Scheerens & Slegers, 2012; Sergiovanni, 2001; Hallinger & Heck, 1996a), other researchers such as Van de Grift and Houtreem (1999) have not found any effects of school leadership on student outcomes (Witziers et al., 2003). One of the earlier researchers into educational leadership, Murphy (1988), concludes that the existing knowledge base is incapable of providing any evidence regarding the alleged positive impact of educational leadership on student achievements. In addition, there is a lack of consensus related to the method via which school leadership effects on student outcomes can be measured. Differences in the opinions of educational researchers may emerge due to some using the direct effects models¹ while others employing the indirect effects model².

Therefore, the issues of 'whether school leadership really matters' and 'how', are a source of contention between educational researchers who have found effects of school principals on student outcomes and those who have not found significant or positive effects of school principals on student outcomes. According to Hallinger and Heck (1998), studies that have employed the indirect effects model have generated a more pronounced impact of school leadership on student outcomes as compared to studies that have used the direct effects model (Witziers et al., 2003).

¹Direct Effects Model: Models to measure the effects of school leaders on student outcomes by assuming that 'leader's practices can have effects on school outcomes and that these can be measured apart from other related variables' (Witziers et al., 2003, p. 401).

²Indirect Effects Model: Also known as the 'mediated effect model' which assumes that school leaders have an effect on student outcomes through indirect paths such as by their impact on 'people, events and organizational and cultural factors' (Witziers et al., 2003, p. 401).

This situation may be due to a common understanding that the quality of education depends on the quality of teaching; hence if student outcomes improve within a school, it is likely that the onus of this would be attributed to an improvement in the quality of teachers and to their increased motivation, which are partially dependent on the quality of school leadership (Grasetti, 2009, p. 3).

In addition, differences in opinions may emerge due to variations in the way the notion of ‘educational leadership’ has been conceptualized (Witziers et al., 2003). Some researchers may view school leadership as being distinct from management, this may include researchers who deem school leadership to mean instructional leadership. Instructional leadership focuses on the leader’s role in guiding the organization in terms of the primary educational tasks related to teaching techniques and curriculum development for the classroom (Earley & Weindling, 2004; Witziers et al., 2003; Blase & Blasé, 1999). However, Witziers et al. (2003, p. 403) suggest that leadership cannot be completely separated from management, rather they suggest that educational leadership can be seen as involving the employment of managerial instruments to achieve the primary objective of education which is to attain the ‘desired student results’.

It follows that the issue of educational leadership requires further research within multiple institutional and cultural contexts in order to improve the rigor of the knowledge base surrounding the area and to be able to elicit certain tangible guidelines for educational leaders, such as head teachers, in terms of what may constitute as effective school leadership within a particular socio-cultural context. Allen, Grigsby and Peters (2015) recommend that the search for research based methods for school improvement must be initiated by examining school leadership styles and determining their effect on the school climate and student achievement.

However, the first question is not to ask how can the quality of school leadership be improved, rather it should focus on, ‘why do school leaders do what they do?’ This approach will enable their experiences, perceptions and opinions to be acknowledged and will encourage research to be conducted about their complex contextual environments in order to draw solutions to their challenges. Thus, it is crucial to study various factors, such as gender, that may influence how school leaders exercise educational leadership and why they adopt particular educational

leadership styles. The following section discusses the importance of investigating the role of gender in the field of educational leadership.

1.2 Gender and Educational Leadership

The role of gender in defining educational leadership styles is a crucial one. Fitzgerald (2003) identifies the need to explore the role of leadership in schools as a tool to improve educational quality and standards, based on gender variations. Moreover, Hall and Southworth (1997) express the importance of using the gender variable when conducting research on school headship as follows:

Using a gender perspective creates new possibilities for exploring the lives of men and women, who teach, manage and lead in education. As researchers into headship we have both concluded that educational leadership is firmly rooted in professional identity. Gender, in turn, is a crucial component of that identity. Future research into headship that fails to take this and the gendered nature of schools and colleges into account is likely to be incomplete (p. 167).

An important phenomenon related to the issue of gender and educational leadership styles is that despite the teaching profession being well represented by women worldwide, the educational sector shows an imbalance as far as the employment of females as educational leaders is concerned (Leithwood, 1994; Cubillo & Brown 2003). Kay Fuller (2013) emphasizes that there are currently much fewer women in secondary school headship as compared to men in UK. Particularly, there is a huge discrepancy in the ratio of female heads to male heads in secondary schools in developing countries within South Asia (Kandasamy & Blaton, 2004). Maslak (2008, p. 49) suggests that the fundamental male-dominated culture in South Asian countries, compounded by the customs adopted by the government, colonial heritage and religious traditions tend to limit the opportunities and choices available to women. She argues that a woman's capacity for making or even influencing important decisions regarding herself and the household remains abominably low

within patriarchal societies that consider the male as the family's 'natural head' and therefore, the individual most liable of making decisions for the entire household (Maslak, 2008, p. 38).

Hence, in regard to acquiring leadership positions in the educational sector, where a leader is supposed to instruct, guide and lead both males and females, it is not surprising that the proportion of female leaders drops substantially in many regions around the world (Whitehead, 2001). However, the question of whether women have been suppressed or deemed incapable or simply not trained effectively to perform the role of a school leader is a highly contentious one.

Several theorists have stressed upon the appropriateness of the female leader for the efficient running of educational institutions based on women's socialized characteristics (Eagly & Johnson, 1990; Deem, 2003; Rosin, 2012; Dressler & Phillips, 2008; Daft, 2012). Such notions highlight the importance of studying 'gender identity' in the formation of school leadership styles.

In this regard, Northouse (2010, p. 343) states that it is essential to 'dispel myths about gender' and to develop a more 'androgynous' stance. This corroborates with the view that the real concern in educational leadership issues lies in the equity in appointing the right person with the befitting skills, values and qualities in order to ascertain the efficacy and growth of an educational organization (Bass & Avolio, 1994a).

In addition, the contextual influences surrounding the school leader cannot be overlooked, as the context may impede or facilitate a leader (Hallinger, 2016; Gronn & Ribbins, 1996; MacBeath & McGlynn, 2002), hence research on educational leadership and gender must be contextualized as suggested in the following section.

1.3 Gender and Educational Leadership within the Context of Pakistan

Theorists such as Ayman and Korabik (2010), point out that culture and gender can both have an important impact on leadership. However, few studies have investigated their 'joint' effects. Therefore, in order to develop an overarching theory regarding gender and leadership styles in

educational institutions, there is a requirement to conduct research in different contextual settings in regard to how gender roles are conceptualized. Especially within the Asian context, it has been observed that the existing knowledge base on educational leadership and management lies in its nascent stages (Hallinger & Chen, 2015). Furthermore, it is claimed that research within the South Asian region only accounts for six percent of research conducted within Asia (Hallinger & Chen, 2015). Thus, there exists a pressing need to conduct studies that analyse the interaction of gender and culture with educational leadership within the South Asian context.

I aim to partially fill this void in research on educational leadership, by basing my study on an inquiry that incorporates the interaction of educational leadership styles and the head teacher's gender within the context of Pakistan, which is a developing country, characterized by a highly socially and politically charged environment. Ali et al. (2011) contend that gender role perceptions are deeply entrenched in the mind sets of people within Pakistan and in order to bring about a change, the role of education is very significant. Gender, hence is a crucial variable within this cultural context (Islam, 2004; Hakim & Aziz, 1998) and it is essential to assess whether the head teacher's gender is an important factor for defining the leadership styles of school head teachers within the contextual milieu of Pakistan.

Research on educational leadership and gender is lacking within Pakistan. Particularly there is a dearth of research that explores the experiences of male and female head teachers in a predominantly patriarchal culture in regard to how they negotiate gendered expectations in educational leadership. This study hence aims to understand how secondary school head teachers perceive their leadership styles in Pakistan and whether the gender of the head teacher is a significant determinant. Moreover, it aims to explore the perceptions of head teachers about their contextual environment in order to identify their needs, resources, opportunities and challenges and to investigate the role of gender in forming these perceptions in Pakistan's context. However, I must clarify that I do not aspire to make any claims regarding the effectiveness of leadership styles within this study, since such claims require data collection of a vast range of variables that cover a larger geographical region, which is currently out of the scope of my study. This study is significant for me due to three main reasons as discussed in the following section.

1.4 Personal Significance of the Study

I have been a student of Economics and Sociology. In addition, I have worked for seven years as a teacher and manager within educational institutions in the Lahore district of Pakistan. My perspectives and the development of my thought process hence originate from several sources. I am an educationist, a sociologist, an economist and I am a woman.

Educationist's interest

During my career as an educationist in Pakistan, I have encountered several female head teachers who appear to manage the dual burden of taking care of their families and running a successful school, very efficiently. I have come across several female-led educational institutions that perform quite well in terms of student academic achievement, school discipline and parental satisfaction. This observation has sparked my curiosity to explore the male versus female leadership domain within schools in Pakistan.

Sociologist's interest

Secondly, as a sociologist I have observed indigenous social norms and values placing a much higher value on educating boys rather than educating girls, and the sacrifice of female education on religious, financial and ethical grounds within Pakistan (UNESCO, 2013). This fact when juxtaposed with my observation regarding the effectiveness of female school leaders incites a feminist streak within me to become a voice for emancipation of the marginalized group i.e. women of my country, and to argue for greater investment in female education and for provision of more professional opportunities for females. I acknowledge that this factor may have biased my research focus by guiding me towards adopting the feminist educational leadership perspective for this study, however I intend to be mindful of this potential bias when analysing and presenting my study's findings.

Economist's interest

Thirdly, as an economist, I have encountered research studies that correlate economic growth with human capital development³. Human capital development requires effective leadership in institutions at the grass roots level such as in schools, and it involves investment in the development of all humans i.e. males and females within the country, to utilize the population's maximum potential. Thus, there is a strong relevance to study educational leadership as a vital tool to boost Pakistan's economic growth and human development statistics; hence I aim to investigate educational leadership in Pakistan's context.

1.5 Research Questions

This research project aims to provide answers to the following research questions:

1. What are the self-perceived leadership styles of secondary school head teachers in Pakistan?
2. Are there significant differences between the self-perceived leadership styles of male and female head teachers across private and public secondary schools in Pakistan?
3. How do secondary school head teachers perceive their surrounding ecological context within Pakistan and do significant differences appear between male and female head teachers' perceptions?
4. To what extent is the secondary school head teacher's gender a significant determinant for defining his or her transformational leadership practices in the context of Pakistan?

³ The East Asian tigers namely Hong Kong, Korea, Singapore and Malaysia were able to experience rapid economic growth due to broad-based educational policies along with macroeconomic management (Page, 1994).

1.6 Organization of the Thesis

This thesis is organized into different chapters so that the reader may be able to comprehend the evolution of my research project.

- Chapter 1 introduces the research topic and the main motivations behind this project along with highlighting the research objectives of this study.
- Chapter 2 presents my epistemological and ontological inclinations as a researcher, and it highlights the pragmatic paradigm that has guided my research methodology.
- Chapter 3 provides an account of Pakistan's broader socio-cultural and educational milieu in order to familiarize the reader with the context within which this research is conducted.
- Chapter 4 reviews research literature based on educational leadership and the association of gender with educational leadership styles. This chapter also discusses the importance of incorporating the 'context' within educational leadership research.
- Chapter 5 then presents the feminist educational leadership perspective that has been adopted as the overarching theoretical perspective for this study.
- Chapter 6 presents the research methodology that is based on a mixed-methods approach and it provides details regarding the research methods, sampling design, research instruments and data collection methods employed within this study.
- Chapter 7 provides details about the quantitative data analysis techniques and presents the findings emerging from employing Avolio and Bass' (2004) Multifactor Leadership Questionnaire (MLQ), which is based on the full-range leadership paradigm, providing responses to the first two research questions.
- Chapter 8 discusses the qualitative data analysis techniques and presents the findings in response to the third research question, that aims to explore the head teacher's perceptions about the contextual environment by using Bronfenbrenner's (1994) ecological development theory.
- Chapter 9 synthesizes the results from the quantitative and qualitative research methods and focuses on determining the influence of the head teacher's gender in defining his or her transformational leadership practices in response to the fourth research question.

- Chapter 10 provides an overall account of the main purpose, significant findings and main conclusions of the study. The chapter also discusses the relation of this study to previous research literature and it highlights my contribution to research on educational leadership. Moreover, the implications of this study's findings for theory, practice and policy are presented, apart from acknowledging the study's limitations and providing recommendations for future research.

Chapter 2: Ontology and Epistemology

This chapter provides an insight into the foundations of my ontological and epistemological assumptions that underlie the mixed-methods research approach adopted in this study. It begins with an explanation of the pragmatic paradigm that directs my mixed-methods research strategy, by identifying the repercussions of combining research methods adopted from both the qualitative and quantitative paradigms in one study and then by proposing a solution. This is followed by an explanation of my ontological and epistemological considerations. The chapter concludes by acknowledging my insider position within the research field and the various steps that I undertook to mitigate the bias that this position may have introduced to my study.

2.1 Pragmatism

I consider the issues of ‘gender, context and school leadership styles’ as central to my research study and my ultimate objective is to understand the nature of school leadership styles within secondary schools in Pakistan viewed from a gendered perspective. I adhere to the paradigm of pragmatism as I do not want to get involved in the long-standing philosophical divides existing among researchers who consider themselves as either a quantitative or a qualitative researcher. Pragmatism does not conform to a particular reality or philosophy, rather, the focus is on the ‘what’ and ‘how’ of the research phenomena (Creswell, 2003, p. 11). Therefore, I do not commit to one particular methodological approach; rather I prefer a mixed-methods research strategy in order to gain a holistic view regarding my area of concern, so that my findings may be characterized by generalizability as well as by deep insight into the research issues.

However, it is important to acknowledge the inherent differences between the quantitative and qualitative paradigms in order to understand the consequences that may result from using a paradigm that incorporates both of them in a research study (Clark & Creswell, 2008).

Sale, Lohfeld and Brazil (2002) explain that the quantitative paradigm is based on the theory of positivism. Employing a quantitative methodology in research implies that the researcher believes

in the existence of one truth or objective reality that exists independently from the individual who aims to seek that truth. This ontological position is followed by the epistemological stance that places the researcher and the researched as separate and independent entities and it implies that the researcher can study a phenomenon without influencing it or being influenced by it. The eventual aim of the researcher is to discover and measure causal relationships between variables. Thus, a value free research environment is assumed according to the quantitative paradigm. Positivists suggest that this environment can be achieved by employing various research techniques that may include randomization, the administration of questionnaires containing a restricted number of predetermined responses and so on.

Contrariwise, the qualitative paradigm tends to be based on the theory of interpretivism and constructivism. The ontological position assumes the existence of multiple realities and multiple truths that are derived from an individual's construction of reality. The epistemological stance held by an interpretivist suggests that the researcher and the issue researched are co-dependent. Hence, the researcher is influenced by the researched and the topic of investigation is affected by the researcher's worldview. Therefore, what is labelled as real is basically a social construction by an individual who possesses a set of values and subjective opinions. Interpretivists propose the use of methods such as in-depth interviews, case studies and participant observation during research. Samples that are chosen for qualitative research studies hence are not supposed to represent large populations, rather the main purpose is to extract vital information. (Sale et al., 2002)

These underlying differences in the paradigms not only lead to differences in the data collection methods but they also result in differences in the interpretation of the collected data and in explaining the implications of the findings. In addition, the same labels used to report findings in both types of studies, may actually refer to different meanings. For instance, the use of the term 'valid' refers to 'results that correspond to how things exist in real world' according to quantitative researchers. However, to a qualitative researcher the term 'valid' refers to 'a label applied to an interpretation of an individual about what exists out there in the world'. Similarly, using phrases such as 'research has shown' refers to an exact description of reality according to the quantitative researcher; however the same phrase refers to an interpretation to a qualitative researcher (Sale et al., 2002, p. 45).

Nonetheless, several arguments exist in favour of combining the two methods for research. Firstly, both methods primarily aim to understand the world in which we reside. Moreover, both paradigms acknowledge that the process of inquiry is value laden and hence that a theory is not infallible. In addition, both commit to understand and improve the human condition. Finally, when data is collected from a variety of perspectives it may allow a better understanding about the world we live in. Hence, if researchers are too much concerned about the philosophical debates about the two paradigms, then research may not take place thus defeating the aim of inquiry. Therefore, the mixed-methods approach is a practical approach towards getting research done, as Howe states that ‘truth is what works’. (Sale et al., 2002, p. 47)

However, Sale et al. (2002) rightly alert researchers towards the repercussions of completely ignoring the ontological assumptions underlying the quantitative and qualitative paradigms. They suggest that due to the different views regarding what reality is, a qualitative researcher, while referring to the same object or phenomenon, may attach a different meaning to it, as compared to the quantitative researcher. For instance, the authors provide the example of a ‘surgical waiting list’. A quantitative researcher may consider the list as a bus queue, such that the patients may be dealt with in accordance to their placement in the list and in accordance to their requirement of urgency. However, a qualitative researcher may focus on the meaning of the list, in regard to how it has been organized and managed by the people who have created it. The authors hence argue that if the qualitative and quantitative paradigms do not study the same phenomenon, then the combination of the two methods is not a feasible option, since cross-validation refers to combining two research approaches to study the same phenomenon. This claim tends to undermine the results obtained from studies that apply the mixed-methods approach since ‘the phenomenon under study is not the same across the methods’ (Sale et al., 2002, p. 49).

The authors further argue that combining the qualitative and quantitative research methods often decreases the intrinsic value of both methods, since the use of a quantitative method in order to validate the findings from a qualitative method, suggests that the latter method is only an exploratory one (Sale et al., 2002, p. 50).

However, the authors provide a solution to this problem by suggesting that even though the two methods may not study the same phenomenon, a researcher may combine them for complementary purposes. Thus, a mixed-method researcher ought to clearly label the phenomenon examined by each method and to affirm, for instance, which phenomenon may refer to the subjective lived experiences of individuals and which phenomenon may refer to a quantitative measure. Following this line of argument, I intend to use the mixed-methods approach for mainly complementary purposes as discussed in Chapter 6.

2.2 My Ontological Assumptions

My approach to knowledge can be categorized as ‘insightful observation’ (Anderson, 1998). This means that I consider the physical world to be as important as the social and psychological world. I believe in accumulating information from my physical experiences and then I attempt to draw conclusions based on my interpretation of them. Hence, for me “knowledge is both constructed as well as based on the reality of the world we experience and live in” (Johnson & Christensen, 2008, p. 443). I recognize that my current beliefs are not perfect or absolute; rather they remain infallible only until they are proven weak via opposing evidence.

2.3 Epistemological Stance

Following my ontological inclinations, I imagine that there are certain facts out there that need to be discovered, however the reason why those facts exist depends on how individuals interpret or label those facts. Hence, the pragmatist in me is keen to investigate about the reality that exists out there in the field; however, I am conscious about the fact that my personal experiences and world impressions have directed me towards that particular area to be investigated in the field and hence my focus has been narrowed down to the study of that particular phenomenon.

Therefore, part of my research project aims to investigate the facts related to the self-perceptions of head teachers regarding their leadership styles in Pakistan. My research is partially based on the positivistic approach and I have employed the quantitative method of administering a survey to determine how secondary school head teachers in Pakistan self-assess their leadership styles and whether gender-based differences exist in this self-assessment.

I also aim to investigate the underlying contextual elements that contribute towards the existence of the facts discovered via the quantitative methods. Thus, I have borrowed from interpretivism and I have employed the qualitative approach of semi-structured interviews to unearth the details about contextual forces surrounding secondary school head teachers in Pakistan in order to determine whether differences exist among the lived experiences of male and female secondary school head teachers in this study.

2.4 Self-positioning

In conducting culturally sensitive or culturally based research in educational leadership, a key issue concerns the researcher's understanding of the particular culture being studied. This is less of a problem where the culture of the researcher and the education system under investigation are the same.

(Keeble & Kirk, 2007, p. 72)

The above statement indicates that being an insider within the society may place a researcher in an advantageous position within the research context (Keeble & Kirk, 2007). However, the insider position may also blind the researcher to several aspects of one's own culture, as one may overlook certain remarkable features within one's society and 'fail to give them due recognition'. As mentioned in Chapter 1, due to my experiences as a teacher and a manager within the educational sector of Pakistan, I am an insider for several school heads and teachers of secondary schools in the Lahore district within the Punjab province of Pakistan. This facet proved to be an advantage for my research as it assisted me in negotiating access into several schools during the data

collection process. Moreover, I was capable of understanding the world as it is known by an insider as opposed to an outsider in the field; hence this assisted me in interpreting the data collected. In addition, being a native observer and being able to fluently speak the native language (Urdu) helped me in understanding the non-verbal cues from the participants during my fieldwork. This factor was particularly helpful in making the participants feel less guarded, especially when I had to conduct semi-structured interviews of head teachers.

However, the insider position in research is wrought with several issues (Costley, Elliott & Gibbs, 2010). Since I am so well acquainted with the system, I am aware of the possibility that I may have infused some of my assumptions regarding the educational sector of Pakistan during data interpretation. Also, I might have not been able to view the research field and its participants from a fresh and objective perspective, which is usually a challenge for insider researchers (Costley et al., 2010). Nonetheless, I have tried to minimize the impact of this factor on my study, by remaining conscious of my position as an insider and by adopting certain strategies to reduce the influence of this position on the analysis of findings from this research. Hence, firstly, I provide information about the context of Pakistan in Chapter 3, in order to inform the reader about the social, cultural and educational context within which this study is conducted. Secondly, I have collected data from nine districts of Punjab, some of them that I have never visited before conducting this research study. Thirdly, I have included both the private and public sectors within my research sample, which greatly mitigated my insider position in the educational arena of Pakistan, since I have had no prior experience of interacting with public sector secondary school head teachers in their professional environment. Therefore, I have endeavoured to utilize the advantages of my insider position in order to improve the quality of my research, rather than to impose my biased views to jeopardize the credibility of my research.

Chapter 3: The Context of Pakistan

This chapter aims to provide an overview of the prominent features that characterize Pakistan's socio-cultural and educational milieu in order to familiarize the reader with the context within which this study has been conducted.

This chapter is organized into four sections; the first section sheds light upon the human development context of Pakistan in terms of understanding the development indicators of the country. The second section discusses the cultural context of Pakistan that relates to the values prevalent in the society, which also reflect certain gender stereotypes within this culture. The third section provides information about the educational context of Pakistan and highlights the main challenges faced by the education system as identified by different researchers and theorists. Finally, the fourth section discusses the processes of head teachers' appointment and training, which may influence how head teachers perceive and perform their role as educational leaders in Pakistan.

3.1 Human Development Context

This section provides statistical evidence regarding Pakistan's human development indicators that may assist the reader in understanding how Pakistan is globally positioned in terms of its socio-economic development. Geographically, Pakistan is located within the South Asian region. Table 1 highlights statistical data related to Pakistan's development indicators.

Table 1: Pakistan's Development Indicators in 2014

Development indicators in Pakistan	Statistical value
Human Development Index (HDI)	0.537
HDI Rank	146 th
Education inequality adjusted HDI	0.204

Gender inequality adjusted HDI	0.563
Gender HDI	0.447
Percentage of female population with some secondary education	19.3%
Percentage of male population with some secondary education	46.1%

Source: UNDP (2014)

The Human Development Index (HDI) measures a country's average achievements in major areas of human development that include health, education and standard of living⁴. According to a report generated by UNDP (2014), Pakistan lies in the lowest strata of human development, being ranked at 146 out of 187 countries on the index, with its HDI score of 0.537. The development indicators display high gender and educational inequality⁵ within the country. In addition, less than 20% of Pakistani females have had some form of secondary education, thus illuminating the dismal state of female education (UNDP, 2014). According to UNDP's report on the attainment of the Millennium Development Goals (MDG) in Asia, Pakistan is the only Asian country that is not likely to meet the target of equal access of girls and boys to all levels (primary, secondary, tertiary) of education (UNDP, 2015)⁶.

Furthermore, a report published by UNESCO (2013, p. 11) states that the gender divide in regard to the percentage of female population that ever attended school in Pakistan is only 40% where as it is higher for males, amounting to 70%. The report also mentions that the primary reason quoted

⁴The HDI statistic is a geometric mean of indices for each of the dimensions measured. The health index is constructed by using the life expectancy at birth. The education index is measured by using the average years of schooling based on enrolment by age at all educational levels, as estimated by United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics. The standard of living is measured by using the gross national income per capita (United Nations Development Programme - UNDP, 2014).

⁵Inequalities related to poverty, human security and empowerment are not reflected in the HDI; hence HDI statistic need to be adjusted in accordance to certain inequality measures such as gender and educational inequality (UNDP, 2014).

⁶Due to the persistence of female suppression in the region, Pakistan was unable to meet the third MDG in 2015 that dealt with promoting gender equality and empowering women (UNDP, 2015).

for girls is ‘parents did not allow’ (40%) while the primary reason quoted for boys is ‘child not willing’ (37%). Furthermore, only 19.3% of females complete their secondary education as compared to 46.1% of males.

These statistics suggest that females are at a higher disadvantage than males within Pakistan in terms of lower educational attainment which has implications for the extent to which female education is valued within the country. Hence, the human development statistics reveal the existence of a bias against female educational advancement within Pakistan; and the consequent lack of professional opportunities for females suggest the existence of a patriarchal cultural context in the country. This has implications for how females may be perceived when they seek to participate in the public sphere as professionals and particularly as head teachers or leaders within the educational sector of Pakistan. The following section provides a more detailed discussion about the cultural context of Pakistan.

3.2 Cultural Context

This section discusses themes regarding the cultural context of Pakistan and in particular it sheds light upon the prevalence of gender inequality within the region.

Hofstede (1980) characterizes the culture of Pakistan as being ‘masculine’, which implies that most members of the society believe that conflict resolution should occur by fighting and assertiveness, and as being ‘collectivist’, where group achievement is valued more over individual responsibility. Moreover, Hofstede suggests that within Pakistan, there is a prevalence of high ‘power-distance’, where the unequal distribution of power is accepted by the less powerful members of the society and of high ‘uncertainty avoidance’, where the society’s members strive to avoid uncertain conditions (Hofstede, 1980). This characterization of the cultural context of Pakistan depicts a patriarchal culture, which has implications for how gender stereotypes may perpetuate into all facets of the society hence influencing the experiences of females in the society.

In this regard, Islam (2004) stresses that gender roles are influenced by religious, social and cultural norms within Pakistan and as a consequence, women are often excluded and segregated from the public sphere towards a state of '*purdah*' (veil) that limits the free movement of women in the society. Moreover, Hakim and Aziz (1998) postulate two types of limitations imposed on females in Pakistan, which originate from religious and cultural norms. The first type refers to legal restrictions that are based on interpretations from the Quran, Sunnah and Sharia (a majority of Pakistan's population follows the religion of Islam) and the second type refers to the veiling of females from males that lead to gender segregation (Jehan, 2015). In this context, the actions of females are mostly under scrutiny and are judged in terms of how others perceive them, hence suppressing a woman's freedom in the public sphere.

Schwoebel's (2014, p. 204) findings from the interview of a woman educationist and a leader in Pakistan who 'never smiled and never laughed' in order to gain the respect of her students and colleagues and to create a 'safe space' for herself to avoid harassment at the work place, provides a sense of the sort of restrictive environment that female educational leaders may have to negotiate when working within Pakistan's education sector.

Moreover, Shah & Shah (2012) point out that the religiously motivated practice of gender segregation has a direct impact on the education sector in Pakistan, where mostly single-sex institutions exist within the public sector. Particularly within rural regions, such segregation becomes a more prominent phenomenon as students move from primary to secondary schooling.

Ali et al. (2011) also argue that gender role perceptions are deeply entrenched in the mind sets of people within Pakistan, which is demonstrated by the World Values Survey (WVS, 2015) that provides some interesting insights regarding notions about gender equality prevailing within Pakistan's society. When asked whether 'on the whole, men make better political leaders than women do', it was reported that 72% of the respondents agreed with this statement, while only 25% disagreed (WVS, 2015). These findings suggest that the majority of survey respondents associate effective political leadership with men rather than with women and this notion may prove to be a barrier for aspiring female leaders within Pakistan. Another question asked, 'when jobs are scarce, men should have more right to a job than women', to which nearly 75% of respondents

agreed while nearly 20% disagreed (WVS, 2015). These statistics highlight the prevailing notion of ‘males are the main breadwinners’ in the society, since they suggest that even if females are more talented or deserving than men, in the case of limited jobs, males will be preferred. Similarly, when asked ‘on the whole, men make better business executives than women do’, 74% agreed while 23% disagreed, hence exhibiting a tendency to undervalue female capabilities in the professional field.

These responses may not be representative of the whole population of Pakistan; however, they provide a clue regarding the sort of mentality that exists within the society in regard to gender-based expectations and gender equality. UNDP’s (2015) report also states that women in Pakistan continue to face considerable barriers in decision-making power and economic power, and female voices are suppressed in the public sphere hence perpetuating gender biased social norms which lead to further gender inequality.

The range of literature cited in this section is not exhaustive; however, it serves the purpose of sketching the cultural setting of Pakistan as it provides some insight and evidence regarding how gender becomes a deciding factor in determining the roles, responsibilities and expectations from individuals when they decide to participate in the professional and public arena within Pakistan⁷. Particularly this cultural context has relevance for the gender dynamics that prevail within the educational sector of Pakistan as described in the following section.

3.3 Educational Context

This section focuses on the educational context of Pakistan and it highlights the main challenges faced by the country’s education sector as identified by certain theorists. The education system of Pakistan, at the primary and secondary level, is divided into three main factions including the

⁷ This issue is highlighted in more detail in Chapter 4.

public sector, the private sector and the religious ‘madrassah’ system⁸ (S.T. Khan, 2015, p. 1422). Nearly 75% are public sector schools, private schools amount to 10% and the remaining schools are divided between madrassahs and other non-formal basic education schools (Malik et al., 2015, p. 4)⁹. However, during the last three decades, Pakistan has experienced an upsurge in private schools being established in urban and semi-urban regions (Kandasamy & Blaton, 2004; Iqbal, 2012). All public schools are single-sex from grade 6 to grade 12, hence females supervise girls’ schools and males supervise boys’ schools (S.T. Khan, 2015).

According to the constitution, the federal government is responsible for education policy-making and for the development of curriculum for government schools of Pakistan, and the provincial government is responsible for the management and execution of the policies in government schools (Simkins, Sisum & Memon, 2003, p. 279). Furthermore, each district within a province possesses decision-making authority and the education district officer is responsible for the utilization of resources within the government schools located in a district. However, despite efforts made since 2001 to decentralize the education system by empowering the districts to manage their educational resources (Jehan, 2015, p. 13), the public school system tends to be influenced by a bureaucratic model where a centralised authority decides on matters such as the hiring of staff and funding issues (Salfi, Virk & Hussain, 2014).

The private educational sector is mainly unregulated as it operates autonomously (Kandasamy & Blaton, 2004) in a free market economic system. Most private educational institutions are governed by a Board of Governors and are funded by local and international non-government organizations (NGOs) (Khan, 2012).

In terms of quality of education in Pakistan, statistics reveal that the “adult functional literacy rate” amounts to only 50%, school participation rates are low with nearly 6 million children not

⁸There are 146,185 formal primary, 42,147 middle level or lower secondary and 29,874 secondary schools within Pakistan (Malik et al., 2015, p. 4).

⁹ It is estimated that enrolment in middle schools amounts to 6 million with 57% boys and 43% girls, where as in secondary schools, enrolment amounts to 2.8 million with 58% boys and 42% girls. (Malik et al., 2015, p. 4)

attending school (Retallick, 2005, p. 33) and the school dropout rate is high, with the highest dropout rate being in grade 5 amounting to 42.8% (UNICEF, 2015, p. 5). Moreover, in 2014, it was found that within grade 3, 84% of the children could not read a story in their native languages -Urdu, Sindhi or Pashto (UNICEF, 2015, p. 5) which depicts the dismal state of education. Bari (2015) adds that the educational quality in public and low-fee private schools remain very poor as the focus is on rote learning rather than on the development of life skills.

Malik et al. (2015, p. 13) postulate that the key challenges to Pakistan's educational sector include:

(i) lack of access to education; and (ii) poor quality of education; (iii) equity; and (iv) governance. Other influencing factors include budgetary constraints and weak management, which indirectly accentuate the lack of access and poor quality; and a set of external factors such as poverty, adverse law and order situation; and devastation due to natural disasters especially devastating floods of 2010 and annihilating earthquake of 2005.

This view is supported by Khalid & Khan (2006) who blame the culture of bad governance, corruption and unstable political conditions for perpetuating educational problems in the country. Hussain (2015) also emphasizes that problems related to the access, quality, school infrastructure and inequality of opportunity, remain widespread in the education sector of Pakistan.

Hoodhboy (1998) postulates that the main challenge within the education sector of Pakistan revolves around the inability to unite upon the main purpose of the education system and upon how to achieve it. According to him, the main conflict arises due to one group of the society vowing for education as a means to promote the Islamic ideology, whereas another group stressing upon the importance of science and technology within education (as cited in Jehan, 2015, p. 13). Furthermore, Bari (2016) suggests that the reduction of socioeconomic inequality and the creation of effective citizenship are two of the primary purposes of education; however, he contends that the current education system in Pakistan fails on both accounts.

Most current educational problems are associated with the government sector schools that cater to the majority (75- 80%) of children who attend school in the country (Hoodhboy, 1998 as cited in Retallick, 2005) which depicts an alarming situation for the country's educational landscape.

Overall, factors such as the lack of adequate government funding, weak governance, lack of accountability, high bureaucratic interference, insufficient teacher training and low student learning outcomes characterize the current educational context of Pakistan (Memon, 2007). It is within this educational landscape, that school leaders operate within Pakistan.

The following section discusses the processes of hiring of head teachers in Pakistan that has implications for how head teachers may perceive their role as school leaders and eventually influence the quality of educational leadership within Pakistan.

3.4 Appointment and Training of Head Teachers

This section provides an account of the processes of hiring and training of head teachers within the education sector of Pakistan.

The Provincial Public Service Commission (PSC) is responsible for supervising the selection process of head teachers in public schools. It has been postulated that the main requirement for the appointment of a head teacher in a public school is his or her teaching experience (Kandasamy & Blaton, 2004, p. 82; S.T. Khan, 2015, p. 1417). This view has been supported by various studies on government schools in Pakistan, where head teachers are promoted to the position based on their seniority (Simkins, Garrett, Memon & Ali, 1998). A primary level teacher can become a head teacher at the elementary school level, based mainly on his or her seniority (Kandasamy & Blaton, 2004). While at the secondary school level, head teachers of government schools are promoted or are selected by the PSC directly for the position of a head teacher through open competition. 85% of head teachers have been found to be promoted to the position, the main criteria for promotion being seniority and ‘well-rated’ annual confidential reports (ACR). These ACR reports discuss the attributes of a teacher and they are drafted by head teachers. Their validity is an issue, since the criteria used to create the ACR reports may be subjective and biased rather than providing a transparent and objective account of the individual’s professional capabilities. On the other hand, 15% of head teachers are directly selected by the PSC. Vacancies for head teacher positions are advertised in newspapers and applications are made on prescribed forms. This is followed by a

written test and an interview before the announcement of the results. The list of candidates who make it to the merit list, is then forwarded to the government, which recruits individuals for the position of a head teacher or subject specialist. (Kandasamy & Blaton, 2004, p. 91)

The process of recruitment of head teachers in government schools implies that an experienced teacher is considered adequate to fulfil the role of a head teacher without being equipped with leadership and management qualifications. Kandasamy and Blaton (2004) contend that head teachers of public schools receive no management training, there is no specific induction training required as a head teacher, rather managerial skills are acquired via trial and error. School management is not taught at either B.Ed or M.Ed levels¹⁰ (p. 100) and there exists a lack of updated job manuals and well-defined job descriptions for head teachers (Kandasamy & Blaton, p. 81).

Khan (2015, p. 2300) also supports this contention by pointing out that the National Educational Policy-2009 does not describe the type of training that is required for head teachers, rather he highlights that the National Educational Policy-2009 only mentions three sentences to highlight the importance of school administrators as follows:

In contrast, most persons at management positions in Pakistan's education sector have no training in the function. Head teachers... are mostly appointed from amongst the teacher cadre (college or school), without much management experience...A management cadre for education, with specified training and qualification requirements, shall be introduced.

This implies a gap in information regarding the quality and frequency of training of head teachers in Pakistan, which may impact how head teachers exercise school leadership.

Within the private education sector, the process for recruiting head teachers is based on an ad hoc system, where the owners of the private school may decide on whom to appoint as the head teacher. Many head teachers are owners of private schools, while other head teachers may be previous

¹⁰ B.Ed refers to Bachelors in Education/ M.Ed refers to Masters in Education.

teachers or may be appointed from external sources due to their prior experience or skills (Simkins et al., 1998). Each private institution applies its distinct set of rules and regulations.

Apart from the recruitment of high quality head teachers, the rules and regulations associated with the education sector may also impact the performance of a head teacher in Pakistan. For instance, Simkins et al. (1998) studied the role perceptions of head teachers in Pakistan by using a sample of six government and non-government schools in Karachi. According to their findings, the system's rules in government schools tend to limit the government head teacher's powers, while non-government head teachers enjoy a greater degree of freedom and creativity in management practices and the hiring of teachers. Government heads are subjected to direct supervision while power is delegated to non-government heads. However, the authors suggest that public school head teachers seem to function under lesser 'personal control' from the superior educational officers while private school head teachers are more closely monitored by the board of trustees or owner of the school (p. 139).

Nonetheless, Simkins et al. (2003, p. 280) suggest that within the private sector head teachers may experience greater authority and independence as compared to head teachers in public schools, which may affect the self-perceptions of school leaders. Public school head teachers are not authorized to remove teachers who do not perform their duties, and they possess minimum involvement in curriculum development and syllabus modification, apart from having limited authority regarding financial and administrative matters (Kandasamy & Blaton, 2004). The extent of authority and decision-making power has implications for how head teachers may practice leadership.

This view is also supported by Khan's (2012) study of instructional management of principals in a private and public sector secondary school in Northern Pakistan, which reveals important differences in how the principals may perceive and exercise leadership in schools. The public school head in the study, perceived himself as a '*chowkidaar*' [doorman] and avoided classroom visits while the private school head actively supervised the teachers and class activities in the school by frequently visiting classes and obtaining students' feedback about teaching methodologies (Khan, 2012, p. 5).

These findings suggest that the institutional context impacts the processes of appointment and training of head teachers which has important implications for how head teachers perceive and perform their role as school leaders within the public and private sectors, which will be explored in this study.

3.5 Chapter Conclusion

Overall, the socio-cultural and educational context of Pakistan presents a complex setting for educational leaders. The lack of unity on issues such as the purpose of education, ad hoc decision making related to the induction and training of head teachers and the prevalence of gender bias against females tends to marginalize a huge population of the country in terms of providing equal opportunities to all. These factors contribute also significantly towards the dismal state of education in the country, hence creating the need for research-based policy-making for the education sector of Pakistan.

Chapter 4: Review of Literature

“Hopefully, lessons learned from other parts of the world can help to inform strategic efforts to accelerate knowledge production in Asia.”

Hallinger and Chen (2015, p. 22)

This chapter presents a review of research literature related to the field of educational leadership based on research studies within developed and developing countries. I have conducted a thematic review that has enabled me to organize the main themes prevalent within research studies based on educational leadership and the significance of gender and contextual influences for educational leadership (Cronin, Ryan & Coughlan, 2008). It has been observed that research literature on educational leadership is dominated by findings originating from developed Western societies that are English Speaking (Hallinger & Chen, 2015). Therefore, the number of peer-reviewed articles based on studies that investigate educational leadership within the context of developing countries in Asia is very limited indeed. Furthermore, Hallinger and Chen (2015) found that only ‘0.2 percent’ of research articles based on educational leadership in Asia incorporate the notion of gender (p. 17). Hallinger and Chen (2015) examined 478 articles in the Asian database that were identified from 3,582 articles, which were published in eight ‘core’ journals in educational leadership and management between 1995 till 2012 (p. 13)¹¹.

This list of journals is not exhaustive; however, it provides an overview regarding the extent to which Asian based studies contribute towards research within the field of educational leadership. Moreover, the authors’ assertion regarding the dismal state of literature produced within the field of gender and educational leadership within the entire Asian region, explains why South Asian¹² literature based on gender and educational leadership appears to be non-existent.

¹¹ The journals included ‘Educational Administration Quarterly, Journal of Educational Administration, School Effectiveness and School Improvement, Educational Management Administration and Leadership, International Journal of Leadership in Education, International Journal of Educational Management (Hallinger & Chen, 2015, p. 10).

¹² South Asian literature contributes to six percent of the entire Asian literature on educational leadership.

Within the context of Pakistan, I came across several studies based on educational leadership, however there existed very few peer-reviewed studies that explore the relationship between gender and educational leadership in Pakistan. Table 2 provides a list of empirical studies that investigate educational leadership within Pakistan reviewed within this study. The main methodological strengths and weaknesses of the studies, relevant to this study's focus, have been identified.

Table 2: Summary of Studies from Pakistan Based on Educational Leadership

Authors	Focus	Sample	Research Method	Strengths	Weaknesses
Amin (2012)	Effect of leadership style on university faculty's job satisfaction	287 faculty members of a public university in Punjab, Pakistan	Mixed methods, Questionnaires, semi-structured interviews	Full range model of leadership employed in education sector, raters' feedback considered	No gender-based analysis, leaders' perspectives not included, private school sector not explored, no in-depth contextual analysis
Baig (2011)	Influence of personal values on head teachers' leadership practices	Two community based high school head teachers in Karachi	Comparative case study method, semi-structured interviews, observations, document analysis	Socio-cultural contextual analysis considered, in-depth findings	No gender-based analysis, public school sector not explored, results not generalisable due to unrepresentative sample
Begum, Jan & Khan (2013)	Examination of transformational leadership, gender role orientation and leadership effectiveness of leaders	400 male and female leaders in education and health department in Pakistan and Turkey	Questionnaires MLQ	Offers a gender-based analysis of leadership, uses a quantitative survey to increase generalisability of results, provides a comparative study of gendered leadership within Asia	Population and mode of sample selection is not, raters' feedback not considered, lack of qualitative contextual analysis to explore in-depth factors
Jehan, (2015)	Investigation of socio-cultural and structural contexts that shape principals' ethical decision-making	Five high school principals in Northern areas of Pakistan	Semi-structured interviews	Explores the importance of contextual elements to investigate leadership practices within Pakistan, includes a gender-based analysis	Sample is unrepresentative hence findings are not generalisable to broader context in Pakistan, no comparison across public and private education sector
Khalil, Iqbal & Khan (2016)	Exploring leadership styles of school	50 school head teachers in Lahore	Questionnaires, MLQ	Quantitative survey used that may increase generalisability of	Lack of qualitative contextual analysis, no gender-based analysis of leadership,

	administrators in Pakistan			results for head teachers in Lahore	only one district studied
Khan (2012)	Study of Instructional management of principals	One private and one public secondary school in Northern Pakistan	Interviews	Compares public and private secondary schools in Pakistan's context	Results are not generalisable, sample size is limited, gender-based analysis is lacking
Khan (2015a)	Head teachers' beliefs and practices about teaching and learning in Pakistani public schools	Two public school head teachers	Case study method	Case study method provides in-depth analysis of structural issues and leadership practices in schools	Findings are not generalisable to the context of Pakistan due to unrepresentative sample, broader socio-cultural factors not explored, no gender-based analysis
Khan (2015b)	Relationship between decision making and professional experiences of a Pakistani female head teacher in initial years of headship	One public secondary school female head teacher	Case study method (interviews, observations, document analysis and field notes)	Contextual analysis provides in-depth insights into the relationship between context and leadership practices, gender-based analysis conducted	Findings are not generalisable to all female head teachers of public schools in Pakistan due to unrepresentative sample, no public-private sector comparisons provided
Mir & Abbasi (2012)	Role of emotional intelligence in developing transformational leadership in Pakistan's higher education sector	400 faculty members from top 20 universities within three provinces of Pakistan	Structured questionnaires have been used to collect data	Findings may be generalisable to faculty members in universities due to random sampling of 20 universities in Pakistan	In-depth contextual analysis is missing, gender-based analysis is missing, only addresses the higher education sector and not other sectors
Munaf (2011)	Relationship of leadership styles and achievement motivation of teaching faculties in higher education institutions of Pakistan	60 department heads and 60 teaching faculties of 30 public and 30 private universities in Sindh and Punjab	Quantitative analysis of data collected via questionnaires	Correlational statistical analysis provides insight into the relation of three leadership styles (transformational, transactional and passive-avoidant) with motivation of university teachers in Pakistan's context	No contextual in-depth analysis to validate the findings from the questionnaires or to compare cultural differences between the two provinces investigated, no gender-based analysis offered
Niazi (2012)	Investigates the impact of leadership behaviors of principal with teachers on collaborative	20 public schools and 20 private schools in Karachi	Questionnaires	Sample includes both public and private schools, perspectives are collected from principals and teachers which enhances the validity of findings	No in-depth qualitative contextual analysis provided, no gender-based analysis, only one district investigated

	learning in Pakistan				
Paracha, Qamar, Mirza, Hassan & Waqas (2012)	Impact of leadership style on employee performance and mediating role of job satisfaction	250 employees from six private schools in Rawalpindi and Islamabad within Pakistan	Questionnaires	Findings may inform private school managers in the region about influencing employee performance	Perceptions of school heads not included hence reducing validity of findings, in-depth contextual analysis is missing, lack of gender-based analysis, no comparison of private and public sectors
Retallick (2005)	Investigates management practices and strategies in successful schools in Pakistan	Three schools in Pakistan	Case study method (interviews, observations, document analysis)	Provides some in-depth information about school management in Pakistan	Unrepresentative sample of schools reduces the generalisability of findings, definition of successful school is unclear, gender-based analysis not included
Saeed (2007)	Compares education systems of Pakistan and UK	Not specified	Secondary data, document analysis	Insights into contextual differences provided	Lack of primary data collection to reinforce conclusions provided in the study
Salfi (2011)	Studies successful leadership practices of secondary school head teachers in Pakistan	351 head teachers and 702 teachers from government secondary schools in Punjab	Mixed-methods research- Document analysis, questionnaires and in-depth semi-structured interviews	Strong research design that incorporates triangulation method to increase validity of findings, incorporates 360 degrees feedback about leadership practices	Only one province investigated in Pakistan's context, does not include gender-based analysis of leadership practices
Salfi, Virk & Hussain (2014)	Analyzes the leadership styles of secondary school head teachers in Pakistan and compares them with regard to gender and locality	351 head teachers and 702 teachers from 12 districts in Punjab .	Questionnaires	360 degrees feedback obtained from teachers and head teachers about leadership styles, incorporates some gender-based analysis, uses random sampling technique that increases the validity of findings	Quantitative analysis only, hence the study lacks in-depth exploration of broader contextual effects on leadership styles
Showunmi & Kaparou (2017)	Explores the leadership experiences of female principals in three countries	Nine black, minority ethnic and Muslim women principals in England, Malaysia and Pakistan	Narrative Inquiries	Provides a cross-cultural analysis of leadership experiences of female principals, explores the importance of context and its intersection with	Sample size is unrepresentative of the entire population of female principals in the three countries, hence findings cannot be generalised to the entire population of female principals

				gender in school leadership	
Simkins, Garrett, Memon & Ali (1998)	Studies the role perceptions of head teachers in Pakistan	Six public and private school head teachers in Karachi	Interviews and diaries of head teachers	Provides a comparison across the public and private school sector heads in Pakistan, in-depth analysis provided of head teachers' role perceptions	Unrepresentative sample hence findings are not generalisable to broader contexts in Pakistan, no gender-based analysis provided
Simkins, Sisum & Memon (2003)	Explores the head teacher's role, school effectiveness and school improvement in Pakistan	Three head teachers in Karachi	Case study method: three interviews per school head conducted over a period of months	Explores cultural context to provide in-depth analysis, longitudinal analysis to investigate management of change, comparison between private and public schools	Findings are not generalisable to entire country due to an unrepresentative sample
Tatlah, Iqbal, Amin & Quraishi (2014)	Investigates the effect of leadership behaviour of secondary school leaders on the academic achievement of the 10th grade students	64 secondary school principals and over 128 secondary school teachers in Punjab	Questionnaires	360-degree feedback collected regarding the effect of leadership behaviour on student outcomes	Quantitative study may lack important in-depth analysis regarding the socio-cultural context surrounding school members and the impact on leadership, only one province studied, gender-based analysis is missing

Consequently, I have had to rely primarily on the inclusion of research literature based on non-Asian and developed country contexts in this literature review. This approach may appear to be controversial to an academic researcher, who might question the relevance of the reviewed literature for my research topic. However, I must contend that instead of blindly borrowing Western theories on gender and educational leadership and applying them to the context of Pakistan, I have tried to resort to a careful selection of Western concepts and theories that I deemed to be relevant to the contextual elements within Pakistan¹³.

¹³ Chapter 3 provides a discussion related to the context of Pakistan.

I acknowledge that reviewing literature originating from Western countries assisted me in developing my understanding regarding how the issue of gender and educational leadership styles may be explored within different contexts and this has guided me in terms of exploring the notion of gender and educational leadership in the developing country context of Pakistan.

This chapter is organized into six sections. The first section defines the notion of leadership in general and it discusses the ‘style approach’ towards investigating the concept of leadership in organizations. The second section attempts to explore and define the concept of ‘educational leadership’. The third section provides an overview of leadership styles that are recurrently investigated within research literature based on educational leadership. The fourth section reviews literature that discusses the association of leadership styles with the leader’s gender. This section highlights the psycho-social differences across both sexes that may result in different approaches towards decision-making as leaders and it discusses the implications of these gender-based differences for educational leaders. This section also explores androgynous views related to the role of gender in leadership. Furthermore, the fifth section emphasizes the importance of contextualizing research on educational leadership and it discusses how the influence of gender on leadership styles may be context driven. The final section provides the conclusion to this chapter.

4.1 Defining Leadership

“Educational leadership research involves analyzing the concept of leadership itself, the types and styles of leadership and their relevance to educational settings.”

Briggs, Coleman and Morrison (2012, p. 3)

Briggs et al. (2012) highlight the importance of understanding the notion of leadership and leadership styles in order to investigate the concept of educational leadership. According to Hoy and Miskel (2008), leaders are the main source of guidance during times of change and the effectiveness of an organization depends upon their leadership approach.

As regards to providing a formal definition for 'leadership', Northouse (2013) states that leadership scholars have not been able to arrive at a unanimous definition of leadership. There are debates revolving around whether 'leadership and management are separate processes', whether the trait view is valid or the process view¹⁴, whether the relational aspects of leadership have more significance or the task-oriented aspects (Northouse, 2013, p. 4). Moreover, developments in the world, such as the rise of globalisation and technological advancements continue to define and redefine the concept of leadership that holds varied meanings for different people in different contexts. Nonetheless, one thing is confirmed, 'leadership is a complex concept' with no agreed definition at present (Northouse, 2013, p. 4). This section discusses the definition of leadership that has been derived after reviewing different theoretical views on the concept. This discussion will provide a foundation upon which to build up an operational definition for 'educational leadership', as presented in the following section.

Northouse (2010) discusses two views of leadership i.e. the trait view and the process view. The 'trait' view implies that leadership is a natural characteristic, which cannot be learned. Bass (1990) purports this trait view of leadership, which is also considered as the personality perspective when conceptualizing the notion of leadership. According to this perspective, leaders are individuals who possess certain special characteristics and skills that enable them to influence others. Similarly, Connelly et al. (2000) state that leadership can be viewed from the skills perspective, hence suggesting that a leader possesses certain skills and knowledge that assist in effective leadership.

On the other hand, the 'process' view implies that a leader affects and is affected by followers and is constantly under construction due to the interactive forces between the leader, the followers and the context. Northouse (2013) proposes that the phenomenon of leadership revolves around four elements: 'a) leadership is a process b) leadership involves influence c) leadership occurs in groups and d) leadership involves common goals' (p. 8). This view implies that leadership is a process that is under constant development, and hence it may not just reside in only one individual. Rather

¹⁴ Defined later in the text.

within this process, an individual is able to exert influence on a group of people, guiding them towards the attainment of a particular goal, which may also involve the distribution of leadership among different members of the organization in order to achieve the greater good of the whole group.

Based on the four elements, Northouse (2013, p. 8) purports that “leadership is a process whereby an individual influences a group of individuals to achieve a common goal”. This view reiterates Jago’s (1982) perspective, that as a process, leadership can be observed in the behaviour of leaders. This process view of leadership is deemed as the ‘style approach’ of leadership that emphasizes upon the ‘behaviour of the leader’ by focusing on what leaders do and it supports the idea that certain leadership behaviours can be learned over time (Northouse, 2013, p. 75). This view forms the main crux of the lens through which leadership is explored within this research study.

Furthermore, Ribbins and Gunter claim that two significant areas of leadership have been generally underrepresented within the field of leadership (as cited in Briggs et al., 2012). The first area deals with the issue about ‘what individual leaders do and why they do it in a variety of specific circumstances, how and why others respond as they do, and with what outcomes’ (p. 3). This view corroborates with Northouse’s (2013) definition of leadership that is concerned with what leaders do or the behavioural view. Secondly, Ribbins and Gunter identify the requirement to conduct more research on ‘what leaders are, why and by whom they are shaped into what they are, and how they become leaders’, in order to develop a holistic understanding of the realities of leaders (as cited in Briggs et al., 2012, p. 3). This facet of leadership within the context of educational institutions is further explored below.

The perception about ‘what leaders do’ can be categorized into two kinds of behaviours including task-oriented behaviour and relationship-oriented behaviour (Northouse, 2013, p. 75). Relationship-oriented behaviours assist subordinates in feeling confident about their abilities and in adjusting to different situations with ease, while task-oriented behaviours are meant to assist the achievement of common organizational goals. According to Judge, Piccolo and Ilies (2004), empirical findings suggest that leadership effectiveness may be higher when leaders adopt both types of behaviours simultaneously. This notion is also inspired by Blake and Mouton’s (1964)

view that a manager needs to be concerned about the people as well as about production, thus suggesting that any leadership strategy requires focusing on both elements (as cited in Cuadrado, Navas, Molero, Ferrer & Morales, 2012).

The discussion in this section implies that both the task-oriented behaviours and relationship-oriented behaviours may need to be incorporated for leadership to be effective.

4.2 Defining ‘Educational’ Leadership

Following the discussion in the previous section, if leadership is a process, then educational leadership can be deemed as a process that occurs in educational settings such as schools, colleges, universities and so on. If the leader is an individual, then the educational leader may refer to the head of a school, district, or even a department within an educational institution. The group of individuals that exist within educational institutions usually comprise of academic staff, administrative staff, students and the parental community.

The nature of work conducted within educational institutions tends to put extra emphasis on strategic dealing with people since the final product from an educational institution is not an entirely tangible one. The ‘end’ product of an educational institution may be defined in terms of students’ academic results, or the skills developed by students, or a motivated teacher workforce or an increase in pupil enrolment and attendance, or the successful inculcation of values among school members and so on. Thus, the ‘end’ product of an educational institution may be hard to define; it eventually depends on the subjective viewpoints of the individuals who are influenced by different environments and cultural settings. For instance, a parent may consider a school as successful if the child is able to develop effective social and communication skills due to his or her experiences at school. On the other hand, a student may consider a school to be effective if he or she is able to develop a satisfactory social network of friends and mentors within the school, while other members may follow a completely different criterion for the assessment of an educational institution. Therefore, this feature of an educational institution creates a relatively

larger space for fostering the relational aspects of leadership in order to achieve the objectives of educational institutions.

From this viewpoint, when Gardner and Laskin (2011) surmise that ‘a leader is an individual who significantly affects the thoughts, feelings or behaviours of a large number of individuals’ either directly or indirectly; the stress is being laid on the relationship behaviour of leaders. Similarly, Finley (2014) highlights the facet of principal leadership that relates to the ability of leaders to successfully influence individuals, in order for them to collaborate eagerly to achieve common organizational goals.

However, the task-orientation aspect of educational leadership cannot be ignored either, as Shum and Cheng (1997) emphasize upon the distribution of educational and instructional knowledge to enhance the quality and impact of teaching, as an important aspect of educational leadership.

Adding on to the discussion of successful school leadership, Leithwood, Harris and Hopkins (2008, p. 27) propose seven claims regarding successful school leadership as follows:

- 1) The influence of school leadership on pupil learning is second only to classroom teaching.
- 2) The basic leadership practices of all successful leaders are drawn from the same range of practices.
- 3) The manners in which these leaders apply those basic practices, shows their responsiveness to the contexts in which they work, rather than being dictated by the context.
- 4) The impact of school leaders on teaching and learning is indirect and it occurs by influencing teachers’ motivation, commitment level and the working conditions.
- 5) School leadership is more effective and influential when it is widely distributed.
- 6) Some patterns of leadership distribution are more effective than the rest.

7) The effectiveness of leadership may vary largely with a small change in the personal traits of the leader.

In support of the first claim, Leithwood et al. (2008) provide evidence presented in the works of Hallinger (1996a, 1996b, 1998) and in other quantitative studies that indicate that principal effects on student outcomes may be small but statistically significant. When discussing the second claim, the authors argue that the main task of principals is to improve employee performance that implies an improvement in pupil learning due to the teacher's efforts. The authors specify four tasks that are part of the range of best practices followed by successful school leaders i.e. 1) establishing a clear vision and providing direction 2) developing people and understanding them 3) restructuring the organization 4) managing the learning and teaching programs (as cited in Finley, 2014, p. 35).

The third claim is based on an elaboration of the range of best practices presented in the second claim. While the fourth claim emphasizes that, the main way for school leaders to improve teaching and learning is an indirect one via improving teacher motivation and commitment. The fifth claim highlights that within a school context, the school leader's role is strengthened if leadership is shared among other school members. The sixth claim expands on the fifth claim. While the seventh claim supports the trait view of leadership, where the authors suggest that a successful leader must possess traits such as 'flexibility, open-mindedness, resilience and optimism' (as cited in Finley, 2014, p. 36).

Leithwood et al.'s (2008) set of seven best practices for successful school leadership, provides a useful synopsis to guide head teachers about effective leadership in schools. However, it is important to acknowledge that their claims may require further empirical evidence before recommending them to head teachers in different contextual settings. Moreover, there are several limitations to these criteria. For instance, the first claim tends to assume that there is only one 'end' product of a school and that is pupil learning in the classroom, suggesting that the focus of the school should entirely be on the classroom teaching. However, as discussed earlier, the 'end' product of a school may differ for different people. Secondly, the authors assume that in order to be successful, leaders need to possess certain traits; however, this belief tends to contradict the

notion that successful leadership behaviours can be learned and developed over time rather than being intrinsic to the leader.

Nonetheless, the third claim rightly points out that the ways in which leaders practice leadership in schools demonstrate their responsiveness to the context. This view is also supported by Hallinger and Heck's (2011, p. 167) perspective to study school leadership both as "a cause and effect of school improvement processes". This claim highlights an important element related to the process view of leadership, which suggests that the leader influences others and is influenced by the environment and context.

In this regard, my proposition of a holistic definition of educational leadership is based on the process view of leadership and I surmise that effective leadership should encompass both the task-oriented as well as the relationship-oriented behavioural elements, as has been suggested by theorists including Shum and Cheng (1997), Gardner and Laskin (2011) and Northouse (2010, 2013). Thus, for this study, I define 'educational leadership' as 'a process whereby the school leader directly or indirectly influences the thoughts, behaviour and actions of all members associated with the educational institution, in order to improve the overall student performance and the quality of teaching and learning within the institution. Moreover, the school leader is influenced by this process as well'.

Within this definition, it is important to note that 'all members' refer to students, teachers, administrative staff, parents and the larger community. While, 'overall student performance', incorporates the academic results assessed in terms of the scores or grades and the personality development of students. Factors contributing to the students' personality development include the values that they take away from the institution, the habits that they adopt because of following the daily school/ university procedures, the quality of their physical and emotional development and the social networks that they become a part of. Lastly, the school leader refers to the head teacher or principal, who influences as well as is influenced by the educational leadership process within the framework of this study.

In terms of understanding how school leaders practice leadership, Naidoo, Muthukrishna and Hobden (2012) suggest that a school leader's role is a complicated one and that the nature of leadership differs from one school to another. The authors emphasize that leadership styles are primarily connected to the context, which is made up of a network of various contextual influences, hence rendering no single leadership style as the best for all contexts. In this regard, it is important to have an overview of the different leadership styles frequently researched in educational leadership literature, which is provided in the following section.

4.3 Educational Leadership Styles

Eagly and Johanneson-Schmidt (2001) define 'leadership style' as "relatively stable patterns of behaviour that are manifested by leaders" (p. 781). The research on educational leadership has produced several theories on educational leadership styles that continue to evolve (Bush, 2015), however, most theorists present typologies of educational leadership styles that range within a spectrum from instructional, transactional, transformational, distributed and hybrid leadership styles (Earley & Weindling, 2004).

Instructional leadership

The instructional model of leadership is an assertive form of leadership that was identified in the 1980s, following research on effective schools within the USA in order to influence student-learning outcomes (Salom, Nylund & Stjernstron, 2015). Bossert, Dwyer, Rowan and Lee (1982) explain that while practicing instructional leadership, a school principal may not directly affect student achievement, but only affects it indirectly via influencing classroom teaching. Earley and Weindling (2004), state that instructional leadership focuses on the development of the school as a learning organization in order to achieve the school's learning aims for its students.

Blase and Blasé (1999) define instructional leadership as a combination of several tasks that include the supervision of classroom teaching and the development of the staff and the curriculum. Hoy and Miskel (2008) posit that instructional leadership is primarily concerned with refining the

curriculum and assessment strategies, developing teaching methodologies and changing cultural norms. Gulcan (2012) further elaborates on the tasks performed by instructional leaders that include: identifying a vision and mission of the school, administration of education, development of the staff, teacher monitoring and the creation of a positive school climate (as cited in Finley, 2014, p. 40).

Suskavcevic and Blake (1999) and Earley and Weindling (2004) highlight the merits of the instructional form of leadership. They postulate that the focus of instructional leaders on the development of the school as a learning organization promotes sustained student learning within schools¹⁵. Furthermore, research literature (Togneri, 2003; De Grauwe, 2001) suggests that within decentralized educational systems, the instructional role of head teachers increases and hence the instructional model of leadership becomes appropriate for school improvement in such contexts (as cited in DeJaeghere, Williams & Kyeyune, 2009).

However, Marzano, Waters and McNulty (2005) suggest that the concept of instructional leadership is not well-defined; this implies that there are differences among researchers' perspectives in regard to what is an instructional leader. Moreover, the main limitation with the instructional model of leadership is that it assumes that the primary role of the school leader is to provide guidance for classroom instruction which may present a limited characterization of school leadership practices (Barth, 1986; Bridges, 1977; Hallinger & Murphy, 1986; Hallinger & Wimpelberg, 1992 as cited in Finley, 2014, p. 43). In addition, it is pointed out that many school principals may not be experts in pedagogical practices and they may be less experienced than the teachers, to be able to practice instructional leadership effectively (Ibrahim & Al-Taneiji, 2013).

Due to its strong focus on performing particular tasks within the school, instructional leadership is categorized as a task-oriented type of leadership, which may not encompass the relational aspects of leadership.

¹⁵ However, it is possible that the high performing schools in Suskavcevic and Blake's (1999) research may have generated good results due to other reasons, such as good schools attracting good leaders, rather than the leadership style causing the good results.

Transactional leadership

Another leadership style frequently researched within educational leadership studies is the transactional leadership style that focuses on rewarding followers in exchange for compliance (Bass, 1985). It may take the form of a corrective style of leadership where the principal dictates to teachers and students regarding what ought to be done in order to achieve desired outcomes (Chan & Chan, 2005). Coleman (2000) suggests that it may imply an authoritative type of leadership where the leader assumes prime responsibility to guide teachers and students regarding what needs to be done and how.

In particular, the transactional type of leadership is associated with two leadership traits:

1. **Contingent Reward:** Transactional leaders clarify the expectations from individual workers and they acknowledge and reward those who are able to achieve those goals. This approach lays down a clear idea of what needs to be achieved in order to obtain particular rewards within the organization (Bass & Avolio, 1994b).
2. **Management-by-Exception-Active:** Transactional leaders regularly reprimand workers who are unable to achieve clearly stated standards and expectations. They focus on identifying the mistakes of followers and correcting them immediately (Bass & Avolio, 1994b).

The two forms of transactional leadership style include the ‘constructive’ form and the ‘corrective’ form. Thus, transactional leadership may be practiced in a manner that generates ‘constructive’ results within the organization, such as by specifying work objectives, by clearly stating expectations based on the successful attainment of work tasks and by effectively identifying the work capabilities of individuals. Alternatively, transactional leadership may assume primarily a ‘corrective’ nature by focusing on worker’s mistakes and setting work standards within the organization. In its corrective form, transactional leadership focuses mainly on closely monitoring and identifying mistakes of workers within the organization which is mostly associated with a manager’s role (Bass, Avolio & Atwater, 1996).

Cemaloglu, Sezgin and Kilinc (2012)¹⁶ assert that transactional leadership may be highly effective for improving teachers' level of commitment. According to this viewpoint, this leadership style may be necessary in order to accomplish day-to-day work objectives; however, it may not be able to impact followers at a deeper level of thinking or to influence the values of workers that may be essential to bring about progressive and sustainable developments within an organization.

When the corrective form of transactional leadership is practiced passively, the leader waits for mistakes to occur before acting upon rectifying them, and it becomes as laissez-faire style of leadership, which may also be deemed as a lack of leadership (Bass & Avolio, 1994b). Similar to instructional leadership, the transactional form of leadership is a task-oriented style that lacks the relational aspects of leadership.

Transformational leadership

Transformational leadership has been frequently researched within the education field (Allen et al., 2015; Finley, 2014; Chin, 2007; Hallinger & Heck, 1998). Transformational leadership is defined as a leadership process that “changes and transforms people” (Northouse, 2013, p. 185). The nature of the process is such that “a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower” (Northouse, 2013, p. 186). Motivation-building is important for workers within an organization to be able to find satisfaction in their jobs and to develop a positive work environment, thus transforming the entire work culture (Bass & Riggio, 2006).

Within the school environment, it is suggested that this leadership style guides the school personnel by example and encouragement and it emphasizes the significance of values and emotions. Yukl

¹⁶ Cemaloglu et. al (2012) used data from 237 primary school teachers in Ankara and found statistical evidence that teachers displayed higher levels of continuous commitment i.e. commitment for the school is based mostly on economic interests. Hence offering contingent rewards for effective performance may be an effective strategy to sustain teachers' continuous commitment levels.

(2008) defines transformational leadership in terms of the leader's effect on the followers, who feel admiration, trust and loyalty towards a respected leader.

The main characteristics of the transformational leadership style are discussed as follows:

1. Idealized Influence (Attributes): Transformational leaders are admired and trusted to the extent that the followers want to identify with the leaders and to emulate them. The leader considers the follower's needs before considering his or her own needs while displaying an air of confidence (Avolio & Bass, 2004).

2. Idealized Influence (Behaviours): Transformational leaders are admired by their followers as they exhibit behaviours that are in line with their underlying values and beliefs. The consistency of a leader's behaviour is in-sync with the repeatedly stated values and this tends to influence the followers at a level, where the follower begins idealizing the leader based on his or her ethical standards (Bass & Avolio, 1994b).

3. Intellectual Stimulation: Transformational leaders are adept at encouraging followers to seek innovative and creative solutions to problems. They tend to question assumptions and encourage innovative thinking rather than focusing on the mistakes of followers (Avolio & Bass, 2004).

4. Inspirational Motivation: The leaders constantly motivate their followers and colleagues by associating meaning with their work and tasks and by increasing teamwork spirit. Such leaders exhibit enthusiasm that enables followers to visualize a positive future for their work and organization (Avolio & Bass, 2004).

5. Individual Consideration: Transformational leaders are attentive towards the needs for development and growth of their followers, hence they strive to coach and mentor their followers to improve their potential. (Avolio & Bass, 2004)

Leithwood (1994) promotes the transformational model of school leadership and asserts that the four I's of transformational leadership: "individual consideration, intellectual stimulation,

inspirational motivation and idealized influenced”, are necessary skills for school principals if they are to meet the challenges of the 21st century.

Moreover, the impact of transformational leadership has been investigated in several studies that conclude that transformational leadership positively influences teachers’ perceptions of the school environment, teacher’s attitude towards change and the quality of learning within the organization (Finley, 2014; Moolenaar, Daly & Slegers, 2010; Hallinger & Heck, 1998). Chin (2007) uses a meta-analysis technique to analyse the results from 28 independent studies in order to investigate the relationship between transformational leadership and three measures of school outcomes. The mean effect sizes found by the study imply that transformational leadership has positive effects on teachers’ job satisfaction, perceived school effectiveness and student achievement. This meta-analysis emphasizes upon the positive impacts of transformational leadership; however, these effects may have been mediated by the contextual elements within which the studies were conducted and hence the results may not be generalizable to all contexts.

Furthermore, Onorato (2013) discusses Hallinger’s (2003) view regarding transformational leadership as a popular image of ideal leadership practice in schools, since it uses strategies that encourage continuous learning among staff and it involves the entire school community in order to achieve organizational goals. Bass and Riggio (2006) also contend that since the transformational style of leadership emphasizes intrinsic motivation and follower development, it is most suitable for the requirements of contemporary workers “who want to be inspired and empowered to succeed in times of uncertainty” (Northouse, 2013, p. 185). Northouse and Lee (2015) further argue that education is essentially about transformation, and education is one of the few fields where transformational leadership is practiced from the moment that a school head enters the school premises. However, this argument represents only one perspective regarding the utility of transformational leadership for educational institutions.

Moreover, Northouse (2013, p. 362) explicitly claims that the transformational leadership style combines both the communal qualities such as ‘warmth and friendliness’ with agentic qualities such as assertiveness, hence making it an effective form of leadership. Hence, Northouse & Lee

(2015) recommend educational leaders to adopt the transformational style of leadership due to its androgynous nature.

Allen et al. (2015) investigated the relationship between transformational leadership, school climate and student achievement in Southeast Texas. The researchers found a positive relationship between transformational leadership and school climate. Moreover, they propose the suitability of adopting the transformational leadership style during the school improvement process. Similarly, Finnigan and Stewart (2009) found the existence of transformational leadership behaviours in schools that successfully moved from the category of low-performing schools to well-performing schools in Chicago, thus implying that transformational leadership may be an effective form of leadership to bring about school improvement. Smith and Bell (2011) also found that head teachers in England preferred transformational leadership practices to be effective for bringing about positive changes for school development.

Moreover, Davies, Ellison and Bowring (2005) suggest that school leadership needs to be strategic such that the leader assists the group to progress forward by making use of the hard work of individuals who complement and augment each other's skills. This refers to one characteristic of transformational leadership that involves the progression of the whole group by utilizing individual skills.

The main strength of the transformational leadership style probably lies in its ability to align the objectives and aspirations of all members within an organization (Bass & Riggio, 2006). In an era of rapid social changes, this may be a challenging task, however, a transformational leader may be able to adapt and exhibit adequate flexibility to be able to successfully create a synergy between the objectives of members of the entire organization.

Despite the merits of transformational leadership, some researchers argue that this type of leadership is primarily relationship-oriented, which may not translate into the improvement of student outcomes (Ibrahim & Al-Taneiji, 2013; Allen et al., 2015). In this respect, the task-oriented instructional model of leadership may be more effective for focusing on pedagogical tasks and for directly affecting student achievement (Marks & Printy, 2003). Marks and Printy (2003) compared

transformational leadership with instructional leadership in 24 schools in America and found that transformational leadership was necessary but not sufficient for affecting student achievement. However, the researchers assert that when instructional and transformational leadership styles are integrated together, the positive impact on school performance becomes significant.

However, researchers such as Koh, Steers and Terborg¹⁷ (1995) found that transformational leadership does have indirect effects on student's academic achievement when they examined 89 schools in Singapore. Moreover, they purport that when combined with transactional leadership, transformational leadership leads to increased organizational commitment and teacher satisfaction. This view is also supported by Avolio and Bass (2004), who suggest that transformational and transactional leadership are both positively related to the success of a group or organization.

Distributed leadership

Earley and Weindling (2004) suggest that the modern conception of leadership in schools focuses on the dispersion of leadership throughout the organization, and leadership is hence decentralized and distributed in every part of the organization rather than being exercised by one school head or principal. Bennett, Harvey, Wise and Woods (2003) suggest that distributed leadership is a way of conceptualizing about leadership rather than being a type of leadership model (as cited in Harris, 2004). Harris & Lambert (2003) also suggest that distributed leadership involves the decision-making process being shared with other members of the organization, hence empowering everyone in the process. This involves democratic decision-making, the delegation of authority and sharing of workload; in terms of a school setting, hence there is no one school leader or individual on which the onus of the institution lies.

Goleman (2002) further adds that distributed leadership can be characterized as type of collective leadership in which all teachers work together to develop their skills. Harris (2004) however points

¹⁷ Koh et al. (1995) examined the influence of transformational leadership behaviour of principals on organizational commitment, citizenship behavior in schools, teacher satisfaction and student academic performance by using a sample of 846 teachers.

out that research on distributed forms of leadership have not been able to establish clear links with student learning outcomes in schools yet. Thus, further research is required to determine the impact of distributed leadership on school outcomes.

Hybrid leadership

Gronn (2008) suggests that leadership style may be ‘hybrid’ rather than being truly distributed. This type of leadership identifies that there may be some “highly influential individuals working in parallel with collectivities” and hence such individuals may be granted autonomy to deal independently with certain issues during certain circumstances (Gronn, 2008, p. 152). Furthermore, Gronn (2009) proposes that the concept of hybrid leadership is a complex one as it may refer to the conceptualization of leadership that is shared, represented by a group or by an individual within the same organization.

This discussion of leadership styles serves to inform the reader about the different types of leadership styles that are investigated frequently in the research literature on educational leadership. It is important to note that the instructional, transformational and transactional styles of leadership assume that leadership resides with one individual in the organization, while the distributed and hybrid models of leadership propose a distributed form of leadership that is shared among all or several members of the organization¹⁸.

There is no consensus in terms of which leadership style may be more effective than another to achieve organizational goals. This scenario implies that many factors influence the effectiveness of leadership styles in different cultural and organizational contexts. For instance, Bossert et al. (1982) suggest that a principal’s leadership style may be influenced by internal factors such as the principal’s personal traits as well as by external factors such as the school and socio-cultural context. Simultaneously, the principal’s leadership style influences the school climate and teaching methodologies that affect student outcomes. Hence, as suggested by the definition of educational leadership presented earlier, leadership is a process that transforms the environment and it is

¹⁸I must point out that the distributed and hybrid models of leadership are not relevant for my study, as I have adopted an individual leader perspective in this study, due to the context of my research.

transformed by the environment. As purported by Hall and Southworth (1997), within the environment, it is important to explore the role of the educational leader's gender, that may influence his or her leadership style. In this regard, Money and Ehrhardt (1972) surmise that there are differences in the behavioural patterns of males and females due to biological differences in personality traits. The following section reviews research literature that explores this notion further.

4.4 Association between Gender and Leadership Styles

This section discusses the association of gender with leadership styles as presented in research literature and it investigates the implications of this association for the field of educational leadership. I present an account of the historical evolution of theoretical notions regarding the association of leadership with masculine and feminine domains.

Coder and Spiller (2013) highlight three eras of perspectives on gender and leadership styles that have emerged over the last five decades. Coder and Spiller (2013) state that the first view begins with Schein's, Powell's and Butterfield's work originating during the 1970s that postulates a leader as fitting most appropriately in the masculine domain. Maier (1993) also suggests that in the 1980s, secondary school leaders were expected to be masculine. Fagenson (1990) reasons that since historically leadership was assumed to be part of the male domain, there was very little research conducted on gender and leadership, hence implying that pre-1990s, it was widely assumed that leaders were supposed to be males, and hence educational leaders were also expected to be characterized by masculine attributes.

The second view promotes the role of a leader as being most befitting within the feminine domain and it emerged during the late 1980s as a consequence of research conducted by Rosener, Eagly and Helgesen (as cited in Coder & Spiller, 2013). Research literature began to emerge, propagating the appropriateness of having female leaders since they were deemed more effective than male leaders. For instance, Bass et al.'s (1996) study reveals that female leaders were rated more favourably than their male counterparts by direct reporters. Based on their study's findings, they

claim that since female leaders scored higher than males on transformational traits¹⁹, the transformational style of leadership could be relabelled as a feminine style of leadership, giving rise to the notion of ‘feminization of management’. However, their study involves a non-random selection of direct reports, which could have introduced bias to their results.

The gendered division of a leader’s personal traits and behaviour may be explained by the social role theory as follows.

Social role theory

According to the social role theory, gender roles incorporate the beliefs about psychological and behavioural traits that are deemed as natural and appropriate for each sex (Powell, Butterfield & Bartol, 2008). The society’s expectations foster gender stereotypes that create gender roles. Due to these social role expectations, male leaders behave differently from female leaders in order to conform to traditional gender roles (Weyer, 2007).

Eagly and Johannesen-Schmidt (2001) also argue that leadership roles in an organization are only one of the factors that influence the leaders’ behaviour. Another important factor is the ‘expectancies’ that leaders draw out from people’s categorization of them as male and female. These ‘expectancies’ refer to the gender roles that are beliefs sculpted by socially identified characteristics related to their sex. They suggest that notions regarding appropriate gendered behaviour may influence the behavioural patterns and thus the leadership styles adopted by school leaders. For instance, gender stereotypes may have a comparatively larger impact on the leadership experience of female leaders within patriarchal societies, where there is high gender-socialization and in those societies that consider the primary role of women to be caretakers of the family, where women toil single-handedly towards performing the triple shifts of managing the house, taking care of children and leading a firm (Hoff & Mitchell, 2008; Coleman, 2003).

¹⁹Bass et al. (1996) view the transformational leadership style as the most suitable style in order to motivate all school members to reach their highest potential.

Moreover, Astin (1984, p. 117) proposes a socio-psychological model that attempts to explore the interaction of psychological variables such as personal characteristics and contextual-sociological variables such as social forces in shaping human behaviour. The premise of the model is that three primary needs motivate the individual and early socialization contributes towards forming the interests and capabilities of males and females. The primary needs include the need for survival, pleasure and contribution and these are the same for both sexes (p. 124). Secondly, sex-role socialization refers to the various social norms and values that are inculcated into individuals via social institutions such as family, play, schools and early work experiences. Thirdly, Astin (1984) refers to the structure of opportunity that includes factors such as the economic conditions, the employment market, the occupational structure, environmental factors, historical events, technological advancements and social or intellectual movements (p. 125). Eventually, the author surmises that an individual's work expectations are influenced by these three factors (work motivation, sex-role socialization and structure of opportunity) and individuals tend to define their perceptions about their capabilities and strengths, the opportunities for work, the resources surrounding them and constraints in their path based on these factors. These work expectations are responsible for moulding the career choices of individuals and their work behaviour. Astin (1984) surmises that the motivation to work is the same for both men and women, however, the differences in work choices and work behaviour between the two sexes results from the differences in early socialization experiences and different structural opportunities. These propositions have implications for how gender may play an important role in defining a head teacher's leadership style as well.

Gender influences leadership styles

In light of the social role theory, several studies have attempted to investigate the interaction of the leader's gender with their leadership style. Most studies assess masculine and feminine styles of leadership in terms of categories such as autocratic versus democratic, transformational versus transactional, task-oriented versus relationship-oriented (Bodla & Hussain, 2009).

The relevance of the social role theory for the field of leadership is that male leaders are considered to be masculine and they tend to be associated with task-oriented traits, while female leaders are

expected to be feminine and are associated with relationship-oriented traits. Generally, males are associated with ‘agentic’ attributes that are described by assertive, controlling, and confident tendencies, while females are associated with ‘communal’ attributes that are described by affectionate, helpful, sympathetic and interpersonally sensitive tendencies (Eagly & Johannesen-Schmidt, 2001, p. 783).

Furthermore, Pounder and Coleman (2002) postulate that male gender qualities are oriented towards the more impersonal, task-oriented or transactional leadership approach. Flanders (1994) suggests that men have been known to be highly competitive and single-minded and have been assumed to be less willing to discuss issues with their colleagues. This characteristic hence may make males more prone to developing assertive leadership styles.

Moreover, according to Rosener’s (1990) study, men are more likely than women to adopt “transactional” leadership styles, where they would exchange rewards or punishment for performance. Rosener also proclaims that women managers put an effort in building relationships and understanding the people they work with so that they can adapt their leadership style to each individual. She states that when describing nearly every feature of management, women in her study’s sample, made reference to trying to make people feel part of the organization. Hence, she postulates that women use interactive leadership styles such as the transformational leadership style by encouraging participation, sharing power and information, and enhancing peoples’ self-worth. She conjectures that women are more likely than men to practice transformational leadership since its attributes relate to female values developed during socialization.

This view is supported by theorists such as Eagly, Johannesen-Schmidt and Van Engen (2003) who postulate that since the transformational leadership style is concerned greatly with ‘communal aspects’, it may be categorized as a feminine style. They found that female leaders were more likely to display transformational behaviours and to give rewards, while male leaders were more likely to implement punishment and to display laissez-faire or passive-avoidant leadership styles.

This view is also promoted by Crawford (1995) who studied German individuals in order to draw attention to the differences in the communication styles adopted by men and women. He claims

that men tend towards a more frequent communication of the meaning and value of important matters within the organization as compared to women. This may also imply that men may tend to focus more on the task behaviour of leadership rather than on the relationship behaviour (Kent, Blair, Rudd & Schuele, 2010).

Furthermore, Yammarino, Dubinsky, Comer and Jolson (1997) claim that a female leader's experiences as a mother and a wife may make her more sensitive towards the tribulations of the school's staff members. Hence, a female school leader, who is also a mother or a wife, may be particularly attentive towards the individual interests of the school staff and students, which emphasizes the relationship-oriented behaviour of leadership.

Trinidad and Normore (2005) add that females tend to adopt democratic and participative leadership styles, which involve the decision-making process to be shared with other school members, hence empowering everyone in the process.

In addition, Eagly's (2003) research among members of an MBA²⁰ program suggests that women may consider themselves as being equally capable as their colleagues, while men may consider themselves as being more capable than their coworkers (as cited in Patel & Buiting, 2013). This implies that there may exist differences in the level of confidence possessed by males versus females or rather in the "the capability of communicating confidence" (Patel & Buiting, 2013, p. 9). Bengtsson, Persson and Wilenhag (2005) also suggest that men are more confident than women, and this may translate into more authoritative behaviour among male leaders when compared to female leaders.

Furthermore, Cuadrado et al. (2012) investigated gender differences in leadership styles by using a sample of 35 leaders from different types of organizations in Spain. The study analysed feedback regarding the leaders' leadership styles obtained from 191 subordinates. It was found that two out of ten tested leadership styles were rated as being different for male and female leaders. However, the study found that male and female leaders tend to adopt the same level of transformational and

²⁰ Masters in Business Administration.

transactional leadership styles, hence implying that as far as these styles are concerned no one gender dominates the other. The authors conclude that the ratings varied in accordance to the subordinate's sex and that the ratings were also dependent on whether the organization could be classified as being stereotypically masculine or feminine. They suggest that in female-oriented work environments, females tend to display leadership styles that are harmonious with the feminine stereotypes. (Cuadrado et al., 2012)

Patel & Buiting's (2013) Commonwealth Secretariat commissioned report focuses upon some interesting factors that provide sufficient reasoning to suspect possible gender-based differences in leadership styles. The authors draw attention towards the 'science of decision-making' that reveals several dissimilarities in the behaviours of males and females, that may influence the decisions of leaders and the consequent leadership outcomes (Patel & Buiting, 2013, p. 5). According to Hoffman, Kessler, Eppel, Rukavina, and Traue (2010) women are more socially sensitive as they are better at the recognition of 'subtle facial expressions', hence implying that women may be more perceptive to their environment, which emphasizes a greater tendency towards relationship-oriented behaviours among females. This claim is supported by neurological evidence that contends that while assessing others' emotional states, the mirror neurons in women are highly activated. This leads to the observation that women may react more emotionally as compared to men, especially in negative situations (Stevens & Hamann, 2012), where a man's first reaction may be to act, a woman's first reaction would be to feel.

These perspectives portend that within the field of education, leaders may be influenced by gender role expectations. In general, they indicate a tendency to portray feminine leadership styles to be based more on the relationship elements while male leadership styles to be based mostly on the task elements of leadership. However, these assertions are mostly theoretical in nature and the research studies are not based on large-scale quantitative evidence to be able to generalise their findings across a range of contexts. Nonetheless, if the whole is considered as larger than its constituent parts, then these studies may have an important narrative to tell regarding how gender may influence the leadership styles of leaders. The following section sheds light on the issue of whether there may be a gender advantage in leadership.

Is there a gender advantage in leadership?

Eagly and Johnson's (1990) meta-analysis of 162 studies suggests that women may tend to lose authority by adopting a democratic or feminine leadership style in a society that portrays leadership as a male-dominated sphere. Authors such as Eagly and Karau (2002) conducted studies on this issue and they suggest that male evaluators tend to evaluate female leaders less favourably than male leaders, whereas female leaders do not exhibit such gender bias.

Similarly, according to Patel & Buiting (2013), if females work in an environment that is male-dominated then using a female style of communication may be interpreted negatively. Patel & Buiting (2013) also refer to the different communication styles of men and women leading to misinterpretation of the leadership capabilities of female leaders. They suggest that in an attempt to include everyone in decision-making, when a female leader asks others about their opinions, men may perceive this as indecisiveness and consequently may deem women as being less competent leaders. Thus, the authors contend that women may be a victim of unfair assumptions regarding their abilities and ambitions, especially when being evaluated for performance-based promotions. Lyness & Heilman (2006) also suggest that within professional groups, female may have to work much harder than men in order to be considered as equally competent as males.

Qualitative research in the UK (Hall, 1996) and quantitative work in the USA (Riehl & Lee, 1996) suggest that female school leaders may consciously adopt an instructional style of leadership (considered as masculine) in order to deal with notions of sexism from male subordinates, emerging due to the difficulties encountered by some men in adjusting to working for a woman and in adapting to the preferred management style of most women. This proposition reveals how gendered expectations may be biased against female leaders in certain contexts.

In this regard, Aziz, Kalsoom, Quraishi and Hasan (2017) conducted a qualitative study to determine how females were perceived for leadership roles in Pakistan, by using a purposive sample of 20 renowned males and females who held leadership positions in different higher education institutes in the country. Based on their study's findings, the authors conclude that the leadership skills of decision-making, empowerment of employees and being a visionary are

perceived to be associated with male leaders, hence males are considered to be more competent than females. The authors suggest that this leads to a greater trust in males, who are then more likely to be appointed to important leadership positions in universities in Pakistan. These findings are important for my study, as they indicate the existence of a cultural mindset that favours male leaders in Pakistan, however, the study's convenience sampling limits the extent to which these findings can be generalised to all educational institutions within the country.

Contrariwise, some studies make a strong claim regarding how female leaders may be perceived as excelling at most leadership characteristics. For instance, research conducted by Folkman (2015) on 7829 leaders reveals that women are rated by respondents as being effective in taking initiative, in striving for self-development, in maintaining integrity, in adopting an honest approach and in working zealously towards the achievement of results. Furthermore, Zeinabadi's (2013) examination of gender differences in transformational leadership components of male and female principals in Iran, emphasizes the existence of higher components of trust in female school heads than male heads and higher scores for transformational leadership styles²¹. Thus, suggesting that female school leaders may be more effective due to their ability to inspire greater trust as compared to male leaders.

Similarly, Bass et al. (1996) studied three samples to examine gender-based differences in leadership behaviours, as rated by subordinates using the Multifactor Leadership Questionnaire²². They found that females were rated higher than males in regard to 'charisma' and 'individualized consideration', however, the differences in effect sizes were small.

Theorists such as Sharpe (2000) leap a step further by claiming, "female managers outshine men in almost every department of management." However, Sharpe's assertion may be applicable to leaders within particular contexts only and hence it may be unrepresentative of female leaders worldwide. Powell et al. (2008) also suggest that the notion of an effective leader may be more

²¹Zeinabadi (2013) used a sample of 200 female teachers and 36 female principals of girls' primary schools and 200 male teachers and 41 male principals of boys' primary schools from Tehran for her study. Her claims may not be applicable to secondary school head teachers in all other countries.

²²Sample I consisted of 229 leaders with 79 females and 150 males. Sample II consisted of 96 supervisors rated by 271 subordinates and sample III consisted of 289 supervisors rated by 913 subordinates.

aligned with feminine traits hence providing females with a gender advantage in leadership. Based on a meta-analytic study, Eagly (2013) presents the viewpoint that females are more inclined than males towards combining both feminine and masculine leadership behaviours (as cited in Chaluvadi, 2015, p. 5). From this perspective, female leaders have a greater tendency to adopt both the transformational and transactional leadership styles as compared to male leaders and if it is true that the combination of both relationship-oriented and task-oriented traits are important for effective leadership (Avolio & Bass, 2004), then female leaders may be more effective than male leaders.

However, Stafyla (2008) studied the influence of gender on leadership styles using a sample of 115 supervisors with 81 males and 34 females and by employing the Supervisory Behaviour Description Questionnaire. They found that females were consideration-oriented; however, males were oriented both towards 'consideration' as well as 'structure initiation'. These findings throw a new light on the claim that males are less likely to focus on the relationship aspect of leadership since it suggests that male leaders may be able to incorporate both the task-oriented and relationship-oriented leadership behaviours.

Furthermore, researchers such as Vecchio (2002) fervently oppose the notion of any feminine or masculine advantage in leadership and state that a gender advantage approach is a "step backward" in understanding successful leadership. This notion is explored further below.

Gender does not influence leadership styles

The third perspective on gender and leadership styles postulates the notion that there are no differences in the leadership and management characteristics of men and women. This androgynous view on leadership disregards references to gender when assessing the effectiveness of leadership styles, implying that there are no feminine or masculine styles of leadership, rather different forms of leadership may be effective or ineffective based on the leader's inherent genderless features (Coder & Spiller, 2013).

Pounder (2001) purports that an array of leadership styles which embody both masculine and feminine characteristics are required for effective school management, hence there is no preference

for a particular gendered leadership style. Similarly, Wajcman (1998) suggests that in general "women who made it into senior positions are in most respects indistinguishable from the men in equivalent positions. This finding leads me to argue that there is no such thing as a 'female' style of management" (p. 56). However, Wajcman's (1998) assertion may not have considered that women may have had to resort to 'masculine' leadership styles, in order to succeed in a male-dominated culture (Riehl & Lee, 1996).

In this regard, Kanter (1977) argues that gender-based differences do not produce behavioural differences; rather the structural positioning defines an individual's behaviour. Hence, when women find themselves in positions of less power, their behaviour denotes this situation. However, when men and women are positioned equally within the structure of an organization, their behaviour would be similar to each other, hence implying that there are no gender-based differences in leadership styles.

The third wave of theorists encourages the assessment of leadership styles based on their inherent functional merits rather than on the gender-based characterization of leadership (Billing & Alvesson, 2000). Hackman, Furniss, Hills and Paterson (1992) are also proponents of the androgynous nature of leadership and they disagree with the view that transformational leadership may be a 'feminine style of leadership' (Rosener, 1990). Instead, they state that transformational leadership is a 'gender-balanced' style since transformational leaders display characteristics of both masculinity and femininity.

It is evident from the above discussion that theoretical perspectives regarding the association between gender and leadership styles seem to have shifted back and forth over the years. Most theoretical assertions regarding gender and leadership styles may lack strong validation due to a tendency for leadership research to be based on qualitative and limited sample sizes. There is a debate as regards to whether there are feminine or masculine forms of leadership and as to whether there is any gender advantage in leadership styles. The research literature does not provide a definite response to the question of how the effectiveness of leadership styles may vary with the leader's gender, and much lesser for the purposes of investigating leadership in the field of

education. Moreover, there is a dearth of educational research studies based on large-scale quantitative research conducted in cross-cultural settings.

In addition, focusing only on the leader's gender is relevant primarily for the trait view of leadership that assumes that leaders are individuals who possess certain innate characteristics and skills that enable them to influence others (Northouse, 2010). However, I purport the process view to define educational leadership within my study, which implies that leadership is constantly under construction due to the interactive forces between the leader, the followers and the context.

I believe that a primary gap in knowledge exists due to the lack of reference to the contextual setting within which studies of gender and leadership are conducted. This situation could be due to most of the research being conducted primarily within the Western English-speaking world in developed countries with cultural contexts that share significant common elements (Hallinger & Chen, 2015). However, I concur with O'Connor and Goransson (2015), who state that "what is viewed as male and female changes over time and space" (p. 324).

In this regard, according to Yukl (1998), gender may correlate with other variables known to affect leadership behaviour. For instance, Adams' (2009) study on Finnish and American women leaders reveals that gender being a context-specific variable lead to a different impact of gender on educational leadership in both countries. To dig deeper into the matter, it is essential to consider how well the context has been read by the researcher. Thus, in order to gain a comprehensive understanding regarding how leaders lead, what factors impact leadership styles and which leadership models may be more effective, a researcher must investigate the contextual factors.

In particular, while viewing educational leadership from a gendered perspective, one must endeavour to understand the sort of gender stereotypes that exist within the larger social context, the nature of the gender order²³ and the influence of social institutions that may perform a role in perpetuating gender biases within the society (O'Connor & Goransson, 2015, p. 336). This approach may assist our understanding of how gender influences the leadership styles of

²³Gender order: the degree of importance assigned to a man being very 'masculine' or a woman being very 'feminine' (O'Connor & Goransson, 2015, p. 336).

educational leaders and of what counts as effective school leadership within different contexts. The next section discusses the importance of context for exploring educational leadership.

4.5 Contextualizing Educational Leadership Styles

“An understanding of leadership requires an understanding of relationships, interconnection, and context. Leadership does not take place in a vacuum. It is part of a larger system which we must understand in order to understand leadership”.

(Allen, Stelzner & Wielkiewicz, 1998, p. 69)

This section reviews research literature that establishes the importance of incorporating the ‘context’ in leadership studies conducted by educational researchers. It then sheds light on studies that investigate leadership and educational leadership in South Asia and within Pakistan, by incorporating contextual factors. Finally, it explores theories about how contextual settings result in the development of leadership styles.

Evidence from studies suggests that leadership practices are culture-specific and may differ across national cultures (Hofstede, 2001; Branzei, 2002; Dorfman & House, 2004). However, it has been observed that traditional studies on school effectiveness in the West, have failed to incorporate cultural factors into their analysis of educational leadership and management (Dimmock, 2007, p. 55).

Gronn and Ribbins (1996) postulate that context constrains leadership and provides meaning to it; hence in order to understand the actions of leaders, it is imperative to understand the context. MacBeath and Mc Glynn (2002, p. 130) also purport,

the recognition of contextual effects is perhaps the most important insight of all because it leads to an awareness of who we ‘are’ in different places and relationships and how these shape how we think and feel and how we respond to others.

Clarke and O'Donoghue (2013) point out that it is only a recent phenomenon that 'context' is being taken into consideration while studying the nature of school leadership and while investigating how school leaders operating within different environments, develop their leadership subsequently.

The context encompasses both the organizational structure as well as the culture within which the organization exists. The organizational structure determines the relationships and nature of interactions between members of the organization (Lampshire, 2008), while, culture refers to "the collective programming of the mind or the shared value system in the society" (House Wright & Aditya, 1997; Hofstede, 2001).

Stephens (2012) perceives culture as a "system of shared ideas, concepts, rules and meaning that underlie and are expressed in the ways that people live" (p. 48). Even though 'culture may be an overly complex concept', he recommends that serious research in education requires that the notion of culture be placed in the foreground and it should be the guiding factor in designing, executing and completing one's research project. Furthermore, Stephens (2012) insists that the entire nature of one's research is, in fact, cultural, since culture concerns with how individuals think, how they learn and what they do. Moreover, culture highlights the factors that matter to a society and finally it relates to elements that are desirable and descriptive within any social context (p. 48). However, Hallinger and Murphy (1986) rightly suggest that practitioners should not perceive the context to have a similar effect on all school settings, rather it is important to investigate how schools convert the contextual demands into school regulations and pedagogical practices on an individual level.

Contextualizing educational leadership in South Asia

This sub-section presents studies conducted within the South Asian context that emphasize upon the significant impact of cultural dimensions on the effectiveness of leadership styles.

The GLOBE research program began in 1991 with the aim to improve people's understanding regarding cross-cultural interactions and the impact of culture on leadership effectiveness. The researchers used 'quantitative methods to study responses of 17,000 managers working in more

than 950 organizations representing 62 different cultures around the world' (Northouse, 2013, p. 387). The South Asian culture was represented by Philippines, Indonesia, Malaysia, India, Thailand and Iran. It was found that participative leadership is considered ineffective in South Asian countries, while effective leadership is characterized as 'collaborative, inspirational, sensitive to people's needs and concerned with status and face-saving' (Northouse, 2013, p. 401). The findings suggest that attributes that are rated highly within the South Asian context, tend to align with the attributes incorporated in the 'transformational model of leadership'. For instance, Gupta, Surie, Javidan and Chhokar (2002) state that the South Asian cultural context is characterized by attributes such as being a visionary, inspirational, decisive and performance-oriented, hence within this context the transformational and team-oriented leadership styles are most effective models for successful results. Moreover, it is suggested that the family-oriented culture of the region tends to favour leaders who are team builders, collaborative and diplomatic.

Furthermore, Mahtab (2014) purports that the rise of cross-cultural interactions and the increasing complexity of social structures makes it mandatory for individuals to be able to rapidly change and to adapt to the shifting environment. She suggests that the transformational leadership style is a preferable style of leadership in the contemporary world, and she surmises that if women want to upgrade their status as leaders in the male-dominated region of South Asia, then they must adopt the transformational leadership style (Mahtab, 2014, p. 235).

These assertions have implications for leaders within educational institutions in Pakistan as well, due to its geographical positioning. As discussed in Chapter 3, within the context of Pakistan, notions of patriarchy, masculinity, power-distance and uncertainty-avoidance are important contextual markers. Several studies highlight the significance of the context for exploring leadership in Pakistan.

For instance, Routamaa and Hautala (2008) conducted a study that compared the value types and work-related values of Finnish and Pakistani people. They conclude that within the masculine culture of Pakistan, a task-oriented style of leadership is more effective than a human-oriented leadership approach. The authors also surmise that within a masculine culture there exist more differences between the rankings of values by male and female respondents as compared to

feminine cultures where gender-based differences are insignificant. This finding has important implications for understanding the significance of the role of gender in affecting the decision-making processes of leaders in each type of culture.

Furthermore, Paracha, Qamar, Mirza, Inam-ul-Hassan and Waqas (2012) studied the impact of leadership styles on employees' performance in the private educational sector of Pakistan by using a sample of six schools in the districts of Rawalpindi and Islamabad. The study reveals that both the transactional and transformational styles of leadership are positively associated with employees' performance, but the transactional style is more significantly positively related to employees' performance. The authors conclude that since Pakistan's cultural context is characterized by high 'power-distance' and 'uncertainty avoidance', the transactional leadership style, being inclined towards the autocratic leadership style, is more effective for achieving organizational targets as compared to the transformational leadership style.

In addition, Amin (2012) conducted a study within a public university in Pakistan to investigate the relationship between the leadership styles of the campus directors and the faculty's job satisfaction. The author found that transformational leadership is exercised most frequently than the transactional and laissez-faire leadership styles. Moreover, the findings suggest a strong positive and statistically significant effect of transformational leadership on faculty's job satisfaction, while there is a weak negative and statistically insignificant effect of transactional leadership on faculty's job satisfaction. Thus, the author concludes that even though the transformational and transactional leadership theories have been developed in the Western world, and despite cultural differences between Pakistan and the Western world, these leadership paradigms can be applied to the developing country context of Pakistan. However, even within the same cultural context, it must be noted that the higher education context may have a different impact on leadership styles as compared to the secondary school level context.

Moreover, Munaf (2011) found that the transformational and transactional leadership styles were not positively and significantly related to the achievement motivation of teaching faculties, using a sample of 60 department heads of public and private sector universities and 60 teaching faculties in Pakistan. Rather it was found that the passive-avoidant leadership style was significantly and

positively related with achievement motivation of teaching faculties, which tends to contradict the findings from Amin's study.

Moreover, Simkins, Sisum and Memon (2003) explored the role of head teachers in Pakistan by analysing the experiences of three head teachers in the Karachi district. The authors found that all three heads were restricted in terms of how freely they could employ their personal style as school heads, due to varying reasons ranging from cultural limitations, the bureaucratic system, and issues of assertiveness. The authors conclude that in addition to the cultural context, the school system and the leader's personal traits are also vital in affecting the leadership styles of head teachers.

Even though the contextual setting is important for understanding leadership and educational leadership, the question remains regarding how an educational researcher may proceed from investigating the contextual environment surrounding educational leaders, towards observing its impact on the development of educational leadership styles. The following sub-section explores theoretical notions that link contextual elements with their impact on leadership style development.

From contextual setting to leadership style development

This sub-section discusses theories about how the contextual environment may influence the development of leadership styles. In this regard, an INSEAD report proposes the notion that the development of a leader is associated with the identity of a leader. Once an individual takes up a leader's role, the process of identity continues where the individual 'internalizes this identity through experiences and feedback' (Ely, Ibaara and Kolb, 2011 as cited in Patel & Buiting, 2013, p. 20). Quinn (2004) suggests that the identity of the leader is a product of the values and objectives of the leader that are influenced by the cultural context. Thus, leaders may be more effective when they pursue goals that are in tandem with their values and sense of purpose.

Phillip Hallinger's (2016) keynote speech at the BELMAS Annual Conference 2016 focuses entirely on studying and comparing different contexts for school leadership. He states that the context shapes the needs, opportunities, constraints and resources in which the educational leader works. He explains that the first context is the institutional context that refers to the particular school district, the associated goals, accountability standards, the structure of the institution,

whether the system is centralized or decentralized, and the architectural layout of schools. Differences in the institutional context can have large implications on how school leaders carry out actual practices. Secondly, the political context influences issues related to the existing political party and the Ministry of Education in a country²⁴. Thirdly, the socio-cultural context informs about the people, their values and norms. This includes issues such as whether emotions are to be displayed or not and how problem-solving is approached²⁵. Fourthly, the community context deals with issues such as the amount of time that is required by a school head to spend outside the school to build a working relationship with the community. This also includes issues such as how school heads must deal with the after-effects of a school bombing or other security threats in sensitive regions. Finally, the school-improvement context influences how the school changes over time and how the school culture evolves over the years.

Hallinger's (2016) assertions imply that for a school head to be able to successfully practice school leadership, it is essential that the leader becomes conscious and knowledgeable about the types of contextual settings that surround the school and the school head should strive to synchronize his or her leadership style with the various facets of the context. However, Hallinger omits the influence of the individual or personal context of the leader, in his discussion of contextual influences on school leadership.

The notion of context may be expanded from the local or national level to integrate the concept of a global context while investigating organizational leadership. For instance, Allen et al. (1998) present an ecological model of leadership that is based on principles derived due to rapid changes occurring in the world. They purport the notion that leadership should be adaptive enough to deal effectively with new developments occurring at the global level. They point towards five challenges that the world currently faces, such as the necessity to maintain a global perspective rather than a local or national perspective. Furthermore, they highlight the limits that the environment poses on progress and development, suggesting that leadership needs to incorporate

²⁴For instance, in Thailand, school heads have dual accountability to the political communist party and to the Ministry of Education (Hallinger, 2016).

²⁵For instance, Hallinger (2016) observes that in the East, people have a tendency to go around a problem "so that no one loses face" while in the West people go directly to the problem.

the idea of a sustainable environment that can benefit future generations. Thirdly, the rapid creation and transfer of new information can pose a challenge to leadership that must master the ability to sift through loads of information and to choose and apply information that may assist in problem-solving and creating wisdom within the organization. Fourthly, massive developments in scientific and technological knowledge need to be handled such that organizations are capable of understanding the effective utility of new technology and adapt their working environments in accordance with emerging educational technologies²⁶. Finally, they point towards rapid changes occurring at the social level that include changing patterns within how families, schools, religion, health, governments interact with each other at the local level, national level and at the international level²⁷.

As a result, it is suggested that the ways in which leadership ought to be practiced within the current rapidly changing socio-cultural-economic-political environment must incorporate features of interdependence, open systems and feedback loops, development of future leaders within the organization and adaptation. (Allen et al., 1998; p. 68)

In particular, Bronfenbrenner's (1994) ecological development theory provides a comprehensive basis for understanding the impact of the context on an individual's development. Bronfenbrenner's (1994) theory postulates that an individual's development is affected by the surrounding ecological environment that can be divided into five subsystems, including the microsystem, mesosystem, exosystem, macrosystem and chronosystem, which are arranged from

²⁶Smartboards for schools and online teacher training courses are a few examples.

²⁷ A recent example that may have strong implications upon how leadership is practiced within educational institutions may include the development of massive social changes brought about by the refugee crises in European countries due to the Syrian upheaval. The dynamics of accommodating the huge influx of Syrian children into educational institutions in Europe may require a great deal of flexibility and foresight among other characteristics on part of the educational leaders. Furthermore, incidences such as the increase in security measures within schools required against terrorists targeting school children in developing countries such as Pakistan, create new demands on leaders especially school leaders who are directly affected by such instances.

the closest to the individual to the farthest. Each ecological subsystem encompasses important contextual variables surrounding an individual²⁸.

In particular, the theory has four interrelating components that include the person, process, context and time (Hickey, Harrison and Sumsion, 2012). The developmental process refers to how the individual and the context relate to each other across time. The person is the second component who possesses a distinct set of physical, biological, cognitive, emotional and behavioural traits, while, the third component refers to the context where aspects of human development occur. The final component is time that could refer to historical time and changes over the life course. (Hickey et al., 2012, p. 4)

It is important to note that Bronfenbrenner's theory is essentially about child development; however its principles may be employed to develop a framework for conducting qualitative research in the field of educational leadership (Skinner, 2012). The ecological development theory positions the individual right within the centre of the context, being surrounded by different layers of subsystems, that contain variables impacting the individual. This remarkable feature is also evident in Hickey et al.'s (2012) use of Bronfenbrenner's theory to understand the career choices of graduates with nursing degrees. The authors argue that Bronfenbrenner's theory accounts for certain limitations found in other theories that have studied career choices of nurses. They state,

The phenomenon of development is its primary concern. The proposition is that throughout the life course a person's development occurs through ongoing reciprocal interaction between that person and the other "...persons, objects, and symbols in its immediate environment." To be effective, these interactions "...must occur on a fairly regular basis over extended periods of time." (Bronfenbrenner, 1994, p. 1643 as cited in Hickey et al., 2012, p. 4)

²⁸ Tudge, Mokrova, Hatfield and Karnik (2009) point out the importance of specifying the particular version used of Bronfenbrenner's ecological systems theory since the theory was in a state of development beginning from 1977. The fully developed theory deals with the interrelations among the four PPCT (process, person, context, time) processes. These 'proximal processes' are the "engines of development" that are modified by both the context and the individuals engaged in those proximal processes' (Tudge et al., 2009, p. 204).

Hence, the ecological approach may have implications for the development of a leader and the formation of his or her leadership style. For instance, Nash (2012) utilizes the ecological development theory to investigate the relationship between the life experiences of K-12 educational leaders and their performance as transformational leaders in the USA. The author found significant relationships between transformational leadership practices and several 'antecedent life experiences'²⁹, assessed by using the Lifetime Leadership Inventory (LLI). The study projects that a significant relationship exists between the mentors and the early or previous work experiences of the educational leaders and their effectiveness as transformational leaders. (Nash, 2012)

Moreover, Towler (2005) claims that the leader's parent's attachment style is positively related to transformational leaders' practices³⁰, while the father's parental control is negatively related to a display of transformational leadership. Furthermore, Avolio (1994) used the Life History Survey (LHS) to investigate the kind of life experiences that mould a leader's development in a study of 182 community leaders and found that work experience is significantly and positively related to transformational leadership³¹. Similarly, findings suggest that factors such as school experiences, the moral standards of parents and life satisfaction are positively related to transformational leadership. Avolio (1994) states that in the absence of formal training, the leader's capabilities can be associated most closely with his or her natural traits, hence this informal life training or 'invivo' training (p. 1560) of a leader must be researched by researchers. Avolio surmises that the natural traits of leaders may be a product of the life experiences that the leader has survived over time, influenced by the context.

²⁹Antecedent Life Experiences refer to the previous experiences or conditions of existence, pertaining to an individual (Nash, 2012, p. 12).

³⁰ A leader's parent's attachment style is positively related to transformational leaders' practices resulting in a correlation coefficient $r = 0.32$ ($p < 0.001$). The father's parental control is negatively related to transformational leadership practices resulting in a correlation coefficient, $r = -0.23$ ($p < 0.05$). Towler (2005)

³¹ Where $r = 0.36$ ($p < .01$).

Patton and McMahon (1999, 2006) also apply Bronfenbrenner's theory to explore the career development context as they view the individual as a complex system (as cited in Pryor & Bright, 2011).

Allen et al. (1998) propose that Bronfenbrenner's theory leads to principles that include notions of interdependence, open systems, cycling of resources and adaptation that can assist in understanding the ecology that surrounds the leader. They state that this ecological approach to leadership "inherently recognizes the complexity of our world, while simultaneously helping us understand it" (p. 67).

The principle of interdependence emphasizes that leadership is generated by networks of relationships that are interdependent systems such as families, organizations, the economy, the community and so on. Changes in one part of a system are felt throughout the other systems, either instantly or after a 'time delay', hence implying that 'leadership is a process' and it is relational (Allen et al., 1998, p. 69; Northouse, 2013, p. 8). Whereas the principle of open systems suggests that leadership operates within ecosystems that are open systems and energy flows freely to and from other systems. Thus, leadership influences as well as it is influenced by social groupings within organizations, which are themselves part of the economic, political, social and environmental systems.

Moreover, the principle of cycling of resources implies that leadership processes must utilize the talents of the entire group rather than only individuals. Furthermore, the principle of adaptation emphasizes the attainment of 'shared learning' in order to improve the ability to respond to changes in the ecosystem, hence accruing to the achievement of a common goal (Allen et al., 1998). The principles provided by the ecological approach converge to the definition of leadership, as stated in Section 4.1, 'leadership is a process whereby an individual influences a group of individuals to achieve a common goal' (Northouse, 2013, p. 8).

Hence, the notions of ecological development and antecedent life experiences may be important for fostering leadership approaches in different contexts.

4.6 Chapter Conclusion

This literature review serves to provide the reader with the various theoretical notions emerging from studies conducted within the developed and the developing world, regarding the interaction of leadership, gender and context. The recurrent themes in literature imply that an analysis of the interaction of the leader's gender with his or her leadership style is incomplete without incorporating contextual influences, much less when this analysis is conducted to investigate the effectiveness of leadership styles. The review suggests that notions regarding masculine and feminine styles of leadership may vary across time and across different cultural contexts (O'Connor & Goransson, 2015).

Even within the South Asian region, there might be paradoxes in relation to how cultural factors influence the success of leadership styles. Moreover, within the field of education, researchers face the tasks of interpreting the context and of exploring its different facets, in order to determine the significant impact of contextual variables on the development of leadership styles. As discussed in this chapter, the process view of leadership takes precedence over the trait view of leadership in this study, therefore I have placed the contextual milieu at the foreground in order to explore the complex realities of school leaders and to investigate how gender may interact with their leadership styles. Hence, I aim to inquire about the head teachers' perceptions regarding their personal, social, economic, historical and political experiences in order to understand how they respond to these contextual elements in their role as secondary school leaders within Pakistan's context as discussed in Chapter 8. The following chapter will present the overarching theoretical perspective that guides this research study.

Chapter 5: Theoretical Perspective

“...a feminist post-structuralist approach can offer a more complex and dynamic analysis of women’s agency in educational leadership.”

(Court, 2005, p. 3)

This chapter discusses the overarching theoretical perspective through which I comprehend the relationship between gender and educational leadership styles within the context of Pakistan in this study. I have adopted the feminist educational leadership perspective for my research³², which views educational leadership through a post-structural lens. It must be stated that the issue of gender relations and gender equality has been dissected heavily under the umbrella of feminist discourse and a detailed discussion of various feminist theories is out of the scope of this study. Hence, the discussion in this chapter revolves around the main focus of the feminist educational perspective that rejects essentialist notions of gender due to its tendency to deconstruct the binary categories of man/woman (Grogan & Simmons, 2012).

Table 3 highlights the key conceptual and empirical distinctions between structural and post structural theoretical perspectives.

Table 3: Key Conceptual Differences between Structural and Post-structural Theoretical Perspectives

Structural Perspective	Post-structural Perspective
<ul style="list-style-type: none">• A belief in a structure within the society• Inspired by a reliance on the modern or industrial society• Faith in the possibility of human progress• Supports the notion of rational planning to achieve objectives• A belief in the ability of science and technology to solve human problems	<ul style="list-style-type: none">• Lack of belief in rigid social structures• Rejects the possibility of a general or grand theory about society due to the complexity of the social world• Rejects the possibility of a pathway towards improvement of the society• There is no one reality, different views about reality are equally valid

³² I have employed the full-range leadership theory (Avolio, 2003) to analyse the leadership styles of head teachers in this study and I have adopted the ecological development theory to analyse the context surrounding the head teachers. However, my overarching perspective for this study is the feminist educational leadership perspective that intersects with the other perspectives for the purposes of data analysis.

<ul style="list-style-type: none"> • Relies upon the manufacturing industry to improve living standards • Society can be understood by using scientific principles which can predict social outcomes • Examples: Functionalism and Marxism 	<ul style="list-style-type: none"> • Concepts such as race, sex, age are constantly being redefined, hence the subject is in process and is never complete • • Deconstructs language: since language cannot truly represent an objective reality, claims to absolute truth cannot be accepted • Rejects well-defined categories e.g. man and woman • Example: Some streams of Feminism
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Source: (Haralambos & Holborn, 2008)

Fuller (2013, p. 5) succinctly describes the gist of this perspective, “I see gender as a complex and fluid performance that challenges the notion of embodied gender or sex but I remain interested in women’s under-representation in leadership.” This notion of fluidity in regard to gender could be related to O’Connor and Goransson’s (2015, p. 324) assertion that the concept of what is male and female ‘changes across time and space’. This implies that in different contextual settings, the notion of gender roles may carry different connotations, and even within the same cultural context, different segments of the society may have varied gender role expectations. The complex nature of gender has been described by Kimmel (2004), who suggests that gender is not merely a system of classification that sorts biological males and females into equivalent sex roles, rather gender also exhibits the universal inequality between men and women. Hence whenever gender is discussed, we are also discussing hierarchy, power and inequality (Kimmel, 2004).

In terms of gender inequality, Northouse (2010, p. 317) argues, “gender biases are no longer overt but more often take the form of subtle and implicit preconceptions and discrimination, making them particularly potent and pernicious.”

Theorists such as Olsson and Walker (2003) claim that multiple barriers exist for women who want to adopt leadership positions in educational institutions. This view is also supported by Brown’s and Ralph’s (1996) study of the barriers faced by women managers who seek advancement in education in Uganda. Similarly, Coleman’s (2000, 2001) research on gender and leadership in England and Wales, reflects a number of barriers faced by women in leadership positions in educational institutions. Barriers range from having to choose between family and career, to dealing with sexist attitudes from male colleagues, to feeling patronized and isolated especially

within coeducational and boys' institutions (Coleman, 2003; Keith & Schafer, 1980). For instance, Panigrahi's (2013) study in Ethiopia found that secondary school members viewed women to be inept at disciplining members of a secondary school and downplayed women's ability to accept responsibilities of school leadership; such notions encourage the opinion that authoritative men make better leaders for leading secondary schools.

Moreover, it is suggested that many of the barriers that females face in the leadership domain originate from the "incongruity between the female gender role and the leadership role" (Northouse, 2013, p. 362). These assertions suggest that women leaders may face a two-pronged sword, such that they are expected to perform professionally and competently yet they are supposed to acquire a feminine 'outlook'. However, this sword is not hurled at male leaders, who may have more freedom to adopt authoritative leadership styles such as the instructional style of leadership (Eagly & Carli, 2003).

The existence of such barriers reflects preconceived notions held by the society regarding the supposed lack of confidence or lack of ability of females, and this feature may impact a female school head's leadership style such that she may choose to lead too democratically or 'weakly', hence becoming a self-fulfilling prophecy (Coleman, 2001). For instance, Smith, Matkin and Fritz (2004) propose that women may intentionally adopt the transformational leadership in order to overcome the dilemma of role incongruity³³.

It cannot be denied that societies do classify human behaviour as either masculine or feminine, as suggested by the social role theory (Powell et al., 2008), hence research on gender and educational leadership is necessary in order to unveil the reality behind issues related to gender stereotypes as well as to highlight the subtle non-evident factors that act as gender barriers (Northouse, 2010), which may influence the effectiveness or the perception of effectiveness of educational leadership

³³As discussed in Chapter 4, the view that female leaders may be pre-disposed towards transformational leadership is supported by theorists such as Zeinabadi (2013), Eagly et al. (2003) and Rosener (1990). However, other theorists (Hall, 1996; Riehl & Lee, 1996) suggest that females may adopt masculine leadership styles such as the instructional leadership style in order to be deemed as effective. While theorists such as Vecchio (2002) argue that there are no significant differences between the leadership styles of males and females, rather they propose that effective leadership encompasses both feminine and masculine behaviours.

styles in different contexts. For instance, biases against females in male-dominated cultures may have a strong negative impact on how female leaders are perceived (Coleman, 2003) which may influence their leadership approach.

As discussed in Chapter 3, Pakistan's social context is characterized by gender-based discrimination and a culture of masculinity (Islam, 2004; Hakim & Aziz, 1998; Hofstede, 1980). The issue of how educational leaders negotiate gender identities in the male-dominated cultural context of Pakistan is an important factor that may have consequences for influencing the leadership styles and eventually the effectiveness of school leaders. Hence, I intend to analyse whether the head teacher's gender is a significant factor that serves to perpetuate or diminish gender biases that exist within the larger society, by impacting the head teachers' leadership styles and their perceptions about the effectiveness of the leadership capabilities of males and females.

Therefore, the feminist educational leadership discourse is apt for my research that focuses on the interaction of gender and leadership styles of secondary school head teachers within Pakistan's context. This perspective allows me to be less concerned with well-defined notions of gender and gender variations and permits me to investigate the significance of gender within the school leadership process. Furthermore, it enables me to position gender as a significant element only so far as to promote social justice through my research study (Fuller, 2013), by suggesting a move away from gender-based notions of leadership (Billing & Alvesson, 2000).

Chapter 6: Research Methodology

In this chapter, the rationale and specifications of the research methodology for this study are presented. The chapter is divided into seven sections. It begins with a discussion of the mixed-methods research approach adopted in this study. Then it discusses the fundamental principle of mixed research. Furthermore, it provides the details of the quantitative and qualitative research methods that have been used in this study. This is followed by a section that provides details about the research instruments that were employed for data collection. Thereafter, the pilot study is discussed that assisted me in preparing for the practicalities associated with the fieldwork process. The population and sampling design for the mixed-methods approach are then discussed before concluding the chapter.

6.1 Research Approach

...mixed-methods approaches enable a more comprehensive understanding of phenomena to be obtained than single methods approaches, combining particularity with generality, ‘patterned regularity’ with ‘contextual complexity’, ‘inside and outside perspectives, and the whole and its constituent parts’...and the causes of effects.

(Cohen, Manion & Morrison, 2011, p. 24)

This section explains my rationale for employing a mixed-methods research design in order to achieve my research objectives. The above statement by Cohen et al. (2011) highlights the main merits of the mixed-methods research strategy and their relevance to my research aims.

Research questions

This study aimed to address the following four research questions:

1. What are the self-perceived leadership styles of secondary school head teachers in Pakistan?

2. Are there significant differences between the self-perceived leadership styles of male and female head teachers across private and public secondary schools in Pakistan?
3. How do secondary school head teachers perceive their surrounding ecological context within Pakistan and do significant differences appear between male and female head teachers' perceptions?
4. To what extent is the secondary school head teacher's gender a significant determinant for defining his or her transformational leadership practices in the context of Pakistan?

Mixed-methods research

As discussed in Chapter 2, my ontological and epistemological concerns have led me to view these research issues from a pragmatist perspective, which has allowed me to incorporate both the qualitative and quantitative research strands into my research project.

Basically, a mixed-methods research approach involves the collection of both quantitative (numerical and objective) data and qualitative (interview, textual, narrative and so on) data (Creswell, 2003, p. 20). Supportive of this research methodology are theorists such as Johnson and Christensen (2008, p. 37) who suggest that it is essential to understand both “the subjective and objective realities of the world”, which might be possible via a mixed research design. Also, Morrison (2007) states, that due to the combination of quantitative methods and qualitative methods, mixed-methods are able to introduce generalizability in the research project in addition to providing in-depth knowledge regarding the research issue. I support Morrison's view (2007, p. 31) that mixed-methods are useful to obtain a “fuller overall” research picture that can incorporate both the ‘insider and outsider’ perspectives. He further purports that the main advantage of employing mixed-methods research stems from the possibility of unravelling distinct and novel relationships between variables due to the combination of different methods (Morrison, 2007). Moreover, Hammersley and Atkinson (1995) view mixed-methods as a means of empowering the researcher in the field of educational leadership and management so that one can produce, “...insightful, critical, systematic and skilful accounts without placing overwhelming emphasis upon futile appeals to naive empiricism of either the positivist or naturalistic variety” (as cited in Morrison, 2007, p. 32).

This feature of mixed-methods appeals to my pragmatist inclinations that do not acknowledge the supremacy of the naturalist over the positivist paradigm or vice versa. Placing undue emphasis on this dilemma could distract the researcher from focusing on the genuine goals within his or her research. Ercikan and Roth (2006) also surmise that the polarization of research into either qualitative or quantitative is meaningless and unproductive, since both approaches are compatible with each other (as cited in Cohen et al., 2011, p. 21). Therefore, I considered this exploratory nature of the mixed-methods approach to be useful for my research purposes.

Furthermore, researchers such as Tashakkori and Creswell state that “a strong mixed-methods study starts with a strong mixed-methods research question”, and they recommend that such a question could inquire about ‘what and how’ or ‘what and why’ (as cited in Cohen et al., 2011, p. 24). My main research question falls in the ‘what and how’ category since it focuses on determining the type of leadership styles that are prevalent within secondary schools in Pakistan and on analysing how the head teacher’s gender interacts with his or her leadership style in this context.

Specifically, the first research question aims to determine what leadership styles exist within secondary schools in Pakistan according to head teachers’ self-perceptions. This is a ‘what’ question, which I have attempted to answer by using a quantitative research method via the administration of a pre-determined survey questionnaire³⁴.

While, my second research question aims to inquire about how the self-perceived leadership styles of male head teachers compare with those of female head teachers across the private and public sectors of secondary schools in Pakistan’s context. This is a ‘how’ question, that I have attempted to answer by analysing the quantitative survey data.

The third research question aims to determine the head teachers’ perceptions about their ecological context in order to explore the subjective realities of secondary school head teachers. This is a ‘what’ question that I attempt to answer by conducting semi-structured interviews of a

³⁴This study employs the self-rater MLQ, which is based on the full range leadership paradigm (Avolio, 2003), in order to assess how secondary school head teachers perceive their leadership styles.

purposefully selected group of head teachers, to acquire in-depth knowledge about how head teachers may perceive their personal, professional and social environments which may eventually impact their decision-making processes as leaders.

Finally, the fourth research question aims to determine whether the head teacher's gender is a significant factor, in terms of determining the transformational leadership practices³⁵ of secondary school head teachers within Pakistan's context. This question aims to investigate how secondary school head teachers practice transformational leadership traits and to assess whether their gender influences their leadership preferences. This research question is motivated by research literature that characterizes transformational leadership as a feminine leadership style as discussed in Chapter 4. In order to answer this 'how' question, the data collected during the semi-structured interviews has been analysed.

Obtaining answers to these four research questions required the collection of quantitative data that could be obtained from close-ended questionnaires, in addition to the collection of in-depth information regarding the unique situations and subjective experiences of head teachers that could be gained via qualitative research methods such as interviewing.

Alternatively, I could have opted for a purely qualitative research method for this study, such as the case study method, in which I could have focused my research on investigating a selected number of head teachers to study their leadership styles and the influencing contextual factors in-depth. This research method would have been appropriate if my objective was only to obtain a profound understanding of a few cases of secondary school head teachers in Pakistan. However, in this case, I would not have been able to identify broader patterns of leadership style tendencies existing within public and private secondary schools in the country, and to be able to correlate them with demographic variables such as the head teacher's gender, school district, school locality, socioeconomic status of the school, the head teacher's age and so on.

³⁵i.e. idealized influence, inspirational motivation, intellectual stimulation, individualized consideration.

One of the main motivations for this study was to obtain an overview of how secondary school head teachers within Pakistan perceive their leadership practices based on the full range leadership paradigm (Avolio, 2003), so that gender and sector-based comparisons could be drawn. Furthermore, my aim was to explore the context in which secondary school head teachers operated in order to understand their concerns regarding Pakistan's education system that in turn influences their leadership styles. Hence, I decided not to employ the case study approach as it would not have possessed the element of generalizability that I wanted to introduce to my study.

Another option was to adopt a purely quantitative approach for investigating the research issues. However, this method would not have allowed me to gain in-depth and subjective insights into the issue of school leadership or to be able to identify possible contextual factors that may play a significant role in defining the leadership styles of head teachers, with an emphasis on investigating the influence of the head teacher's gender.

Furthermore, the decision to use a mixed-methods research strategy was influenced by the review of available studies on educational leadership in Pakistan, which have mostly employed either qualitative or quantitative research methods. The review revealed that the quantitative studies, generally lack important in-depth details, as they tend to adopt a rather deterministic approach hence generating narrow interpretations of the statistical findings (Khalil, Iqbal & Khan 2016; Tatlah, Iqbal, Amin and Quraishi, 2014; Begum, Jan & Khan, 2013; Amin, 2012). The practical application of these study's findings may be limited for the purpose of contribution towards educational policy-making, since such studies may lack detailed analysis of the various contextual factors that have an important impact on school outcomes, quality of education and teacher motivation. Contrariwise, the studies that are based on purely qualitative analysis tend to focus on the findings from unrepresentative school samples (Khan, 2012; Paracha et al., 2012; Aziz et al., 2007; Simkins et al., 2003; Simkins et al., 1998), thus the findings cannot be generalised to a larger population, again reducing their relevance for large scale educational policy-making.

In regard to promoting the desirability of using mixed-methods in educational research, Hallinger (2003) supports Bridges' (1982) view that the research designs that have been used in most quantitative studies to explore causal relationships between different variables in the field of

educational research may not be rigorous enough to qualify for being able to establish causality, as the statistical tests used in such studies may not be able to address the underlying issues thoroughly. This argument implies that in order to understand the nature of causal relationships between different variables in the field of education it may be important to study the qualitative aspects in addition to the quantitative or statistical aspects associated with the relationship. Another proponent of mixed-methods research, Gorard (2004) claims that mixed-methods research is a "key element in the improvement of social science, including education research" as it strengthens the validity of the results obtained from research studies (p. 7). Furthermore, Conroy (2000, p. 232) provides statements that reveal why qualitative and quantitative methods, when undertaken individually, will lead to shortcomings in the credibility and rigor of research, and hence should be abandoned:

Quantitative analysis should be abandoned because it cannot escape its compulsive demand to place mathematical and structural rigor above any regard for useful knowledge. It is always an impediment to developing useful understanding of social phenomena. Qualitative analysis should be abandoned because for all its interest in the illusive, mysterious, undefined forces in the human condition, it can never accept responsibility to predict and be accountable for anything.

Thus, Conroy (2000) advises educational researchers to adopt a two-stage research design in order to resolve the conflict of the quantitative versus qualitative debate. This implies that in order to fulfil the objectives of being able to produce valid, useful, in-depth and meaningful information regarding a research topic, one should integrate the data gathered from different sources.

Merton (2007) goes as far to argue that "mixed-methods, in seeking social justice, operate in a transformative paradigm" (as cited in Cohen et al., 2011, p. 24). Merton's (2007) proposition may be applicable to only a few studies that aim to achieve the objective of social justice. Nonetheless his statement about mixed-methods corroborates with one of my personal and eventual objectives for conducting this study which is to seek social justice in the form of liberating the head teacher in Pakistan who should be successfully able to upgrade and transform his or her performance as an educational leader, without being bogged down due to the shackles of limiting contextual

elements or individual characteristics such as gender. Eventually, my study aims to take small steps towards increasing in the quality of education in Pakistan by focusing on a key player within an educational organization i.e. the educational leader or school head. Hence, I have adopted the mixed-methods approach to meet my research objectives.

However, triangulation and the employment of a combination of different research methods is not a straight-forward process, as has been suggested by Sale et al. (2002). They refer to the existence of differences between qualitative and quantitative research methods in regard to the underlying ontological assumptions about reality and the differences in how the same labels may be interpreted differently by a qualitative researcher and by a quantitative researcher. The authors emphasize that qualitative and quantitative researchers do not or rather cannot study the same phenomenon, however if the two types of research methods are combined for ‘complementary purposes’ then they become useful. Sale et al. (2002) propose that it is quintessential to clearly label the phenomenon examined by each method in a mixed-methods study to solve this issue.

Researchers such as Creswell (2008) and Thomas (2003) also shed light on how it may be possible to deem qualitative and quantitative research methods as complementary when choosing the most suitable methodology for research. This relates to the ‘compatibility thesis’³⁶, which has been purported by theorists such as Brewer and Hunter (1989) and Tashakkori and Teddlie (2010). Building up on this thesis, it has been recommended that the combination of research methods must follow the ‘fundamental principle’ (Johnson & Christensen, 2012) in order to be able to produce meaningful results, as discussed in the following section.

³⁶Compatibility thesis: the idea that quantitative and qualitative methods can be used together in a research study (Johnson & Christensen, 2008).

6.2 The Fundamental Principle of Mixed Research

Johnson and Christensen (2012, p. 51) propose that when one employs mixed-methods research, one must consider the ‘fundamental principle of mixed research’, which advises researchers “to thoughtfully and strategically mix quantitative and qualitative research methods, approaches, procedures and concepts in a way that produces a research design with complementary strengths and non-overlapping weaknesses”.

I initially conducted quantitative research based on data collected from a survey that aimed to determine the leadership style tendencies for secondary school head teachers in this study. During the second stage of data collection, I conducted qualitative research by employing semi-structured interviews in order to obtain an in-depth understanding regarding how head teachers perceive their contextual environment with a particular emphasis on the role played by the head teacher’s gender. I discuss the details of both research methods in the next section, where I attempt to explain how my research method follows the fundamental principle of mixed research.

In accordance to Johnson and Christensen’s (2012) typology of mixed designs, my research lies in the ‘equal status/ sequential quadrant’ of their design matrix. Johnson and Christenson (2012) conceptualize mixed-methods research as a function of two dimensions: time-orientation of the qualitative and quantitative components (concurrent or sequential) and paradigm emphasis (equal status versus dominant status) as shown in Table 4.

Table 4: Typology of Mixed Designs

			Time Order Decision	
			Concurrent	Sequential
Paradigm Decision	Emphasis	Equal Status	QUAL + QUAN	QUAL→ QUAN QUAN→ QUAL
		Dominant Status	QUAL + quan QUAN + qual	QUAL→ quan qual→ QUAN

Source: (Johnson & Christensen, 2012, p. 434), QUAL refers to qualitative research and QUAN refers to quantitative research.

I conducted quantitative research before conducting qualitative research, and I placed equal emphasis on the findings from both methods in order to answer my research questions as discussed in the following section.

6.3 Research Methods

This section elaborates on the quantitative and qualitative research methods that were employed within my research project and it attempts to establish the extent to which the fundamental principle of mixed research was followed by my research design.

Quantitative research method

I conducted a survey during the first stage of my data collection, to determine the self-perceived leadership styles of secondary school head teachers in Pakistan in an efficient and cost-effective manner. The survey design for my study was cross-sectional as data was collected at one point in

time (Creswell, 2003). The survey was meant to serve three purposes: firstly, it was to inform about how secondary school head teachers self-assessed their leadership styles. Secondly, the survey data was used to compare the leadership styles of male head teachers to those of female head teachers within public and private schools of Punjab in order to determine how different demographic variables may interact with the head teachers' leadership styles. Finally, the survey data assisted me in the selection of a purposive sample of head teachers to be interviewed during the second stage of my data collection.

According to Strahan, Carlone, Horn, Dallas, and Ware (2003) the purpose of survey research is to generalise using a relatively small amount of data based on a sample from a population in order to generate inferences about the behaviours, attitudes and perceptions of the wider population of interest. Hence, the main motivation for adopting the survey method during the first stage of my research was that I wanted to make my research study generalizable for the case of secondary school head teachers within Punjab, as well as for the overall contextual setting of Pakistan.

Bush (2007) refers to the notion of external validity, which is the extent to which findings from the research can be generalised. The extent to which the survey data can be considered as generalisable depends in part on the sampling method. If the sample fails to sufficiently include the target population then the findings from the survey may be wrought with errors (Cohen et al., 2011). The threats to external validity i.e. generalisability, may be reduced to a certain extent by achieving a higher response rate (Bush, 2007), however a higher response rate may not affect the determinants of internal validity. It has been noted that a 60% response rate (Creswell, 2008), may be acceptable due to the high work pressure on schools, nonetheless any response rate lower than 100% introduces the possibility of the sample being unrepresentative of the population (Fogelman & Comber, 2007). In addition, if the sampling frame doesn't include the different type of categories that exist in the population, then it will not be representative of the population under investigation, for instance if only urban schools are surveyed, then the sample may not be representative of all the schools in the population, since rural schools are omitted.

Furthermore, Cohen and Manion (1994) point towards potential sources of internal invalidity associated with survey research. 'Internal validity' refers to 'the extent to which the research

findings accurately represent the phenomenon under investigation' (Bush, 2007, p. 98). Internal validity may be affected due to several reasons, for instance the existence of measurement error- random or systematic- may reduce the internal validity of the collected data. Systematic measurement error may arise due to method variance that is a consequence of the method of measurement used in a study. The 'method' may refer to factors such as the items in the questionnaire, the format of response, the context within which the data is collected, the occurrence of 'halo effects', social desirability, acquiescence, leniency effects and so on (Bagozzi & Yi, 1991, p. 426 as cited in Podsakoff, MacKenzie, Lee & Podsakoff, 2003). Cote and Buckley (1987) mention that as compared to other fields, the incidence of method variance is the highest in the field of education amounting to nearly 30.5% (as cited in Podsakoff et al., 2003, p. 881). The main issue with measurement error is that it may increase or reduce the observed correlation between two or more variables (Podsakoff et al., 2003, p. 880).

Furthermore, Robson (2002) discusses the issue of how transient mood states may affect the validity of surveys, for instance when data is collected from uninterested individuals who have been forced to complete the survey rather than for those who are genuinely interested in the topic of research. Particularly this may be an issue with self-report measures because the respondent answers to questions both about the predictor variable as well as the criterion variable while in a certain mood (Podsakoff et al., 2003, p. 883), which may lead to a distortion of the results, particularly in small samples. A related issue is the tendency of respondents to self-rate favourably as compared to assessments conducted by other raters (Cuadrado et al., 2012). Contrariwise, this feature may also be viewed as an advantage of the survey method, since the lack of face-to-face interaction with the researcher in case of self-completion surveys may increase the validity due to the lack of researcher bias that can occur during interviews and influence interviewee responses (Vaisey, 2009, p. 1688).

Furthermore, one of the disadvantages of using a survey is that the data collected can be deemed only as meaningful as the items in the survey questionnaire (Marsh, 1982, p. 7). This implies that the design of the instrument and the inclusion of variables must be given thorough attention in order to elicit the kind of information that is required for answering the research questions. For instance, Podsakoff et al. (2003, p. 880) refer to the 'consistency motif', which is the tendency of

respondents to attempt to remain consistent in their responses to similar questions, in order to appear rational to the researcher. In addition, the authors also discuss ‘common method biases’ that may impact the validity of the responses such as those that can emerge from the context in which the items in the questionnaire are positioned. The wording of the first set of items on a questionnaire may stimulate a mood on part of the respondents that impacts the manner in which they respond to the following items. Podsakoff et al. (2003) suggest that the intermixing of items from different constructs may assist in avoiding this issue of common method variance, however the intermixing may encourage ‘interconstruct correlations’ (covariation between the constructs) if the constructs of the questionnaire are similar (p. 885).

In addition, some questions may rely on the respondent’s memory, which could be faulty and selective, and may be influenced by the person’s state of mind, the hour of the day and time, since asking questions that require recall over a longer period can be problematic. Hence, Fowler (2009) suggests that a response in a survey is a combination of the “true response plus an error” (as cited in Cohen et al., 2011, p. 261).

Nonetheless, Vaisey (2009) argues that well-constructed surveys with close-ended questions can provide huge insights into how people make choices, rather than attempting to collect insights about the subconscious ‘cognitive processes’ during interviews. Vaisey (2009) insists that reliance on interviews may not provide valid information regarding how people make judgments as compared to surveys in which respondents “. . . may be much better able to pick themselves out of the proverbial lineup than to describe themselves to a sociological sketch artist” (p. 1705). Furthermore, Podsakoff et al. (2003, p. 885) suggest that face-to-face interviews may induce the respondents towards social desirability and hence lead to lower accuracy of responses as compared to questionnaires.

Moreover, surveys may be considered as one of the most economical research methods since the usual costs associated with a survey involving a self-completion questionnaire, may include costs such as postage, stationery, travelling, follow up via calling or visiting, especially when emailing is not an option (Fogelman & Comber, 2007, p. 129).

While the survey method is capable of collecting a large amount of data in a short span of time and of generating generalizable quantitative data regarding how individuals make choices, the collected responses may lack validity due to measurement errors and common method biases. Moreover, Kelley, Clark, Brown and Sitzia (2003) point towards the risk of focusing so much on expanding the range of coverage during a survey that the researcher may end up compromising in regard to providing an adequate account of the implications of the data for policy, problems and theories, hence neglecting the significance of the data collected (p. 262).

As one remedy, Cohen and Manion (1994) propose that the validity of the questionnaire responses can be checked by interviewing the respondents; this combination of surveys and interviews is a form of methodological triangulation. Podsakoff et al. (2003) recommend that one of the ways to control for method biases may be to obtain measures of predictor and criterion variables from different sources for instance from supervisors and subordinates. However, this may not always be feasible as it may demand time, costs and greater effort on the researcher's part. In addition, it may compromise on issues of anonymity since the data collected from different sources need to be linked together, which may require the respondents to be identifiable via their names or other characteristics which might reduce the willingness of respondents to participate in the research. Podsakoff et al. (2003, p. 887) advocate another solution to reduce common method biases, which is to introduce 'temporal, proximal, psychological or methodological separation' of the measurement of the predictor and criterion variables. Thus, researchers may resort to different response formats across different locations and timings. Also, a psychological separation may be used by making it appear that the measurement of the predictor variable is unrelated to the measurement of the criterion variable. This sort of separation between the measurement of the predictor and criterion variables can assist in reducing biases that emerge from context, transient mood state and context-induced mood.

However, one of the disadvantages of introducing time lags is that it could cover up a relationship that may exist in reality, apart from introducing 'contaminating factors' due to longer time lapses (Podsakoff et al., 2003, p. 888).

Keeping in consideration the various strengths and weaknesses of the survey method, I decided to combine the survey with semi-structured interviews of head teachers. My aim was to construct a research design with ‘complementary strengths’ and ‘non-overlapping weaknesses’ as has been recommended by the ‘fundamental principle of mixed research’ (Johnson & Christensen, 2012, p. 51). The research method for this study focuses on a common unit of analysis, which is the head teacher of a secondary school in Pakistan. The measurement of the predictor variable, which is the leadership style of the head teacher, is conducted by using the Multifactor Leadership Questionnaire (MLQ). While, the investigation of the criterion variables, which refer to the various contextual elements that contribute towards the decision-making processes adopted by head teachers, has been conducted via semi-structured interviews. In addition, the interviews were conducted after a time lag following the survey of head teachers, which may have contributed towards lessened bias emerging from transient mood states and context-induced mood. Nonetheless, as has been discussed in the subsequent sub-section, interviews are accompanied by a separate set of advantages and disadvantages.

Qualitative research method

“Written accounts are not the same as verbal face to face accounts, which are embedded in context and modulated by tone, pause, inflexion and body language.”

(MacBeath & Mc Glynn, 2002, p. 129)

I aimed to follow Giorgi’s (1992) approach, who suggests that loosely structured interviews of purposively selected participants allow the investigator the opportunity to use verbal data from participants who are fluent and verbally expressive. Bryman (2004, p. 763) purports, that qualitative methods must be used in leadership research, as they allow researchers to gather a “profound sense of the realities of leadership.” In order to obtain evidence regarding leadership, it is imperative to study the leaders themselves and to learn about their “subjective accounts of what they do, how they spend their time or what they perceive as their own qualities or competencies” (MacBeath & Mc Glynn, 2002, p. 125). Thus, it is important to understand how school leaders

visualize the world around them and to explore factors that may influence their decisions and behaviour.

I conducted semi-structured interviews in order to explore the subjective realities of secondary school head teachers and to assess the significance of the role played by the head teacher's gender in defining his or her leadership approach in Pakistan's context. As discussed in Chapter 4, an analysis of the contextual settings within which the head teacher operates is essential for my research project, particularly, it is important to investigate how head teachers perceive their environments, which can have an immense impact on their decision-making processes, as is purported by the 'science of decision-making' (Patel & Buiting, 2013). Moreover, as asserted by Ayman and Korabik (2010), this research study conjectures that the combination of culture and gender can have a significant impact on leadership. Thus, the interviews investigated the perceptions of head teachers regarding their contextual surroundings and the semi-structured format of the interviews allowed me to examine the head teachers' self-described experiences as school leaders and their perceptions regarding their leadership practices.

Basically, the interviews were meant to assist me with collecting data to answer the third and fourth research questions. I aimed to compare the interview responses from male head teachers with those of female head teachers to understand the role played by the head teacher's gender in forming his or her experiences as a secondary school leader within the context of Pakistan. The second purpose of the interviews was to assess whether the secondary school head teacher's gender was a significant determinant in defining his or her transformational leadership approach, within Pakistan's context.

However, the main issue with qualitative methods such as interviews is the lack of representativeness of the findings due to smaller sample sizes as compared to surveys using larger samples. Moreover, it is noted that there may be several sources of bias that may originate from the interviewer's characteristics, the interviewee's characteristics, the type of questions and so on.

For instance, one important factor that may influence how interviews proceed could be the age difference between the interviewer and the interviewee. Alvesson (2011) refers to the significance

of age during Parker's (2000) experience of interviewing managers. Parker noted that in the case of older interviewees, he was considered as a 'junior, a novice', while with interviewees who were around the same age as his, he was treated as a 'confidante'; whereas with very young managers he was viewed as an 'expert' (as cited in Alvesson, 2011, p. 80). This suggests that during interviews, the interviewees may develop a perception about the interviewer based on sex, age and status and this may impact the type of identity that is presented during the interview session. Hence, implying that the quality of data generated during the interview is dependent on factors that exist during the timing of the interview. This relates to the 'local nature' of the interview discussion, as propagated by Alvesson (2011, p. 81).

This scenario suggests that the information gathered from the interviews of head teachers, must be scrutinized beyond face value and the researcher is required to decipher whether the interviewee's image presented during the interview session may be influenced by the researcher's presence, the location or the time of the day or whether it corroborates with the interviewees' 'true self' (Alvesson, 2011, p. 86). Issues with context-induced bias hence may reduce the validity³⁷ of interview data. In my study, I am a 31-year-old female and my presence may have influenced the interview responses of those head teachers who might have deemed me as being either young and naïve or mature and well-informed based on their opinions about my age and gender. Thus, I tried to remain conscious about this facet while analysing the interview data.

Moreover, Ribbins (2007) states that the personal views of educational leaders can be explored via discussions with them regarding their professional lives, however he contends that what is revealed during an interview may be different from reality since there may be inconsistencies with what educational leaders say they do and what they actually do, hence he recommends the use of checking the data from interviews via the use of triangulation (p. 208).

As suggested by Vaisey (2009), survey questionnaires may allow the assimilation of objective data, which may not be influenced by the researcher's persona. However, Silverman (2006) notes

³⁷ Validity is defined by "the extent to which an account accurately represents the social phenomena to which it refers" (Hammersley, 1990, p. 57).

that formal generalizations obtained from analysis of survey data should not be over-rated since a single case can refute generalizations. Therefore, I chose to combine survey questionnaires with interviews in my research. Moreover, in order to counter the issue of validity of interview data, Silverman (2006) recommends the technique of ‘respondent validation’ that involves taking the research findings back to the respondents to be validated (p. 291). In addition, Cohen and Manion (1994) propose a careful formulation of interview questions. They maintain that it is difficult to eliminate bias in semi-structured interviews; nonetheless, they also suggest the use of respondent validation as a means of reducing the bias. I used respondent validation by sharing my interpretation of the interview data with the head teachers after the interview.

I expected the semi-structured format of the interviews to elicit unanticipated responses from the head teachers, while still permitting a thematic comparison across all the head teachers (Arksey & Knight, 1999, p. 7). I intended to use the interview format in order to be able to make comparisons based on common themes via the use of closed-ended questions, as well as to be able to add certain open-ended questions.

In terms of ethical considerations, Kvale and Brinkmann (2009), recommend that a researcher should adhere to good practice during the interviews, by avoiding tactics such as emotional trickery, faking appreciation or approval in order to elicit more personal details. I followed this advice while conducting the interviews and this approach created a professional and honest atmosphere that provided comfort to both the head teacher and myself. The following section provides details about the research instruments used in this study.

6.4 Research Instruments

Quantitative research instrument: Multifactor Leadership Questionnaire (MLQ)

The quantitative part of my research study involved conducting a self-rater survey to elicit descriptive information regarding the leadership styles of secondary school head teachers within Punjab. The survey questionnaire was divided into two sections. The first section was based on

collecting data regarding demographic variables related to the head teachers and the secondary schools. Variables such as the school sector, school locality, the head teacher's gender, age, years of headship experience and so on were inquired about via this form. The demographics section also inquired about whether the head teacher's willingness to volunteer for the semi-structured interview³⁸.

The second section of the questionnaire was based on the self-rater Multifactor Leadership Questionnaire (MLQ Form 5X-Short), that enables leaders to rate their leadership practices (Avolio & Bass, 2004). The MLQ contains 45 items, out of which the first 36 measure the different kinds of leadership styles³⁹ and the last nine items measure the leader's effectiveness in terms of leadership outcomes (extra effort, effectiveness and satisfaction). The head teachers were requested to complete the questionnaire using a five-point Likert scale to rate their leadership practices on a scale of 0-4 ('Not at all': 0, 'Once in a while': 1, 'Sometimes': 2, 'Fairly often': 3, 'Frequently, if not always': 4).

The MLQ has been previously completed by more than 15,000 participants (Nash, 2012, p. 34) and it has been developed over a period of 25 years based on research on leaders in numerous public and private organizations. It has several valid and reliable models such as the three-factor, four-factor and nine-factor model. It differs from other instruments such as the Leadership Practices Inventory (LPI)⁴⁰ that assesses only transformational leadership, as the MLQ measures transformational, transactional and passive-avoidant leadership styles. These constructs form the full-range paradigm of leadership, which is an extension of other major leadership paradigms such as the autocratic versus democratic leadership, directive versus participative leadership, task-

³⁸ Refer to Appendix I to view the complete demographic survey section of the questionnaire.

³⁹MLQ 5X includes 20 statements that examine four components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. It also contains eight statements that examine two components of transactional leadership: contingent reward and active management-by-exception. Furthermore, it contains eight items to assess passive management-by-exception and laissez-faire or passive/avoidant leadership behaviours.

⁴⁰LPI is a 30-item instrument that has been developed by Kouzes and Posner (1988). It is used in research to measure transformational leadership (as cited in Nash, 2012, p. 32).

oriented versus relation-oriented leadership found in educational research literature (Avolio & Bass, 2004; Avolio, 2003).

This study employs the nine-factor MLQ model that consists of nine leadership components: five leadership behaviour categories relate to transformational leadership including idealized influence-attributes, idealized influence-behaviour, intellectual stimulation, inspirational motivation and individual consideration, while, the transactional leadership style is measured by two components including contingent reward and management-by-exception-active. The third passive-avoidant leadership style is measured by two components including laissez-faire and management-by-exception-passive (Avolio & Bass, 2004).

Validity and reliability of the MLQ

There are several factors that contributed to my decision of using the MLQ nine-factor model⁴¹ as the quantitative instrument for this study. Firstly, this questionnaire is based on the full range paradigm of leadership styles rather than on one leadership style, hence ranging from the charismatic transformational style to the passive-avoidant style of leadership (Avolio & Bass, 2004). This feature enables the instrument to be used to study a wider range of leadership styles existent in different cultural contexts (Alsayed, Motaghi & Osman, 2012) in various organizational settings. Secondly the instrument also provides an assessment of three leadership outcomes in addition to the investigation of leadership behaviours. Furthermore, the survey items in the MLQ are presented in a relatively straightforward and non-technical language. Moreover, the questionnaire can be translated into several languages to suit different cultural contexts. Using the MLQ also facilitates the researcher to administer the survey online and via the paper-based method.

In addition, the MLQ has been used in prior educational research studies within Pakistan's context as well, which improves its validity for the purpose of my study. For instance, Mir and Abbasi's (2012, p. 567) study about Pakistan's higher educational sector used the MLQ and found the

⁴¹Five items of the MLQ have been presented in Appendix I.

Cronbach alpha to be 0.95, which implies that the instrument was found to be very reliable and validated within Pakistan's context. Paracha et al. (2012) also studied leadership styles in the private school sector of Pakistan by employing the MLQ. Moreover, Amin (2012) used the MLQ to investigate the relationship between the leadership styles of directors of a public university in Pakistan with the faculty's job satisfaction. The author insinuates that the transformational-transactional leadership paradigm is applicable to the context of Pakistan's education sector. Furthermore, Begum et al. (2013) used the MLQ to investigate transformational leadership, gender role orientation and leadership effectiveness in the education and health departments within two districts of Pakistan. Also, Khalil et al. (2016) used the MLQ to study the leadership styles of 50 school head teachers in the Lahore district of Pakistan.

Moreover, Parry & Proctor-Thomson (2002) suggest that the instrument is characterized by internal validity based on the findings from multiple studies that have used the questionnaire. In terms of assessing the reliability of the MLQ, several studies have conducted the Cronbach alpha⁴² test to determine the extent to which the instrument is internally reliable when used in different cultural contexts. Avolio and Bass (2004, p. 71) studied the data from Mind Garden and found that the reliability ranged from 0.60 to 0.76 for each of the nine leadership factors as was investigated by observing the inter-correlations. Bass and Riggio (2006) claim that the MLQ measurement demonstrates excellent internal consistency by displaying alpha coefficients above 0.80 for all the MLQ scales. Moreover, Ibrahim and Al-Taneiji (2013) found a reliability of 0.95 when the MLQ was used to assess leadership styles of school principals in Dubai's context.

However, it must be recognized that as with all surveys, this survey may have its limitations. I acknowledge that the MLQ has been developed in the context of USA, which has a different socio-cultural context and different notions about educational leadership and the status of women as compared to the context of Pakistan. Even though, the MLQ has been used to analyse leadership

⁴² Cronbach alpha: is referred to as the alpha coefficient of reliability. It calculates the average of all possible 'split half' reliability coefficients in order to determine the degree of internal consistency among the items in a survey. An alpha coefficient value above 0.70 is considered as reliable, while a value below 0.60 is considered as unreliable (Cohen, Manion & Morrison, 2007, p. 640).

styles within diverse cultural and organizational settings (Antonakis, Avolio & Sivasubramaniam, 2003), some studies using this survey have indicated that the factor structure of the MLQ may not be stable in different contexts. Antonakis et al. (2003) discuss Tejada, Scandura and Pillai's (2001) suggestion to reduce the items to improve the fit of the model used in the MLQ. Nonetheless, Antonakis et al. (2003) propose that the studies that criticized MLQ may be flawed in certain respects. In this regard, Avolio, Bass and Jung (1999) argue that the MLQ was tested across varied cultural and industrial settings that had different leadership styles and non-homogenous groups of raters and leaders, hence affecting the patterns of factor correlations of the MLQ, thus implying that the critique on MLQ's factor structure may be unfounded.

Moreover, the MLQ has been criticized on the basis of lacking construct validity⁴³ and discriminant validity⁴⁴ by certain research theorists. However, the MLQ has been found to 'exhibit internal consistency, test-retest reliability, external predictive validity, and construct validity' based on studies conducted by researchers such as Eid et al. (2004), Garman, Davis-Lenane and Corrigan (2003), Howell and Avolio (1993) and Lowe and Kroeck (1996). (as cited in Finley, 2014, p. 26).

In conclusion, the MLQ factor structure based on the full-range nine-factor model has been confirmed and deemed reliable for different regions and rater levels, by several theorists (Muenjohn & Armstrong, 2008; Avolio & Bass, 2004; Antonakis et. al, 2003; Lowe, Kroeck & Sivasubramaniam). Since this instrument has been researched extensively, frequently validated and deemed as being reliable in different contexts, including within Pakistan's educational context, (Northouse & Lee, 2015; Northouse, 2013; Amin, 2012; Allen et al., 2015; Finnigan & Stewart, 2009; Koh et al., 1995), I consider it to be an appropriate instrument that can elicit pertinent information regarding the leadership styles of secondary school head teachers in my study.

⁴³ Construct validity: the extent to which a higher-order construct (abstract or complex variable such as teacher stress or idealized influence) is accurately represented in a particular study (Johnson & Christensen, 2012, p. 261).

⁴⁴ Discriminant validity: In the case of MLQ, a few factors were considered indistinguishable, such as inspirational motivation from charisma, management-by-exception-passive from laissez-faire leadership, and hence the factor list was considered as being repetitive (Antonakis et al., 2003).

Qualitative research instrument: Semi-structured Interviews

A semi-structured interview format was used for the qualitative instrument which included two sections. The first section⁴⁵ was based on collecting the demographic details of the head teacher, which inquired about the educational background, family circumstances and work experiences of the head teacher. While the second section included questions, which were based on inquiring about the head teacher's perceptions about their contextual environment. This section also collected information about how head teachers perceived their leadership approach, to augment the data collected from the quantitative survey and to develop a better understanding of their transformational leadership practices.

Bronfenbrenner's ecological development theory (1994) was adapted to construct the interview instrument. As discussed in Chapter 4, the ecological development theory identifies the various interrelated subsystems that exist within the context surrounding an individual and it discusses how the five subsystems (chronosystem, macrosystem, exosystem, mesosystem and microsystem) contribute towards the development of the individual. This theory was adapted for the case of secondary school head teachers by positioning the head teacher in the centre of the socio-economic-political milieu existing within the context of Pakistan and by aiming to develop an understanding of how each subsystem was perceived by the head teachers.

Figure 1 below depicts a diagrammatic representation of Bronfenbrenner's ecological development theory that has been adapted for investigating the perceptions of secondary school head teachers about their contextual setting in this study.

⁴⁵Refer to Appendix II for the demographics section of the interview template.

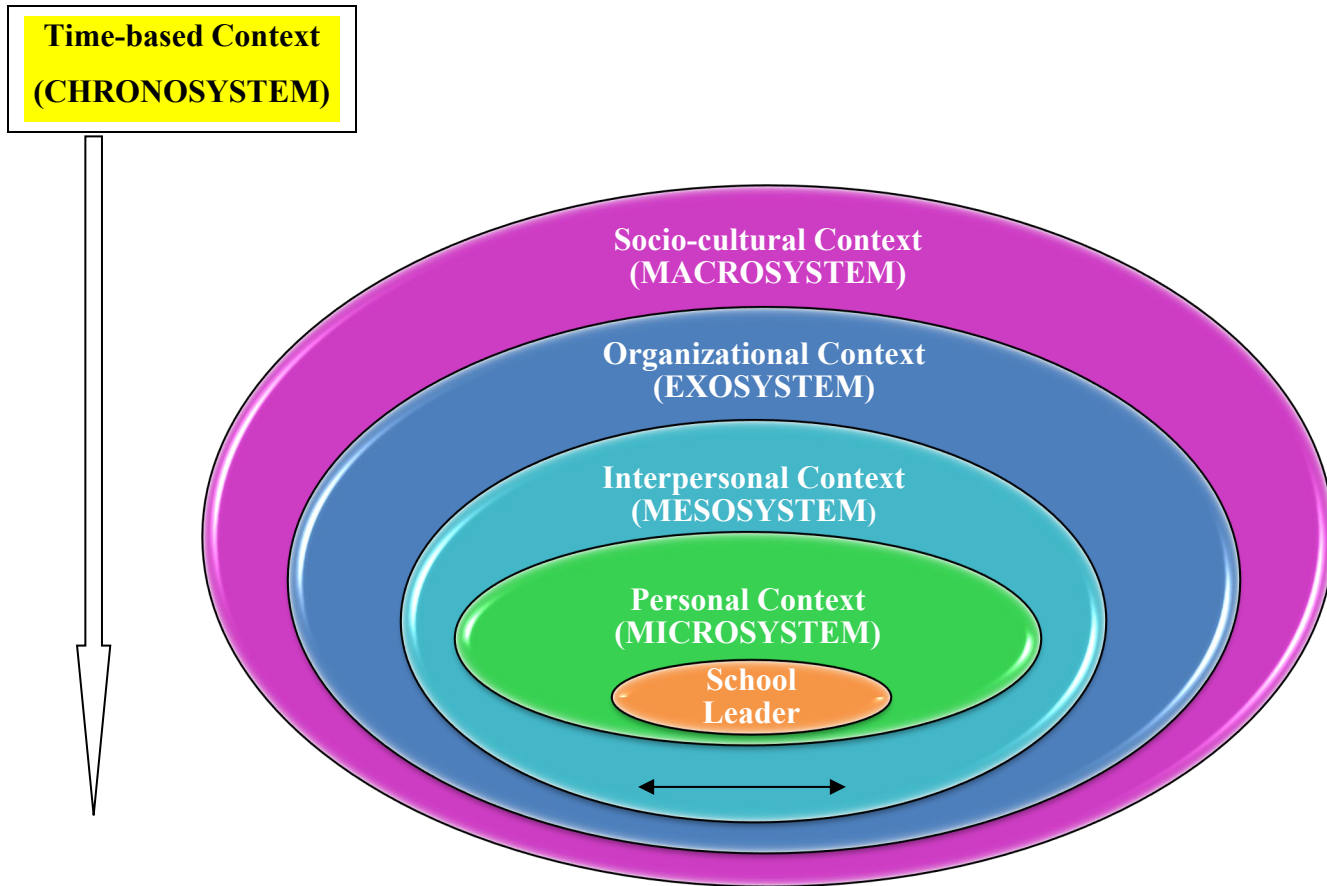


Figure 1: Ecological Development theory for Secondary School Head teachers in Pakistan

In the context of secondary schools in Pakistan, at the centre or at the level of the microsystem is the head teacher, including his or her personal characteristics such as gender, age, work motivations, academic background, family experiences and so on. Each head teacher's distinct interpretations and perceptions of the settings and scenarios within this individual context defines what they may consider as their needs, available opportunities, resources and constraints that may influence their decision-making approaches as a leader. I aimed to determine the head teacher's perceptions related to this personal context due to its high relevance for defining his or her leadership approach.

Secondly, the 'mesosystem' refers to the linkages between the microsystems or the interpersonal context (Bronfenbrenner, 1995). The 'mesosystem', can also be defined as the pattern of activities

and interpersonal relationships experienced by a person in a setting with particular features and containing significant other persons with distinct temperaments and beliefs (Bronfenbrenner, 1995). The mesosystem surrounding the head teacher can be viewed within the school system as interactions between the other groups of people such as between the students and parents, the teachers and students, the parents and the teachers and so on. It could also be viewed outside the school system as interactions between the head teacher's family members, friends and so on. I aimed to inquire about the head teacher's perceptions regarding key linkages within this interpersonal context that may have an impact on the head teacher's decision-making processes and ability to perform effectively as a school leader.

Thirdly, the exosystem refers to the organizational context that comprises of the governmental, political, economic, religious and mass-media institutions, over which the school leader has no direct control, however that may exert a direct or indirect influence on the leader. Structures within the exosystem may impact the head teachers' locus of control and hence may have a significant influence on their leadership practices. Hence, I aimed to explore how head teachers perceive the influences of the various institutional structures within the exosystem and how this may impact their leadership choices.

Fourthly, the macrosystem refers to the socio-political context that reflects the overarching culture comprising of the mainstream attitudes and values prevalent within the society in which the head teacher operates. This system exerts a uni-directional influence on the head teacher and on the micro-, meso- and exosystems. I intended to assess how secondary school head teachers perceive the macrosystem, as it can have an overriding effect on the interactions of all the other contextual layers which can have important consequences for how a head teacher chooses to exercise leadership.

Finally, I aimed to incorporate the time-based dimension or the chronosystem in this study in order to explore how and why head teachers began their journey as educational leaders and whether they identified significant changes in their approach over the course of their professional journeys that define their current leadership styles.

The utility of Bronfenbrenner's ecological development theory in terms of understanding the structure of the context surrounding an educational leader cannot be overestimated. As is evident from the discussion in Chapter 4, the context tends to incorporate numerous variables, such as 'life span events' (Nash, 2012), 'in vivo or informal' training (Avolio, 1994), socio-psychological variables (Astin, 1984) or antecedent life experiences (Towler, 2005) that may be significant for the process of leadership style development. However, none of these theories include a comprehensive set of all the relevant contextual variables that I consider to be important for a thorough contextual analysis. Moreover, none of these theories clearly position the contextual variables in terms of how they relate to each other and how they are connected to the individual in terms of their distance and level of impact. Bronfenbrenner's (1994) theory however provides the missing link by including a comprehensive set of contextual variables and by clustering each set of variables as part of a subsystem that exists in the larger context. It positions each subsystem around the individual to provide an understanding about how an individual relates with each subsystem, which subsystems are nearest to the individual and how may the interaction of two subsystems impact the individual.

For the specific context of Pakistan, I believe that this theory is very relevant as it allows me to incorporate specific factors within the socio-cultural context of Pakistan, such as the existent gender-based values and norms in the country, within my data analysis. Moreover, it allows the incorporation of the rapidly changing contextual elements that emerge over time within Pakistan's context, that may be brought about due to the head teacher's age, experiences or training. Moreover, it incorporates the institutional context that has consequences for the decision-making processes of head teachers in this study. In addition, it considers the interpersonal context, that encompasses the experiences of head teachers related to the people they interact with, that may significantly impact a head teacher's leadership approach. Finally, it allows the incorporation of the head teacher's personal context that relates to his or her inspirations, personal motivation and so on, as will be discussed in Chapter 8.

On the whole, the semi-structured interviews served three purposes within this research study. Firstly, their aim was to explore the head teachers' perspectives about their contextual settings in order to understand how the different contextual factors are perceived as either enablers or as

barriers to effective leadership by the head teachers. Secondly their aim was to understand the motivations, inspirations and values held by the sample of secondary school head teachers in order to understand their preferred leadership styles. Eventually, the goal was to determine whether the school head teacher's gender plays a significant role in influencing how the transformational leadership style may be practiced in schools within the context of Pakistan. The interview template used within the study is presented in the Appendix II⁴⁶.

6.5 Pilot Study

This section discusses the administration and lessons learnt from the pilot study, which was conducted over a period of three weeks in the month of March 2015 within the Lahore district of Pakistan, using a small convenient sample of secondary school head teachers. The purpose of the pilot study was to get a sense of operating in the research field. Also, it was meant to test the quantitative instrument in terms of language, time required for completion, conciseness and clarity. It provided me with a first-hand experience of conducting a survey and interviewing head teachers and allowed me to fully comprehend the importance of following the ethical guidelines associated with research.

Eight head teachers, including four males and four females were contacted in January 2015 for the pilot study via personal contacts: convenience sampling was done, six (four females and two males) head teachers replied affirmatively. However, when I began the pilot study in March, one female dropped out due to private commitments. Eventually, five questionnaires were answered, and three interviews were conducted. Before visiting the head teachers, I shared with them an informed consent letter for the pilot study. This letter was discussed in more detail during the actual meeting with each head teacher. The sample of head teachers was not included in the actual study.

⁴⁶ Please refer to Appendix II to view the detailed format for the semi-structured interviews.

One head teacher completed the questionnaire and gave the interview on the same day. While, two head teachers required me to reserve another appointment for the interview at a later date after completing the survey. Two head teachers were not able to provide a definite date for the interview; hence I was not able to interview them.

The MLQ 6S form⁴⁷ was used for the survey in the pilot study, which is a free and shorter online version of the MLQ 5X form that was used for the actual study. Using the MLQ 6S form allowed me to save on financial resources and it provided me with an idea about the language of the survey statements that the longer MLQ 5X form would contain. The pilot study revealed that the questionnaire session would require about 20 minutes for the completion of a survey that contains 45 statements and that the interviews could take up between 45 minutes to 2 hours for completion.

All the head teachers who completed the questionnaire during the pilot stage took a keen interest in the whole process. They agreed with me regarding the necessity to conduct similar research in the field of education in Pakistan, in order to improve and bring positive developments in the field. They remained open-minded about most of the questions posed in the questionnaire. Moreover, all the head teachers seemed to enjoy the process of completing the questionnaire.

They mentioned that the questionnaire completion session enabled them to reflect about their leadership styles, while they had not paid attention to certain issues previously. Some of them made a mental note in regard to certain statements in the questionnaire, and thought of them as something they would like to consciously adopt as a head teacher. This finding boosted my confidence for conducting the actual field work.

Due to my presence in the same room, three head teachers spoke to me while they answered the questionnaire. During these sessions, some of them started narrating incidents of what they actually do as a head teacher, and confirmed with me whether the options they had chosen for themselves were appropriate or not. All the head teachers were willing to assist me in the process of data

⁴⁷Refer to Appendix III.

collection for the actual research and to provide links if necessary to contact other head teachers, as they felt that educational leadership was an under researched area in Pakistan.

In addition, the pilot study revealed certain issues that helped me to improve the research design before the actual field work. For instance, based on the feedback obtained from the head teachers during the pilot study, I shortened the informed consent letter for the actual study. Furthermore, the pilot study feedback indicated that there were some statements in the survey which were not worded clearly and hence they required further clarification. In this case, I made a note of such statements that included statements numbered 6, 12, 15 and 19 (MLQ 6S), as the head teachers were not sure about how to answer them and were willing to leave them blank. In order to avoid similar future problems with the survey completion during the actual field work, I clarified to the head teachers before distributing the survey that they must attempt to answer all questions, and go with their first instinct rather than dwelling upon particular statements. Also, I indicated that if required, they could discuss the meaning of a statement with me. In addition, the MLQ 5X form associates four items with each leadership construct, hence even if one item is left blank it will not impact the total average score for that leadership construct. Moreover, the pilot study assisted me in drafting the demographics section for the actual survey, as I had not prepared a detailed demographics section for the pilot study.

Furthermore, this was my first experience of interviewing an individual, thus, the experience of the pilot interviews taught me important lessons which I applied during my actual data collection. The pilot study interviewees provided feedback on the clarity and understandability of the interview questions. Firstly, my piloted interview template lacked a proper flow in the order of questions. I realized from the collected data that I was not asking important questions that may assist me directing my data analysis. Secondly, I did not send an interview template to head teachers before the interviews, due to which it took them a lot of time to understand the meaning of a question or to come up with viable answers. Thirdly, the interview sessions took more than an hour, which was a bit inconvenient for the busy head teachers. Fourthly, I did not voice-record them, as I scribbled down notes during the interviews, this experience taught me that it would be more convenient to voice-record the interviews as I might have missed out important quotations.

The pilot study's experience was invaluable, since during the actual research when I was able to amend all these factors, the quality of the interview sessions improved greatly. Bush (2007, p. 110) suggests that providing pre-interview explanations can assist in obtaining informed consent from potential interviewees. Hence, I decided to email the interview format to all the head teachers who were sent a survey during the actual field work and I offered to provide further explanations of the questions to those head teachers who had agreed to be interviewed.

6.6 Population and Sampling Design

Delice (2010), states that the reliability of a research study is dependent on its repeatability, hence a researcher must present information about the details of the sample and the various sampling strategies employed, in order for other researchers to be able to repeat the research. This section discusses my study's sampling design, which was divided in two stages. Onwuegbuzie and Collins (2007) provide a mixed sampling framework that classifies mixed sampling designs according to the time-orientation and according to the relationship between the quantitative and qualitative samples. A sequential time-orientation was applied for this research project. Basically, for the first stage of the data collection process, random sampling was conducted. This stage pertained to the collection of data for the quantitative survey. Whereas non-probability sampling was conducted in order to select participants for the second stage of the data collection process by employing a purposive stratified sampling technique to select participants for semi-structured interviews. By sampling in this manner, I employed a 'nested' sample relationship criterion and this sampling design is categorized as a 'sequential-nested-mixed' sampling design (Onwuegbuzie & Collins, 2007).

Sampling strategy for quantitative research

This sub-section provides information regarding the sampling strategy used for collecting the sample for the survey of secondary school head teachers in this study. Within Pakistan, the secondary school level is also known as the high school which is preceded by the primary or elementary level of schooling. The secondary level of education refers to grades 9, 10, 11 and 12

(Saeed, 2007). Pakistan currently consists of nearly 30,613 high schools out of which 12,376 are in the public sector while about 18,237 are in the private sector (Pakistan Education Statistics, 2014).

This research project was situated within the Punjab province of Pakistan and the population for this study constituted of all public and private secondary school head teachers within Punjab. Punjab can be divided into four different geographical stratum that include the Northern, Central, Western and Southern parts of Punjab and it consists of 36 districts. ‘*Balochistan*’ or the ‘Northern Punjab’ region is mainly characterized by mountainous, hilly or plateau areas that include six districts in Punjab⁴⁸, while ‘*Markazi*’ or Central Punjab comprises of 20 districts⁴⁹. Furthermore ‘*Gharbi*’ or Western Punjab lies near the Indus River and consists of sandy regions such as the Thal Desert that includes three districts⁵⁰, Western Punjab also hosts the nuclear reactor and missile base of Pakistan and has the highest poverty rates as compared to the other regions of Punjab. Lastly, ‘*Zayreen*’ or Southern Punjab includes seven districts⁵¹, and the Cholistan Desert falls within this region. In addition, this region hosts a major portion of the textile industry of Pakistan (Nadiem, 2005). The areas of Central and Northern Punjab are more developed than those in Southern Punjab, where rates of poverty are amongst the highest in the province (Bhatti, Malik & Naveed, 2011)⁵².

The Punjab province consists of nearly 6261 high schools that exist in the public or government sector (Government of the Punjab, 2011), while private high schools amount to approximately 2428 within the province (however, this figure is not based on validated official data as discussed in the following section). Nearly 5000 high schools exist within Central Punjab, around 1100 high

⁴⁸Northern Punjab includes the districts of Rawalpindi, Attock, Chakwal, Mianwali, Jhelum and the capital city of Islamabad.

⁴⁹ Central Punjab includes the districts of Sargodha, Mandi Bahauddin, Gujrat, Sialkot, Narowal, Gujranwala, Jhang, Nankana Sahib, Hafizabad, Sheikhpura, Faisalabad, Lahore, Kasur, Toba Tek Singh, Okara, Pakpattan, Sahiwal, Khanewal, Lodhran and Vehari.

⁵⁰Khushab, Bhakkar and Layyah are districts in Western Punjab.

⁵¹ Southern Punjab includes the districts of Multan, Dera Ghazi Khan, Muzaffargarh, Bahawalnagar, Bahawalpur, Rajanpur and Rahim Yar Khan.

⁵²A map of the province of Punjab is presented in Appendix IV which displays the 36 districts.

schools are situated within Southern Punjab and nearly 1200 high schools exist in Northern Punjab (Schooling Log Pakistan, 2015).

During this study, I attempted to collect a representative sample of public and private secondary schools in Punjab. The districts within Western Punjab were not included in the sample due to potential safety hazards associated with conducting research in that region. Hence, nine districts were selected for this study. Since, Central Punjab consists of the highest number of districts and high schools, it was decided that five districts will be selected from this region, which included Lahore, Faisalabad, Sheikhupura, Sialkot and Sargodha. Whereas two districts were selected from Southern Punjab including Multan and Bahawalpur and two districts were selected from Northern Punjab including Rawalpindi and Islamabad. It is important to note that the province of Punjab is estimated to house nearly 56% of the population of Pakistan (Bhatti et al., 2011, p. 10), also since the sample reflects the regional characteristics of the population of schools (geographical stratum, rural-urban and public-private), the results from this study may be applicable to the population of secondary school head teachers within other regions of Pakistan.

Sampling frame for survey

The sampling frame for public secondary schools was gathered from the census data collected by the School Education Department operated by the Government of the Punjab (2011) in Pakistan. The list of names of public sector secondary schools was readily available from an official government website that displays data based on surveys conducted by the government regarding public schools within Punjab. I transferred the names of the public sector secondary schools within the nine districts onto an MS Excel document in order to select a random sample of schools for the survey.

Whereas, in order to consolidate the sampling frame for private sector secondary schools in Punjab, I had to resort to the collection of data from multiple sources. I began with consulting websites that provided information about private schools in Punjab and the most comprehensive list of schools was found on a website titled the Schooling Log, which is an unofficial website not validated by the Government of Punjab. In addition, I referred to the Google mapping of schools

that gave me an idea about the geographical areas within each chosen district where a concentration of schools could be found. In addition, I contacted several well-known private schools that have a large network of school branches in the region and I gathered information from them regarding the number of schools operating under their school's brand name to estimate the total number of secondary schools in the private sector. I also skimmed through previous research papers based on secondary schools within Punjab; however, I could not find the source of the sampling frame used for private schools in any of those consulted papers. Thus, I had to adopt this approach due to the lack of any official consolidated data base on private secondary schools for the Punjab province of Pakistan.

Once I was satisfied that I had exhausted all available sources of information regarding secondary level private schools in the nine chosen districts, I created a list of private sector secondary schools on MS Excel as well. I acknowledge that the sample used for private schools may be biased and unrepresentative of the whole population of private schools within the nine districts, since I had to rely on ad hoc and different data sources to identify individual schools. However, given the circumstances, the list serves as the next best alternative to the actual population of private schools in the region. Also, this situation indicates the need for future research on private schools within the region to aid other investigators.

Sampling size for survey

Krejcie and Morgan's (1970) table was consulted to assist with the decision of selecting an appropriate sample size for this study. Bartlett, Kotrlik and Higgins (2001) purport that Krejcie and Morgan's formula has been extensively used for determining sample size, as they have estimated the sampling error associated with different sample sizes. According to this formula, the sampling size should be chosen in order to produce a sampling error of 5% (Krejcie & Morgan, 1970).

The sample size depends on four factors that include:

$$X = Z \text{ value (e.g. 1.96 for 95\% confidence level)}$$

N = Population Size

P = Population proportion (expressed as decimal) (assumed to be 0.5 (50%))

d = Degree of accuracy (5%), expressed as a proportion (.05); margin of error

(KENPRO, 2012; Krejcie & Morgan, 1970)

For a finite population, Krejcie and Morgan created a reference table based on a formula, to determine the required sample size instead of having to calculate the size by using the formula each time. The sample values recommended by the table are based on the notion that as the sample size increases beyond 300 it leads to diminishing returns (Krejcie & Morgan, 1970). According to the table, N refers to the population to be sampled, while S refers to the sample size recommendation. The target population (N) for this study amounted to approximately 3601 secondary schools from within the public and private sectors, that were located in the nine districts. According to the sample size table developed by Krejcie and Morgan (1970), in order to be representative, this study required a sample size of approximately 350 secondary schools.

Refer to the Table 5 below that provides guidelines for choosing a sample size based on the population size. For $N = 3500$, the Sample size $S = 346$, thus it was surmised that for this research study, the sampling frame being $N = 3601$ would merit that $S = 350$. Therefore, it was assumed that if 350 secondary schools participated in the survey then the sample size would give a 5% sampling error⁵³ within a 95% confidence interval (Krejcie & Morgan, 1970).

⁵³Sampling error is the difference in ‘the sample values (the statistics) and the true population values (the parameters)’ (Johnson & Christensen, 2012, p. 233).

Table 5: Table for Determining Sample Size from a Given Population

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan, 1970</i>				

Source: (Krejcie & Morgan, 1970, p. 608).

Alternatively, Chuan and Penyelidikan (2006) purport Cohen's Statistical Power Analysis method, which is another commonly used method for determining sample sizes. Cohen's method requires the researcher to pre-determine the statistical tests that will be used for data analysis in order to determine the appropriate sample size. Chuan and Penyelidikan note that according to Cohen's formula, five factors need to be considered to determine the sample size, which includes the significance level or criterion, the effect size⁵⁴, the desired power, the estimated variance and the

⁵⁴ Effect size refers to the degree to which a particular phenomenon exists in the population or the extent to which the null hypothesis may be false. It measures the difference between the null hypothesis, which has an effect size= 0, and

sample size. Cohen's analysis utilizes the relationships between the five factors in order to determine an appropriate sample size that will be optimum for statistical analysis; however, that will reduce the level of time and money required for sampling. (Chuan & Penyelidikan, 2006, p. 80)

Even though Chuan and Penyelidikan (2006) advocate Cohen's method as a more precise method for sample size determination, the main disadvantage for this method is that the researcher is required to pre-determine the specific variables based on the type of statistical tests that are to be used. Such an approach requires the research to be able to pre-decide all the statistical tests that would be conducted for data analysis. However, the ability to use various statistical tests depends on assumptions regarding the data such as whether the data is normally distributed or not and whether parametric tests or non-parametric tests should be used. Hence, the straightforwardness of Krejcie and Morgan's (1970) sample size determination guide made this method more appealing for my study instead of Cohen's methodology.

Once the recommended sample size of 350 secondary schools was determined, the sampling strategy for this study was defined. It was surmised that an equal number of public and private secondary schools would constitute the final sample to be able to draw comparisons between the two sectors. This decision assumed that the institutional contexts varied considerably within both sectors and that this factor would consequentially entail varied implications for being a secondary school head teacher in each sector⁵⁵. Hence, it was decided that the target sample for this study should ideally comprise of 175 public schools and 175 private schools. I acknowledge that the equal number of public and private schools selected for this study is not representative of the presumed numerical distribution of the public and private schools within the population of schools, however since I aimed to compare the leadership styles of head teachers across both the private and public sectors, I considered the advantage of using a sample of equal number of schools from

a specific statistical value of the alternative hypothesis. Different statistical tests possess their different effect size index. (Chuan & Penyelidikan, 2006)

⁵⁵Discussion about the different institutional contexts in the public and private educational sector is presented in the Chapter 3 which discusses the context of Pakistan.

both sectors. Moreover, there is a gap in information regarding the exact number of private secondary schools within the region; hence the population distribution of private schools is subject to an estimate rather than to a valid number.

Table 6 summarizes the statistical data on the total number of secondary schools in Punjab and provides information about the sampling frame used for this study.

Table 6: Statistical Data on Secondary Schools in Punjab, Pakistan

Country	Pakistan
Province	Punjab
Districts (Punjab)	36
Total Number of Secondary Schools (Punjab)	8689 (approximately)
Private Secondary Schools (Punjab)	2428
Public Secondary Schools (Punjab)	6261
9 Districts selected for this study	Lahore, Rawalpindi, Islamabad, Sialkot, Faisalabad, Sheikhpura, Sargodha, Multan, Bahawalpur
Private Secondary Schools in 9 districts	1510 (approximately)
Public Secondary Schools in 9 districts	2091
Total number of secondary schools in 9 districts (Sampling Frame)	(1510+2091= 3601)
Sample size (recommended*)	350

Sources: (Schooling Log Pakistan, 2015; Government of the Punjab, 2011; Krejcie & Morgan, 1970).

In order to account for issues such as non-access or non-response from schools, a larger sampling unit was selected for the survey. Thus, 200 schools were selected randomly from the list of 1510 private sector secondary schools and 200 schools were randomly selected from the list of 2091 public sector secondary schools. For the public sector, 100 female secondary schools and 100 male secondary schools were selected for the final sample. While, for the private sector, it was not

possible to pre-determine the gender of the head teacher for a randomly selected school due to the unavailability of demographical data related to private school head teachers, hence the distribution of the head teacher's gender was left to chance for the case of private schools.

This technique of sampling is classified as 'stratified random sampling', as it required the target population of secondary schools to be divided into two segments i.e. public-sector schools and private sector schools⁵⁶.

Strategy for survey administration

Once the sampling unit for the survey was formed, the subsequent stage of the data collection process was to decide upon the survey administration method, keeping in mind most of the practical limitations associated with access to schools and logistical concerns. Firstly, official permission had to be sought from the Government of Punjab in Pakistan, in the form of an authorized letter that confirmed the official permission from the Secretariat of Education in Punjab, to be able to conduct the survey within public secondary schools in Punjab for this study. The Special Secretary at the School Education Department of Punjab, Pakistan, was contacted on November 4th of 2015 to provide support for the research. Eventually, an official permission letter signed by the Special Secretary was received on 7th December 2015 (Attached in Appendix V) and this allowed me to proceed with the task of contacting the schools for the survey.

Secondly, the contact details for all the schools in the list of 400 schools had to be collected. It was initially decided that a financially and logistically feasible option was to attempt to conduct an online survey via sending emails to the head teachers for this study. This option was made possible due to the online administration facility offered by the license providers of the MLQ used for collecting data, albeit this option came with a higher fee per questionnaire administered online as compared to purchasing the rights to administer a paper-based survey. Nonetheless, a cost-benefit

⁵⁶Stratified Random Sampling is a type of probability sampling technique where the researcher divides the total population into different subpopulations or strata and random samples are selected from each stratum (Briggs & Coleman, 2007).

analysis ascertained that this was the most financially and time-wise feasible option for the survey administration.

However, not all secondary schools in Pakistan are equipped with an internet facility, especially schools located within the rural regions that resort to very basic modes of instruction do not have access to several essential resources, and having access to the internet may be a novelty for such schools. In addition, it was recognized that even if a school has access to the internet, then the head teachers may not be comfortable with completing an online survey, due to reasons that include suspicion about the objective of the research, lack of training in using a computer, lack of time, lack of interest and so on. Especially it was anticipated that this might be the situation for most public secondary school head teachers, who may be reluctant to respond to online questionnaires without complete verification regarding the research and the researcher. Therefore, an alternative mode for survey administration had to be decided. The second obvious option was to personally deliver the questionnaires to all the schools. However, a personal visit to 400 schools to distribute the questionnaires across nine districts, even with the help of enumerators, did not appear feasible in terms of time constraints and financial limitations.

Another option was to administer the survey by posting the questionnaires to schools by the postal service. However, it was strongly advised by other local researchers that postal surveys had a high non-response rate as schools received numerous posts daily and the posted survey that was unaccompanied by a visit was likely to be ignored by most schools. Therefore, this option was dropped.

Eventually, a mixed-mode distribution strategy that comprised of sending questionnaires via email and using paper-based questionnaires was adopted for the survey to achieve the objective of generalizability of the results and to be able to remain within the financial and time-based constraints. Dillman (2000) proposes the use of a mixed-mode strategy for questionnaire distribution in order to deal with issues such as low response rate and high distribution costs (as cited in Meckel, Walters & Baugh, 2005, p. 69). It has been suggested that the precision of a survey depends on four main factors that include factors such as coverage, sampling, non-response and measurement. Since the mixed-mode approach uses the same sample, it does not pose problems

related to coverage or to sampling errors. In addition, the response rate is not affected negatively by using a mixed-method approach. However, Dillman et al. (2009) suggest that one of the disadvantages of employing a mixed-mode survey strategy is the issue of whether the participants who respond by a certain mode would provide the same answers if they had responded via another mode. This can be a source of potential measurement error and hence it may introduce bias to the results. In this study, this feature has been noted as one of the limitations that may have introduced bias to the responses of the survey participants. However, this method allowed me to maximise response rates by including those head teachers in the survey who operated within regions without internet access, as well as to include those head teachers who may not be regular email users. Another issue concerning the mixed-mode approach is that it is also not clear whether the participants who responded via the email-based survey would do so if the questionnaire was only paper-based. However, Meckel et al. (2005) state that what is essential is the attitude of the respondents, if the respondents possess a different attitude towards technology then that would influence their mode of response substantially, hence someone who is pro-technology and pro-computers would be more willing to complete a web-based questionnaire as compared to one who is not pro-technology. Overall, the mixed-mode strategy adopted for this study was considered as the most appropriate strategy for survey distribution within the context of Pakistan, where there are huge differences between the infrastructure of urban and rural regions, and where technological knowledge and attitude towards technology differs greatly among the population.

All schools within the sample were initially approached via phone calls or via emails to estimate the number of schools that could participate in the email-based survey. The schools that could not be contacted were then included in the list of schools that would be approached for the paper-based survey. A research assistant was hired to aid with the process of contacting schools and administering the survey.

Administration of email-based surveys

The main source of contact information for the schools was the Google search engine and the school census data on public schools in Punjab that contained information about the school address, phone number and email addresses. A very small number of schools advertised a valid

official email address for the head teacher on their school websites. Thus, most schools had to be contacted by telephone and the email address of the head teacher had to be obtained after explaining the purpose of the research and the details of the researcher to the contacted school personnel. It was found as suspected earlier, that most public school head teachers preferred to participate in a face-to-face paper-based survey rather than in an online email-based survey. Furthermore, several schools could not be contacted by phone due to a non-responding phone number, as in several cases the school contact information available on the internet was incorrect. Several school websites showed the school's address, without any valid contact number or email address.

Eventually, most of the schools that made it to the email-based survey list were private secondary schools and in this manner nearly 200 valid email addresses were collected. An introductory email message⁵⁷ was sent to all the email addresses, which introduced the study, its purpose and the contact details of the researcher. A scanned version of the official government permission letter was also emailed to all the public-sector schools. This email served as a pre-survey online notification letter to school heads, in order to garner participation and to obtain voluntary consent from the head teachers prior to administering the online survey.

Several head teachers responded to the first email and indicated their willingness to participate. Out of the total number of email addresses, replies to the first email were received from 180 head teachers who agreed to participate. These head teachers mostly comprised of those who had been contacted via phone prior to sending the email. A few of the email addresses had been taken from school websites and such schools had a lower response rate. Once an affirmative response to participate in the study was received, the head teacher's demographic details were requested via a Google-based survey form and the participant's email address and name were entered on the self-rater web-based survey tool which is operated and administered by Mind Garden⁵⁸.

⁵⁷Refer to Appendix VI for the email template used to invite participants for the survey.

⁵⁸ Mind Garden is an independent publishing company that administers several psychological tests.

Eventually, online survey rights for 200 questionnaires were purchased from the authors of the MLQ via the Mind Garden website. This online questionnaire only came in an English version. The web-based tool generated a survey account for each participant in the list. The participants were then sent an online link to the survey, which they could complete online and submit. The web-based tool updated the information regarding whether a participant had completed the survey or not. The tool automatically upgraded the survey responses on a spreadsheet and calculated the leadership style scores for each participant. Each respondent's anonymity was preserved as Mind Garden confidentially issued a unique password and an online survey for each participant; also, it allowed only the researcher to be able access the survey information via a secure online account protected by a password.

I attempted to minimize non-response bias by sending repeated reminders via email to the participants who had agreed to participate at the first instance. Fowler (2009) points out that between 25% to 33% of people may agree to complete a survey following a follow up note or call (as cited in Cohen et al., 2011, p. 263), however this change in response rates may vary in accordance to the context and to respondents' characteristics.

The online responses to the survey were collected over a period of three months starting from February 5th of 2016 till May of 2016, since many head teachers who had initially agreed to participate, did not respond to the survey immediately. Reminder emails had to be sent to those head teachers who had agreed to participate but had elicited no response after the second email. A maximum of four email reminders, each spaced over two weeks were sent to produce a higher number of responses. The last email reminder emphasized upon the fact that each survey had been procured by the researcher in response to the initial agreement to participate by the head teacher. This email served the objective of rapidly increasing the response rate to the email survey.

The email-based survey had several advantages, such as having lower travelling costs and less time spent in accessing the schools personally to distribute the questionnaires. In addition, the

survey printing costs decreased. Also, a certain level of ‘researcher bias’ may have been avoided via the email-based survey, since there was a lack of face-to-face interaction between the researcher and the participant, that could have reduced the tendency of the head teacher to make a positive impression on the researcher (social desirability). However, this remains a debatable issue, since it is a difficult factor to be statistically investigated in this study. Furthermore, the participants were able to complete the questionnaire at their own pace rather than being pressured into completing a questionnaire under time constraints.

However, the email-based survey also posed several drawbacks for this study. First of all, the recommended target sample size ($S = 350$) for the study was not achieved, since only 200 valid email addresses were collected for the survey, and this created a deficit of gaining access to the remaining 200 head teachers in the sampling unit. Secondly, only including head teachers with access to the internet could have introduced a bias in the study since this would have excluded head teachers who are without internet access or who are unwilling to respond to online surveys. This factor would have greatly reduced the level of representativeness that this study was trying to achieve in the first place.

Meckel et al. (2005) highlight several other problems with using email-based surveys such as the issues related to lack of anonymity, lack of incentive and the lack of survey design (p. 70). Also, the type of internet access may impact the type of responses provided by the respondents. Thus a paper-based survey was also administered as discussed in the following sub-section.

Administration of paper-based surveys

The paper-based survey was meant to be administered among 150 head teachers in the sampling unit that could not be accessed via the email method. The rights to use the printed version of the MLQ were purchased from Mind Garden. The printed version of MLQ came with an Urdu translation along with the English version of it. This factor however introduced a potential source of bias to the survey, since those head teachers who received the email-based survey, only received the English version of the questionnaire, and this factor may have impacted the responses from headteachers who preferred an Urdu translation of the survey. However, the instrument does make

allowance to leave an answer on the questionnaire if the respondent is not sure about how to answer it; this implies that there is room for leaving out a few statements as this may not impact the overall scoring of the survey items thus reducing the extent of the bias⁵⁹.

The procedure to conduct the paper-based survey involved three main steps. The first step was to contact the school via phone if a valid phone number was available, and to inform the school personnel that a visit will be made to the school to meet the head teacher regarding the survey. At this stage, if the school refused to participate in the study, it was excluded from the sample.

The second step was to visit the school if affirmative phone contact had been established prior to the visit. If a school in the sampling unit could not be accessed via phone, then the school remained in the survey sample and was visited anyway. During this visit, the priority was to meet the head teacher and to introduce the research study to him/her. A package containing three items⁶⁰, including a copy of the official authority letter provided by the Government of Punjab Special Secretariat of education, an informed consent letter that explained the research study briefly while assuring the head teacher about confidentiality and anonymity for all participants in this research and the MLQ along with the demographics section, was handed over to the head teacher. If the head teacher was not available, then the package was handed over to the next person in charge, who was instructed to deliver it to the head teacher after explaining the purpose of the study to him/her.

During this visit, if the head teacher or school representative refused to participate in the survey, then the school was excluded from the sample. In addition, if a school in the sample was found to be difficult to obtain access to, it was excluded from the sample as well. These types of schools were usually found in areas that had high security measures in place and it became a struggle to be able to visit the school even if the address was known and the head teacher had been contacted prior to the visit. In addition, some schools were difficult to obtain access to due to unexpected issues such as a very bad road from the city towards the school, or obstruction caused due to a road

⁵⁹ Approximately 17% of respondents used this option in their responses at least once.

⁶⁰Refer to Appendix VI to view the informed consent letter for the paper-based survey.

construction or a strike announced on the day of the visit, blocking access on the route to a school. Such schools were also excluded from the sample and replaced with another school. I acknowledge that these practical limitations tend to reduce the representativeness of the sample for paper-based surveys as the schools that were difficult to physically access were underrepresented, and this may have reduced the extent to which the research findings of this study may be deemed generalizable.

Once the school had been visited and the questionnaire had been deposited with the head teacher or with a school representative, it was requested that the questionnaire be completed within two days before collection. In some instances, the head teacher was willing to complete the questionnaire immediately. The third step was to then visit the school again to collect the completed questionnaire, which was usually after two days of the survey administration date. If the head teacher had not completed the questionnaire by that time and if he or she was not committed to completing the questionnaire either, then the school was placed into the non-response list for the study. The paper-based survey was eventually distributed among 150 secondary schools spread across nine districts of Punjab.

Sampling strategy for qualitative research

The interviews were conducted during the months of May, August, September and October in the year 2016. The main aim of the semi-structured interviews was to collect in-depth qualitative data regarding how head teachers perceive the context surrounding them and how their perceptions associate with their gender. The interviews were not meant to be representative of the entire population of head teachers in Punjab, rather they were meant to highlight certain case studies of head teachers in order to contribute towards a better understanding about how head teachers perceived their contextual environment and how head teachers practice leadership in schools. Also, they were meant to investigate whether the head teacher's gender is a significant factor for defining his or her perceptions and leadership practices within Pakistan's context.

In order to select the sample for the interviews, those head teachers who had participated in the survey and who had agreed to volunteer for an interview were contacted. A purposive stratified

sampling technique⁶¹ was used for the interview sample since it allows the researcher to choose a case because it exemplifies certain features that the researcher is interested in (Silverman, 2006, p. 306). For the purpose of this study, I wanted to interview an equal number of male and female head teachers, and I wanted an equal representation of both public and private schools for the interview sample.

The sample size for interviews was selected by reviewing the sampling guidelines presented by Morse (1994), Creswell (1998) and Charmaz (2006), (as cited in Mason, 2010). These scholars recommend that in general, the qualitative sample need not exceed 60 participants due to the emergence of saturation⁶². Mason (2010) suggests that qualitative samples should be large enough in order to incorporate most or all the important perceptions relevant to the research, however, they should not be so large that additional data becomes repetitive. Moreover, Briggs and Coleman (2007) state that the sample must be manageable in practical terms considering the time, cost, effort and stress associated with data collection. Furthermore, Cohen et al. (2011) recommend that the sample size depends on the nature of variables included (p. 146).

Keeping in perspective the suggestions proposed by research scholars, it was estimated that data from semi-structured interviews of 14 head teachers would be manageable and would provide an adequate picture of the realities of the context surrounding head teachers in secondary schools within the context of Pakistan. Thus, data collection was concluded after 14 interviews with a reasonable representation in terms of the head teacher's gender, school sector, geographical location, age and years in post.

Hence, seven male head teachers and seven female head teachers were interviewed for this study out of which seven head teachers belonged to the public sector and seven head teachers worked in the private sector. The final selection of the 14 head teachers for the interviews was done on the

⁶¹Purposive Sampling is a criterion-based selection of participants (Johnson & Christensen, 2012).

⁶²'Saturation' refers to the situation when the collection of new data does not shed any further light on the issue under investigation (Mason, 2010).

basis of whether the head teachers could provide me with a suitable date, time and accessible location at which to conduct the interviews⁶³.

The format of the semi-structured interview was again emailed to the head teachers who had agreed to be interviewed, before the interview date and time were finalized for the interviews. All the interviews took place at the head teachers' offices within the schools and they were conducted during the school hours. Ethical guidelines were followed during all interviews and issues related to confidentiality and anonymity were addressed. The interviews lasted for between 45 minutes to 2 hours and they were conducted in both English and Urdu, as is the cultural norm in Punjab.

Six private school head teachers allowed audio recording of their interviews, however one private school female head teacher was not comfortable with the recording and hence hand-written notes were taken down during her interview. While, only one public school head teacher was willing to get her interview voice-recorded, while the other six head teachers refused to permit audio recording of their interviews⁶⁴. For all the interviews that were not voice-recorded, hand-written notes were taken down⁶⁵ and were later shared with the head teachers to ensure the accuracy of the information that was collected during the interview.

⁶³ Suitability of the time and location of the school was assessed in accordance to factors such as the availability of the appropriate mode of transport, the distance to the school, the security situation surrounding the school territory and the allotted date of the interview, so that the interviews could be conducted in a timely and cost-effective manner.

⁶⁴ These six public school head teachers were not comfortable with getting their opinions voice recorded, however they were keen to discuss issues related to their schools and they provided me with ample time to take down hand-written notes during the interview sessions. They also allowed time to discuss the interview notes in order to ensure their validity.

⁶⁵ This factor has been recognized as a limitation to the study as note-taking may not have produced data that is as rich as voice recorded data.

6.7 Chapter Conclusion

In conclusion, the mixed-methods research approach was designed by considering the ‘fundamental principal of mixed research’ (Johnson & Christensen, 2012, p. 51) with the aim to strategically mix quantitative and qualitative research techniques in order to produce a research design with complementary strengths and non-overlapping weaknesses.

The probability sample used for the survey was intended to introduce an element of external validity (generalizability) to the findings from the quantitative analysis, while the purposive non-probability sample for the interviews was meant to introduce transferability of the findings from the qualitative analysis (Teddlie & Yu, 2007). I acknowledge that certain practical limitations may have diminished the extent to which the findings from this study may be deemed as truly generalizable and transferable, nonetheless the ‘sequential nested mixed’ sampling design was deemed as the most viable option to meet the objectives of this research study.

The data analysis techniques and findings for the quantitative and qualitative research methods will be discussed in detail in the subsequent chapters on data analysis.

Chapter 7: Quantitative Data Analysis

This chapter provides an overview of the quantitative data analysis techniques that were employed to analyse the data collected via the self-rater Multifactor Leadership Questionnaire (MLQ Form 5X-Short) that assessed the leadership styles of secondary school head teachers in private and public sectors within nine districts of the Punjab Province in Pakistan. The chapter presents the findings from the quantitative analysis and discusses the results.

The quantitative survey data was collected to provide answers to the first two research questions posed by this study:

1. What are the self-perceived leadership styles of secondary school head teachers in Pakistan?
2. Are there significant differences between the self-perceived leadership styles of male and female head teachers across private and public secondary schools in Pakistan?

The intention was to determine the extent to which the head teachers self-assessed their leadership styles as being transformational, transactional and passive-avoidant. Secondly, I aimed to determine statistical differences and similarities between the leadership styles of male and female secondary school head teachers across the private and public education sectors, in order to establish whether a statistically significant relationship could be established between the head teacher's gender and their self-perceived leadership styles for the nine-sampled districts.

7.1 Quantitative Research Method Process

The MLQ Form 5X was administered to a random sample of 350 secondary schools within the districts of Lahore, Faisalabad, Sialkot, Sheikhpura, Rawalpindi, Islamabad, Sargodha, Bahawalpur and Multan in the Punjab province. The head teachers were requested to complete the questionnaire based on 45 multiple choice questions that used a five-point Likert scale to rate their leadership practices on a scale of '0-4' ('Not at all': 0, 'Once in a while': 1, 'Sometimes': 2, 'Fairly

often': 3, 'Frequently, if not always': 4). In addition, the head teachers were requested to complete the demographic section of the questionnaire. Data was collected about demographic variables such as the head teacher's age, gender, school locality, socio-economic status of students, head teacher's years of teaching experience, total years in headship, head teacher' school ownership, head teacher's educational and professional background, student body's gender, size of the school's staff and students and the head teacher's willingness to participate in the interview⁶⁶.

The data for the survey was collected via two methods. Firstly, the data was collected via an online survey administration system operated by the Mind Garden website. Each questionnaire had a code from H1-H350 (H refers to 'head teacher'). The collected data was downloaded from the website and transferred directly onto an MS Excel sheet. Secondly, a paper-based survey was used to collect data from 150 head teachers who could not be accessed via the internet. The email-based survey used the English translation of the MLQ, while the paper-based version used the Urdu and English translation of the MLQ. The data collected via the paper-based survey was typed onto the MS Excel sheet and was thoroughly checked for possible typographical errors.

The data was then collated and cleaned after checking for missing data and incomplete questionnaire responses. The score for each leadership construct was obtained by calculating an average by scale for the nine leadership constructs⁶⁷. The Statistical Package of the Social Sciences (SPSS) version 20.0 software was used to analyse the cleaned quantitative survey data. Missing data was dealt with by replacing the missing values with the value of '-9999', so that the values would not impact the calculations performed on the data.

⁶⁶ Refer to Appendix I for a copy of the Demographics section and of five sample items of the MLQ.

⁶⁷ The nine leadership constructs include: idealized influence-attributes, idealized influence-behaviour, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception-active, management by exception-passive, laissez-faire.

7.2 Quantitative Data Analysis

The quantitative data analysis process was conducted in the following order. Firstly, the descriptive statistics for the demographic variables were tabulated and organized to provide a snap shot of the nature of the collected data. Percentages were calculated for the demographic variables to determine the response rates categorized by the gender of head teachers, school sector, school locality, mode of survey distribution and socio-economic status of the students. Secondly, the Cronbach alpha test was conducted to determine the reliability of the survey items. Thirdly, normality tests were run in order to determine whether the data fulfilled the normality assumptions. It was then determined whether it was best to analyse the data via parametric⁶⁸ tests or by using nonparametric tests⁶⁹ (Howitt & Cramer, 2014).

Once the data was organized and tested for reliability and normality, multiple statistical tests were performed to investigate the strength and direction of possible correlations between the leadership styles and the demographic variables in order to establish responses to the research questions. The descriptive statistics for the dependent variable i.e. leadership style, were investigated to determine the level of transformational, transactional and passive-avoidant leadership styles for the secondary school head teachers. The parametric Pearson product-correlation test was used to determine the correlation between two variables if the data fulfilled the assumptions of normality. The Spearman-Rho test was used to determine the correlation between variables with non-normal distributions⁷⁰.

The t-test was conducted for parametric data to discover whether there were any statistically significant differences between the means of two groups such as male/female or urban/rural, the

⁶⁸ Parametric test: A statistical test which assumes that the scores used come from a population of scores which is normally distributed (Howitt & Cramer, 2014, p. 690).

⁶⁹Nonparametric test: a statistical test of significance, which requires fewer assumptions about the distribution of values in a sample than a parametric test (Howitt & Cramer, 2014, p. 689).

⁷⁰ Nonparametric data implies that the data is not 'normally distributed' (Skewness = 1.0, Kurtosis = 1.0), since parametric tests require the data to be normally distributed (Howell, 2013, p. 66). One of the consequences of having to use nonparametric tests is that the tests in general have less power than parametric tests, as they use less information during their calculations.

Mann-Whitney U test was used to compare differences across nonparametric variables with two categories. Furthermore, the Analysis of Variance (ANOVA) was performed for parametric data, to check the impact of independent variables with three or more categories, such as socioeconomic status (lower, middle and upper-income groups) on the dependent variable, while the Kruskal-Wallis test was used for nonparametric variables with three or more categories. Multiple regression analysis was then performed to determine the Beta coefficients for statistically significant independent variables in order to determine the strength and direction of the correlation between important demographic variables and the dependent variable-leadership style, when other variables are controlled for.

This analytical approach makes my research a causal-comparative study⁷¹. Despite the appearance of the word ‘causal’, it is essential to understand that causal-comparative research is a non-experimental research method, implying that there has been ‘no manipulation of an independent variable’ by the researcher. Due to the absence of manipulation it is difficult to make statements regarding cause and effect in this type of research as compared to experimental research⁷² (Johnson & Christensen, 2012). Furthermore, as Bell (2010, p. 12) states ‘causal relationships can rarely, if ever, be proved by survey method’ rather surveys provide answers to ‘What?’, ‘Where?’, ‘When?’ and ‘How?’ Thus, the survey method assisted me in investigating the extent to which the transformational, transactional and passive-avoidant leadership styles were prevalent within secondary schools as according to the head teachers’ self-perceptions in this study.

In general, this method enabled me to analyse whether there existed a statistically significant correlation between the gender of head teachers and the three leadership styles. In addition, I attempted to investigate whether there was a relationship between the school sector (i.e. private or public) and the head teacher’s leadership style. The leadership style was also correlated with other

⁷¹Causal comparative research: ‘A form of non-experimental research in which the primary independent variable of interest is a categorical variable’ (Johnson & Christensen, 2012, p. 43). The categorical in the dependent variable is gender while the dependent variable will be the self-ratings of the head teacher extracted from the MLQ survey.

⁷²Experimental research: ‘Research in which the researcher manipulates the independent variable and is interested in showing cause and effect’ (Johnson & Christensen, 2012, p. 41).

demographic variables that included factors such as the head teacher's age group, the school's locality (urban or rural), the student body's socio-economic status, the head teacher's years of teaching experience, years in headship, school ownership status, and the student body's gender, in order to determine the strength and direction of the correlations.

In addition, the survey provided me with a sampling frame for the semi-structured interviews, since head teachers indicated on the survey as to whether they were willing to be interviewed or not. The following section presents the descriptive statistics and the response rates for the survey.

7.3 Descriptive Statistics and Response Rates

This section provides the findings regarding the descriptive statistics and response rates of the survey respondents. An important feature of the data collected for research concerns the response rate associated with it. Particularly, this holds true when the research involves data collection via different modes, as has been done in this study via email-based and paper-based surveys. The main reason it is important to analyse response rates before analysing the data is that the response rate is one indicator of the extent to which the data collected may be deemed representative of the target population. Basically, in order to generalise the findings from the analysis of a sample within a research study to the larger sample, it is essential to both have a sufficient sample size and to check for factors such as non-response bias⁷³ and interviewer bias⁷⁴. In addition, the response rates may also provide important clues regarding the characteristics of the population being investigated.

A total of 400 secondary schools formed the original sampling unit for this study (200 public and 200 private schools), while 350 secondary schools (175 public and 175 private schools) were

⁷³ Non-response bias: this refers to the kind of bias that may emerge due to the lack of response from individuals in a sample, who are unwilling or unable to participate in a survey. If there are important differences between the respondents and non-respondents then non-response bias is higher and the researcher should be careful when interpreting the results of the data (OECD, 2003).

⁷⁴ Interviewer bias: this refers to bias during interviews that result due to the actions of the interviewer. This bias could emerge due to factors such as the wording of questions that may lead to certain preconceived answers, or due to the tenor of questions that may suggest certain responses to the questions or due to errors in recording the responses during the interview (OECD, 2003).

eventually surveyed based on the target sample size. The schools were contacted via multiple modes of communication including emails, phone calls and personal visits. The sample of private schools was not completely randomly drawn, due to the lack of access to a valid and officially consolidated source of data for all registered private schools in Punjab. This issue did not arise for the case of public schools, since the information about the gender and name of the head teachers was available on the School Education Department Website (Government of Punjab, 2011). Thus, a stratified random sample for public secondary schools was drawn for the survey from the sampling unit of public secondary schools in the nine districts, while certain compromises had to be made for drawing the sample of private schools. Since, the total number of private schools in the population was unknown; I decided to approach an equal number of public and private schools for this study for comparative purposes.

The sampling method for private schools led to a higher number of female head teachers in the sample as compared to male head teachers, and I acknowledge that this limitation may have introduced a bias to the study's findings. This feature however does indicate that secondary schools with female head teachers appear to possess a more active presence on the online databases for private schools in Punjab.

Table 7 presents the descriptive statistics for the respondents related to the variables including the head teacher's gender, the mode of survey distribution, school locality and the student body's socioeconomic status.

Table 7: Demographic Details of Survey Respondents

Variable	Category	Frequency	% in Sample
Gender	Male	113	42.8
	Female	151	57.2
Survey Distribution Mode	Email	158	59.8
	Paper	106	40.2
School Locality	Rural	167	63.3
	Urban	97	36.7
Students' Socioeconomic status	Lower-income	104	39.4
	Middle-income	145	54.9

	Upper-income	15	5.7
School Sector	Private	139	52.7
	Public	125	47.3

The respondents included a higher number of female head teachers who amounted to 57.2% as compared to 42.8% for male head teachers. The uneven distribution of male and female head teachers among the survey respondents may have emerged because the gender of the head teacher was not always known before contacting the private schools for distributing the survey and hence more females were approached for the private schools' sample. The findings revealed that the respondents belonged to schools that were mostly middle-income amounting to nearly 55% of the total number of respondent schools. There were more respondents from private schools (139) as compared to public schools (125) within the survey sample. This finding hinted towards relative differences in the willingness to respond to surveys in the two sectors.

Head teacher responses from rural-based schools amounted to 63.3% of the total respondents, while 36.7% of the respondents belonged to urban-based schools. One explanation for this finding is that most of the population within the districts of Punjab resides within rural areas (Pakistan Bureau of Statistics, 1998) and many schools are established within those areas. Moreover, another recent trend relates to the construction of upper-income and middle-income secondary schools within areas of land that within the rural localities, hence the majority of head teachers within this study may have classified their school's locality as rural.

Furthermore, the cross-tabulation of the response rates was calculated in accordance to the head teacher's gender, school sector and mode of survey distribution (email-based or paper-based) as presented in Table 8.

Table 8: Response Rates by Head Teacher's Gender, School Sector and Mode of Survey Distribution

Category	Survey Mode	Approached	Responded	Response Rate (known percentage)
Male-private	Email	60	38	63.33%
	Paper	15	11	73.33%

	Total	75	49	65.33%
Female-private	Email	90	80	88.89%
	Paper	10	6	60.00%
	Total	100	86	86.00%
Male-public	Email	8	5	62.50%
	Paper	79	59	74.68%
	Total	87	64	73.56%
Female-public	Email	42	35	83.33%
	Paper	46	30	65.22%
	Total	88	65	73.86%
Total	Email	200	158	79.00%
	Paper	150	106	70.67%
	Total	350	264	75.43%

The findings reveal that out of the 350 head teachers who were surveyed for this study, 264 head teachers returned completed questionnaires, which amounts to a response rate of 75.43% for the survey. The descriptive statistics reveal that the distribution of 200 email-based surveys sent to a random sample of head teachers generated a response rate of 79% by returning 158 completed surveys. While, the distribution of 150 paper-based surveys led to the return of 106 completed surveys, hence generating a response rate of 70.67%. The percentage values for the response rates by mode of survey distribution indicate a higher response rate for email-based surveys as compared to the paper-based surveys. This information is useful for other studies that may intend to target head teachers in the region for a quantitative survey.

Moreover, the findings indicate that female-private head teachers had the highest response rate for the survey (86%) when compared to the other three categories of head teachers (male-private, male-public and female-public). Comparatively, the group of male-private head teachers had the lowest response rate amounting to 65.33%. While, the response rates for male-public (73.56%) and female-public (73.86%) head teachers are similar, however the response rates for female-public is comparatively higher for email-based surveys. While the response rate for male-public head teachers is comparatively higher for paper-based surveys. Overall, it was found that female head teachers had higher response rates when contacted via email as compared to male head teachers who had higher response rates when contacted for the paper-based survey.

These findings are important as they inform something about the preference towards communication by emails among the categories of head teachers, with male head teachers being less likely to respond to email-based surveys as compared to female head teachers in this study. Moreover, this also hints towards issues of trust as male head teachers were more sceptical when contacted via email as compared to female head teachers, however when visited in person, male head teachers were more willing to participate in the study.

Table 9 displays the distribution of head teachers' age groups.

Table 9: Descriptive Statistics for Head Teachers' Age groups

Age group (Years)	Frequency	% in Sample
20-29	22	8.3
30-39	64	24.2
40-49	76	28.8
50-59	99	37.5
60-69	3	1.1
Total	264	100.0

The frequency distributions reveal that the highest number of head teachers belonged to the age groups of 50-59 years (37.5%) and of 40-49 years (28.8%). Whereas the smallest number of respondents belonged to the age group of 60-69 years (1.1%).

Furthermore, Table 10 displays the distribution of the survey respondents in accordance to districts.

Table 10: Descriptive Statistics for School Districts

District	Frequency	% in Sample
Bahawalpur	26	9.8
Faisalabad	18	6.8
Lahore	77	29.2
Multan	25	9.5
Rawalpindi and Islamabad	46	17.4
Sargodha	20	7.6
Sheikhupura	6	2.3
Sialkot	46	17.4

The respondents mostly belonged to schools located within the Lahore district, which is not surprising since Lahore is categorised as one of the districts with the highest number of secondary schools in Punjab (School Education Department, 2011). Moreover, it was found that the contact information for schools in Lahore was readily accessible as compared to schools in other districts within this study. The availability or the non-availability of the school's contact information was a vital factor to determine the final sample of schools surveyed within this study, since for some schools the contact information barrier led to their exclusion from the sample. This was particularly true for the case of schools located in the districts of Sheikhupura and Sargodha. The following section presents the findings from the reliability analysis and inferential statistics.

7.4 Reliability Analysis and Inferential Statistics

Reliability analysis was conducted in order to determine the goodness of measures of the MLQ instrument. The Cronbach Alpha test was used to determine the reliability of using the MLQ for this study (Cohen et al., 2011). It is suggested that the Cronbach Alpha's coefficient should be above 0.60 for reliability in order to consider the measurement scale as a consistent one. A higher coefficient indicates higher internal consistency between the items in a scale, which is closer to one (Alsayed et al., 2012).

For the 45 items in the MLQ, the Cronbach Alpha statistic was 0.797. For the 36 leadership practices items, the Cronbach alpha was 0.713. For the nine items representing the leadership outcomes, the Cronbach Alpha was 0.747. Overall, the reliability statistics for the MLQ items indicated that there was a reasonable level of internal consistency between the items on the questionnaire pertaining to the three leadership styles and the leadership outcomes and hence the MLQ was deemed as reliable for the purposes of this study.

Inferential statistics

Within educational research that employs statistics, the calculations often assume that the population for research is distributed normally and then the data collected from the sample is compared to the population (Cohen et al., 2011). Hence, the researcher is required to measure whether a variable is normally distributed or not. Secondly, it is important to check the skewness of the data, as the mean value will be unreliable for a variable with skewed distribution, due to the presence of a long tail. Moreover, the mode may not be an accurate measure of the distribution. If for instance, more head teachers score at the top end of the score range for leadership, then the data will be considered skewed. Thus, perfect normal distribution requires a skewness of '0'. In addition, the kurtosis is also required to be '0', since kurtosis impacts the reliability of the statistics. Kurtosis refers to the steepness of the bell-shaped curve that represents the normal distribution of a variable (Cohen et al., 2011, p. 611).

The first step is to begin with a null hypothesis that indicates there is no relationship between two variables. If it can be shown that this hypothesis is not supported for 95% of the population, then we have demonstrated that there is a statistically significant relationship between two variables. In order to test a hypothesis, the variables in question have to be measured and the relationship between them examined. A one-tailed test predicts that one group will score higher than another group. This test is considered stronger than the two-tailed test as it makes assumptions about the population and about the direction of the outcome. Thus, the one-tailed test is applied in case of a directional hypothesis that indicates whether a certain group will score more (or less) than the other group. (Cohen et al., 2011, p .612)

Statistical significance or the p value means that chance is unlikely when investigating the relationship between two variables. A significance level of 5% indicates that we are predicting with a 95% degree of certainty regarding a particular hypothesis. If a phenomenon occurs 95 out of 100 times, then there is a 5% level of confidence that there is high degree of association between the two variables i.e. it would occur by chance in '5' people in every 100 people only. (Cohen et al., 2011, p. 613). In case of two-tailed tests, there is a need to demonstrate a 97.5% certainty level in the result.

The following sub-sections present the findings from the statistical tests including the normality tests and estimation of the mean values for the leadership scores obtained by head teachers. ANOVA, Mann-Whitney and Kruskal-Wallis tests were conducted to determine the statistically significant differences between the mean scores for the groups of head teachers belonging to different gender-school sector based categories.

Normality tests

Normality tests were conducted on SPSS to determine whether or not the data collected by the survey was normally distributed. The dependent variables i.e. the three leadership style scores and the nine leadership components were checked for normality, by using normality tests including measures of Kurtosis and Skewness (z-values should be between -1.96 to +1.96, or as close to 0 as possible), the Shapiro-Wilk test p-value (should be above 0.05), histograms, normal Q-Q plots and Box plots.

The normality results indicated that the transformational leadership scores were normally distributed for male head teachers in this study's sample, since the Shapiro-Wilk test p-values for male head teachers ($p = .161$) was greater than $p = .05$. While the scores for the transactional and passive-avoidant leadership styles for male head teachers were not normally distributed ($p = .000$). Moreover, the three leadership style scores for female head teachers were not normally distributed as according to the findings from the histograms, box plots, Q-Q plots and the Shapiro-Wilk test p-values $p = .001$, $p = .002$ and $p = .000$ respectively for the transformational, transactional and passive-avoidant leadership styles. Moreover, the leadership style scores were not normally

distributed for public and private schools. Thus, non-parametric inferential tests were performed along with parametric tests to analyse the significance of the findings and relationships between different variables in this study.

Mean leadership style scores

This sub-section presents the findings related to the mean values and the standard deviations of the three leadership style scores and leadership outcomes for head teachers. Each head teacher obtained a score pertaining to the three leadership styles: transformational, transactional and passive-avoidant. The transformational style was measured by 20 items, the transactional style was measure by eight items and the passive-avoidant style was measured by eight items on the MLQ. The remaining nine items measured the leadership outcomes scores: extra effort, effectiveness and satisfaction.

In order to analyse the head teachers' tendencies towards the nine leadership traits, the mean value for each leadership trait was calculated and compared across the group of females and males in the public and private sectors. The results of the mean scores for the nine leadership traits for the 264 head teachers are presented in Table 11.

Table 11: Mean Scores of Nine Leadership Traits for Head teachers

Leadership Components	Mean (S.D) of Components	Leadership Style	Mean (S.D) of Leadership Styles
Idealized Influence (Attributes): II (A)	2.926 (0.661)	Transformational	3.133 (0.403)
Idealized Influence (Behaviours): II (B)	3.172 (0.516)		
Inspirational Motivation: IM	3.339 (0.511)		
Intellectual Stimulation: IS	3.135 (0.578)		
Individualized Consideration: IC	3.095 (0.564)		

Contingent Reward: CR	3.236 (0.425)	Transactional	3.064 (0.465)
Active Management-by-exception: MBEA	2.890 (0.768)		
Passive Management-by-exception: MBEP	0.975 (0.777)	Passive- Avoidant	0.784 (0.631)
Laissez-faire: LF	0.592 (0.627)		

The mean values for the three leadership styles indicate that head teachers in this study scored the highest mean (3.133) for the transformational leadership style and the lowest mean (0.784) for the passive-avoidant leadership style. Furthermore, they scored the highest mean value (3.339) for leadership trait of inspirational motivation, while the lowest mean value (0.592) for the trait of laissez-faire. These findings imply that on average the head teachers have the highest tendency to self-assess themselves as transformational leaders and the lowest tendency to self-assess themselves as passive-avoidant leaders.

This finding provides the answer to the first research question of this study that aims to determine the self-perceived leadership styles of secondary school head teachers in Pakistan. This finding supports Khalil et al.'s (2016) study, who conducted research on 50 head teachers in the Lahore district in Pakistan and found that the head teachers prefer to employ the transformational leadership style. In addition, these findings support Amin's (2012) findings related to a higher prevalence of the transformational leadership style in a public university in Pakistan. Moreover, this finding is consistent with the findings from Begum et al.'s (2013) study, who investigated transformational leadership, gender role orientation and leadership effectiveness within the education and health departments of Pakistan and Turkey. They found that both male and female leaders were more prone towards the transformational leadership style as compared to the transactional leadership style, and females scored higher than males on the transformational leadership scale within Pakistan⁷⁵.

⁷⁵ The study has certain methodological weaknesses that may reduce the reliability of the findings from the study. For instance, the authors do not specify how the sample was selected and how were males and females distributed among the educational and health departments in Pakistan. Moreover, the statistical differences between the mean scores for leadership styles of males and females have not been reported in the paper, further reducing the validity of the findings.

Furthermore, the mean values for the three leadership styles for males and females are presented in Table 12.

Table 12: Mean Leadership Style Scores for Male and Female Head teachers

Head teacher's Gender		Transformational Leadership	Transactional Leadership	Passive-Avoidant Leadership
Male	Mean	3.0181	3.0527	.7854
	N	113	113	113
	Std. Deviation	.38394	.45330	.51389
Female	Mean	3.2195	3.0720	.7831
	N	151	151	151
	Std. Deviation	.39737	.47496	.70769
Total	Mean	3.1333	3.0637	.7841
	N	264	264	264
	Std. Deviation	.40349	.46504	.63096

The statistics suggest that on average females self-assess their leadership style as being more transformational (Mean = 3.219, S. D = 0.397) as compared to male head teachers (Mean = 3.018, S. D = 0.384). However, males and females scored similarly on the transactional and passive-avoidant leadership scales on average as indicated by the mean values.

In order to determine the statistical significance of the difference between the mean values for each of the three leadership style scores across the group of male and female head teachers, the Mann-Whitney U test for independent samples was performed (Refer to Table 13).

Table 13: Mann-Whitney U Test for Leadership Style Mean Differences between Males and Females (SPSS Output)

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Transactional Leadership Score is the same across categories of Head teachers Gender.	Independent-Samples Mann-Whitney U Test	.813	Retain the null hypothesis.
2	The distribution of Transformational Leadership is the same across categories of Head teachers Gender.	Independent-Samples Mann-Whitney U Test	.000	Reject the null hypothesis.
3	The distribution of Passive Leadership is the same across categories of Head teachers Gender.	Independent-Samples Mann-Whitney U Test	.363	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The SPSS output indicates that the distribution of the transactional and passive-avoidant leadership scores is the same across male and female head teachers; hence the null hypotheses are retained. While the distribution of the transformational leadership scores is not the same across male and female head teachers, hence the null hypothesis is rejected. This implies that the mean differences between the transformational leadership style scores between male and female head teachers are statistically significant, while the mean differences for the transactional and passive-avoidant leadership styles are not statistically significant at the significance level of .05⁷⁶.

⁷⁶The statistical level of significance in the field of education is mostly set at $\alpha = 0.05$ (Chuan & Penyelidikan, 2006). Alpha refers to the probability of 'rejecting the null hypothesis wrongly'. This is known as Type I error as it involves the mistake of making false inferences regarding the statistical relationship between two or more variables, where as in reality the relationship may not exist, hence the hypothesis may be correct. The chances of committing a Type I error rise if the value of Alpha is kept too stringent or high, thus with a higher alpha, the researcher runs the higher risk of falsely rejecting the null hypothesis.

However, alternatively if alpha is kept at a lower value, then the statistical findings may 'wrongly accept' the null hypothesis thus running the risk of committing a Type II error. In this situation, the researcher may infer incorrectly that no relationship exists between two variables, while in reality the relationship may be significant. After consideration of both scenarios, setting the alpha at .05 is considered as the most viable level of significance for educational research. (Chuan & Penyelidikan, 2006, p. 80)

The leadership style mean scores were also compared across the public and private secondary school sectors as presented in Table 14.

Table 14: Mean Leadership Style Scores According to School Sector

Type of School		Transformational Leadership	Transactional Leadership Score	Passive-Avoidant Leadership
Private	Mean	3.2107	3.1156	.7065
	N	135	135	135
	Std. Deviation	.37899	.42706	.56188
Public	Mean	3.0523	3.0095	.8653
	N	129	129	129
	Std. Deviation	.41377	.49762	.68882
Total	Mean	3.1333	3.0637	.7841
	N	264	264	264
	Std. Deviation	.40349	.46504	.63096

The mean score for the transformational leadership style (Mean = 3.211, S.D = 3.789) is higher for the private sector as compared to the public sector (Mean = 3.052, S.D = 0.414). Moreover, the mean transactional leadership score is higher for private schools (Mean = 3.115, S.D = 0.427) as compared to public schools (Mean = 3.009, S.D = 0.497). While the passive-avoidant leadership mean score is lesser for private schools (Mean = 0.706, S.D = 0.561) as compared to public schools (Mean = 0.865, S.D = 0.688).

The SPSS output for the Mann-Whitney U test, to check the significance of the mean differences between the leadership style scores across the public and private sectors, is presented in Table 15.

Table 15: Mann-Whitney U Test for Leadership Style Mean Differences across Private and Public Sectors (SPSS Output)

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Transactional Leadership Score is the same across categories of Type of School.	Independent-Samples Mann-Whitney U Test	.161	Retain the null hypothesis.
2	The distribution of Transformational Leadership is the same across categories of Type of School.	Independent-Samples Mann-Whitney U Test	.001	Reject the null hypothesis.
3	The distribution of Passive Leadership is the same across categories of Type of School.	Independent-Samples Mann-Whitney U Test	.110	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The SPSS output reveals that the distribution of the transactional and passive-avoidant leadership style mean scores is the same across the public and private sectors, hence the null hypotheses are retained. While the distribution of transformational leadership mean scores is different across the public and private sectors, hence the mean differences in the transformational leadership scores across the public and private school sectors are statistically significant (at the significance level of .05).

Furthermore, the parametric Analysis of Variance (ANOVA) test was performed to compare the differences in the mean leadership scores according to the head teacher's gender and school sector. The results of the ANOVA⁷⁷ are presented in Table 16.

Table 16: Analysis of Variance (ANOVA) for Leadership Styles According to Head Teacher's Gender and School Sector (*N* = 264)

Means	Transactional	Transformational	Passive-Avoidant

⁷⁷ Please refer to Appendix VII for the detailed SPSS results output from the ANOVA tests.

Male-Private (Mean)	3.1265	3.0796	0.6852
(S.D)	0.36287	0.39435	0.52816
Male-Public (Mean)	2.9961	2.9711	0.8621
(S.D)	0.50743	0.37202	0.49311
Female-Private (Mean)	3.1093	3.2855	0.7186
(S.D)	0.46157	0.35079	0.58290
Female-Public (Mean)	3.0227	3.1323	0.8685
(S.D)	0.49137	0.43941	0.84236
All (Mean)	3.0637	3.1333	0.7841
(S.D)	0.46504	0.40349	0.63096

The statistical analysis in Table 16 reveals that male-private head teachers scored the highest mean value (Mean = 3.126, S.D = 0.363) while male-public head teachers scored the lowest mean value (Mean = 2.99, S.D = 0.50) for the transactional leadership style. In regard to the transformational leadership style, female-private head teachers scored the highest mean value (Mean = 3.28, S.D = 0.35), while male-public head teachers scored the lowest mean value (Mean = 2.971, S.D = 0.372). In regard to the passive-avoidant leadership style, female-public head teachers scored the highest mean value (Mean = 0.868, S.D = 0.842) and male-private head teachers scored the lowest mean value (Mean = 0.685, S.D = 0.528).

Furthermore, the non-parametric Kruskal-Wallis Test was used to determine how the different groups of head teachers ranked in terms of the three leadership styles as presented in Table 17.

Table 17: Kruskal-Wallis Test for Leadership Styles According to Gender and School Sector (SPSS Output)

Ranks				
	Male headed/public	headed/female private	headed/school	Mean Rank
Transformational Leadership	Male-Private School			49
	Male-Public School			64

Transactional Leadership	Female-Private School	86	163.68
	Female-Public School	65	131.58
	Total	264	
	Male-Private School	49	135.78
	Male-Public School	64	127.73
	Female-Private School	86	140.72
	Female-Public School	65	123.85
	Total	264	
	Male-Private School	49	122.88
Passive- Avoidant Leadership	Male-Public School	64	148.56
	Female-Private School	86	126.49
	Female-Public School	65	131.88
	Total	264	

Test Statistics^{a,b}

	Transformational Leadership	Transactional Leadership	Passive-Avoidant Leadership
Chi-Square	26.266	2.183	4.171
Df	3	3	3
Asymp. Sig.	.000	.535	.244

a. Kruskal Wallis Test

b. Grouping Variable: Male headed/female headed public/private school

The results for the transformational leadership style reveal that on average female-private head teachers are the most transformational (163.68), followed by female-public head teachers (131.58). Moreover, male-private head teachers (118.92) are ranked at the third place for being transformational, followed by male-public head teachers (101.93).

For the transactional leadership style, female-private head teachers are the most transactional (140.72), followed by male-private head teachers (135.78). While male-public head teachers are

ranked at third place (127.73), followed by female-public head teachers (123.85). The gender-based differences for the transactional leadership style are statistically insignificant; however, school sector-based differences are significant as indicated by the results, with private school heads being more transactional than those in public schools.

Furthermore, male-public head teachers scored the highest rank (148.56) and male-private head teachers scored the least rank (122.88) for the passive-avoidant leadership style. While female-public head teachers scored the second rank (131.88) and female-private head teachers scored the third rank (126.49) for this leadership style. The results indicate that gender-based and sector-based differences in regard to the passive-avoidant leadership style are statistically insignificant.

Moreover, the mean scores for the nine leadership components were compared across male and female head teachers within the public and private sectors⁷⁸. The results indicate that female-private head teachers scored the highest mean score for all five transformational leadership style traits and one transactional leadership trait i.e. idealized influence attributes (Mean = 3.017, S.D = 0.774), idealized influence behaviours (Mean = 3.307, S.D = 0.455), inspirational motivation (Mean = 3.459, S.D = 0.505), intellectual stimulation (Mean = 3.431, S.D = 0.442), individualized consideration (Mean = 3.234, S.D = 0.468) and contingent reward (Mean = 3.356, S.D = 0.374). The findings also reveal that male-private head teachers scored the highest mean score for the management-by-exception (active) (Mean = 3.091, S.D = 0.466), while they scored the lowest mean value for management-by-exception (passive) (Mean = 0.820, S.D = 0.761). Moreover, male-public head teachers scored the lowest mean score for the five transformational leadership traits, while they scored the highest mean for the traits of management-by-exception (passive) and

⁷⁸ Refer to Appendix VII for SPSS Output on Mean Scores for the Nine Leadership Traits of Head Teachers across gender-school sector based categories.

laissez-faire. Also, female-public head teachers scored the lowest mean score for management-by-exception (active) (Mean = 2.797, S.D = 0.824).

These findings are significant as they indicate subtle differences between the self-assessments of leadership traits between male and female secondary school head teachers across the public and private sectors in this study, which may be partially explained through the differences in the head teachers' subjective perceptions of their ecological context as have been discussed in Chapter 8.

Furthermore, Table 18 reveals that lower-income schools have the lowest mean for the transformational leadership style and the highest mean for the passive-avoidant leadership style.

Table 18: Mean Leadership Style Scores According to Socioeconomic Status of Students

Income Status of Student Body		Passive-avoidant leadership	Transactional Leadership	Transformational Leadership
Lower-income	Mean	.8113	3.0024	3.0486
	N	104	104	104
	Std. Deviation	.63913	.52736	.37237
Middle-income	Mean	.7633	3.1136	3.1759
	N	145	145	145
	Std. Deviation	.64453	.40931	.41286
Upper-income	Mean	.7967	3.0067	3.3100
	N	15	15	15
	Std. Deviation	.43639	.48591	.42351
Total	Mean	.7841	3.0637	3.1333
	N	264	264	264
	Std. Deviation	.63096	.46504	.40349

While, middle-income schools have the highest mean for the transactional leadership style and the lowest mean for the passive-avoidant leadership style. Finally, upper-income schools have the highest mean for the transformational leadership style. These results were further analysed by

using analysis of variance (ANOVA) and Table 19 shows that differences in the leadership style scores according to the socioeconomic status of students, are statistically significant only for the transformational leadership style.

Table 19: ANOVA for Leadership Style Scores According to Socioeconomic Status of Students (SPSS Output)

			Sum of Squares	df	Mean Square	F	Sig.
Passive-avoidant leadership * Income Status of Student Body	Between Groups	(Combined)	.142	2	.071	.177	.838
	Within Groups		104.560	261	.401		
	Total		104.702	263			
Transactional Leadership * Income Status of Student Body	Between Groups	(Combined)	.801	2	.400	1.864	.157
	Within Groups		56.076	261	.215		
	Total		56.877	263			
Transformational Leadership * Income Status of Student Body	Between Groups	(Combined)	1.478	2	.739	4.665	.010
	Within Groups		41.339	261	.158		
	Total		42.817	263			

In addition, Table 20 reveals that schools located in urban localities have relatively lower mean scores for all three leadership styles as compared to schools in rural localities. While, ANOVA results in Table 21, indicate that the differences in the leadership scores according to the school locality are significant only for the transformational leadership style.

Table 20: Mean Leadership Style Scores According to School Locality

Locality of School		Passive-avoidant Leadership	Transactional Leadership	Transformational Leadership
Urban	Mean	.7255	3.0052	3.0629
	N	97	97	97
	Std. Deviation	.45847	.41760	.43195
Rural	Mean	.8181	3.0978	3.1743
	N	167	167	167
	Std. Deviation	.71134	.48848	.38138
Total	Mean	.7841	3.0637	3.1333
	N	264	264	264
	Std. Deviation	.63096	.46504	.40349

Table 21: ANOVA for Leadership Style Scores According to School Locality

			Sum of Squares	df	Mean Square	F	Sig.
Passive-avoidant leadership * Locality of School	Between Groups	(Combined)	.526	1	.526	1.323	.251
	Within Groups		104.176	262	.398		
	Total		104.702	263			
Transactional Leadership* Locality of School	Between Groups	(Combined)	.526	1	.526	2.446	.119
	Within Groups		56.351	262	.215		
	Total		56.877	263			
Transformational Leadership * Locality of School	Between Groups	(Combined)	.761	1	.761	4.741	.030
	Within Groups		42.056	262	.161		
	Total		42.817	263			

Moreover, the three leadership outcome scores were also analysed by calculating and comparing the significance of the mean differences in the scores between male and female head teachers as presented in Table 22.

Table 22: Mean Leadership Outcomes Scores for Head teachers (SPSS Output)

		Report		
Head teacher's Gender		Generates Satisfaction	Generates Extra Effort	Is Productive
Male	Mean	3.2699	2.9684	3.2217
	N	113	113	113
	Std. Deviation	.57101	.57241	.45266
Female	Mean	3.3046	3.1084	3.2791
	N	151	151	151
	Std. Deviation	.60820	.51044	.51197
Total	Mean	3.2898	3.0485	3.2545
	N	264	264	264
	Std. Deviation	.59171	.54125	.48741

The Mann-Whitney U test was also conducted to compare the differences between the leadership outcome mean scores for males and females as presented in Table 23.

Table 23: Mann-Whitney U Test for Leadership Outcomes Mean Differences between Males and Females (SPSS Output)

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Is Productive is the same across categories of Head teacher's Gender.	Independent-Samples Mann-Whitney U Test	.305	Retain the null hypothesis.
2	The distribution of Generates Satisfaction is the same across categories of Head teacher's Gender.	Independent-Samples Mann-Whitney U Test	.451	Retain the null hypothesis.
3	The distribution of Generates Extra Effort is the same across categories of Head teacher's Gender.	Independent-Samples Mann-Whitney U Test	.055	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The comparison of the mean leadership outcome scores reveals that on average female head teachers self- assess their leadership style as being able to generate greater satisfaction and extra effort as compared to male head teachers; however, these gender-based differences are not statistically significant as indicated by the Mann-Whitney U Test results. This finding suggests that males and females do not differ significantly in terms of assessing their leadership outcomes in this study. The leadership outcome differences were not analysed further as they were not the focal point for this study.

The following sections present the findings from further analysis conducted to determine the strength and direction of the relationship between the leadership styles and demographical variables by using bivariate and multivariate analyses.

7.5 Bivariate Correlations

The non-parametric Spearman-Rho tests were conducted to determine the strength and direction of the relationship between the three leadership styles and the demographic variables including the head teacher's gender, school sector, socioeconomic status (SES) of students, school locality, number of years as a head teacher, head teacher's age and student body's gender as presented in Table 24.

Table 24: Spearman-Rho Bivariate Correlations between Leadership Styles and Demographical Variables

Variables	Transformational Leadership	Sig. (2-tailed)	Transactional Leadership	Sig. (2-tailed)	Passive-avoidant leadership	Sig. (2-tailed)
Head teacher's Gender	0.264 **	0.000	0.015	0.813	-0.056	0.364
School sector	-0.201**	0.001	-0.087	0.161	0.099	0.110
SES	0.213**	0.000	0.061	0.320	0.019	0.755
School Locality	0.117	0.057	0.116	0.061	-0.012	0.841
Headship Total number of Years	0.061	0.323	0.301**	0.000	-0.031	0.619
Head Teacher's Age	0.039	0.523	0.281**	0.000	0.209**	0.001
Gender of Student Body	0.227**	0.000	-0.001	0.991	-0.116	0.060

The Spearman-Rho bivariate correlation test indicates a strong positive correlation between the head teacher being a female and the transformational leadership style $r = 0.264$ ($p = .000$) (coded as male= '1', female= '2'). The results indicate that the relationship between the head teacher's gender and the transformational leadership style is positive and statistically significant at 0.01 level of significance. This finding implies that being a female head teacher increases the probability of self-assessing one's leadership style as transformational by 26.4% as compared to being a male

head teacher. While the transactional leadership style is positively and insignificantly correlated with the gender variable $r = 0.015$ ($p = .813$) which implies that female head teachers are more prone towards self-assessing their leadership style as being transactional as compared to male head teachers, however the difference is small. Also, the gender variable is negatively $r = -0.056$ and insignificantly ($p = .364$) correlated with the passive-avoidant leadership style, which suggests that males are more prone to self-assessing their leadership style as being passive-avoidant, however this is statistically insignificant.

Furthermore, the results indicate a strong negative correlation between the school sector and the transformational leadership style $r = -0.201$ ($p = .001$) (coded as private= '1', public= '2'). This finding implies that there is a statistically significant positive relationship between the private sector and the transformational leadership style in this study. This indicates that the probability of the head teacher preferring the transformational leadership style rises by about 20% when the school is in the private sector as compared to being in the public sector.

Furthermore, a strong positive correlation is indicated between the socioeconomic status (SES) of students and the transformational leadership style $r = 0.213$ ($p = .000$) (coded as lower-income = '1', middle-income = '2', upper-income = '3'). The results also indicate a positive and significant relationship between the student body's gender (coded as male = '1', female = '2', mixed gender = '3') and the transformational leadership score $r = 0.227$ ($p = .000$). This implies that head teachers of upper-income schools and mixed-gender schools are more likely to self-assess their leadership style as being transformational.

Moreover, significant and positive relationships are indicated between transactional leadership with the variables of headship total number of years $r = 0.301$ ($p = .000$) and with the head teacher's age $r = 0.281$ ($p = .000$). This finding implies that head teachers with a longer headship experience and who are older are on average more prone to self-assessing their leadership style as being transactional.

Also, the passive-avoidant leadership style is significantly and positively correlated with the head teacher's age, $r = 0.209$ ($p = .001$), which implies that the tendency to self-assess one's leadership

style as being passive increases with age by 20%. However, the relationships between the head teacher's age and the transformational and transactional leadership styles are statistically insignificant.

These bivariate correlation results confirm the results obtained in the earlier section. Bivariate correlations inform about the separate relationships between two variables, when the effects of other variables are ignored. While multiple regression correlations inform about the relationship between each independent variable and the dependent variable that is unique and independent from the other variables used in the statistical model. Hence, in order to determine the unique relationships between the variables observed in this study, the multiple regression analysis was also conducted on SPSS (Bryman & Cramer, 1990, p. 235).

The next section presents the findings from the multiple regression analysis to further explore the relationship between the head teacher's gender, school sector and the transformational leadership style, when other important demographic variables are controlled for, in order to provide a definitive answer to the second research question of this study.

7.6 Multiple Regression Analysis

This section presents the findings from the multiple regression analysis conducted to assess the unique relationship between the demographic variables and the transformational leadership style, which emerged as the only form of leadership for which the mean score differences were statistically significant for the gender variable and the school sector variable. Before conducting multiple regression tests, the data was analysed to check whether or not it met the seven assumptions for multiple regression analysis in order to determine the extent to which the head teacher's gender, age, number of years as a school head, school sector, school locality, student body's and socioeconomic status of students could predict the head teacher's preference towards the transformational leadership style (Dancey & Reidy, 2002).

Assumptions for multiple regression analysis

Outliers: An analysis of standard residuals was conducted, which shows that there are no outliers in the data as none of the minimum and maximum values next to the Standard Residual subheading are higher than 3.29 and lower than -3.29 (Std. Residual Min = -2.607, Std. Residual Max = 2.133) hence none of the 264 head teachers have to be removed, as presented in Table 25.

Table 25: Residual Statistics from Multiple Regression Analysis with Dependent Variable Transformational Leadership Style

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.6724	3.4624	3.1333	.16156	264
Residual	-.99381	.78571	.00000	.36973	264
Std. Predicted Value	-2.853	2.037	.000	1.000	264
Std. Residual	-2.652	2.097	.000	.987	264

a. Dependent Variable: Transformational Leadership

Collinearity: Secondly, the test to check whether the predictor variables met the assumption of collinearity indicates the absence of multicollinearity, since none of the Tolerance scores are less than 0.1 and none of the VIF scores are greater than 10 for any of the predictor variables as presented in Table 26.

Table 26: Coefficients Table for Multiple Regression Analysis with Dependent Variable Transformational Leadership (SPSS Output)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2.321	.218		10.624	.000		
Income Status of Student Body	.100	.046	.144	2.157	.032	.735	1.360
Locality of School	.195	.051	.233	3.804	.000	.871	1.148

Head Teacher's Age	.006	.004	.144	1.489	.138	.350	2.860
Headship total number of years	.001	.006	.020	.213	.832	.363	2.754
Type of School	-.127	.059	-.158	-2.134	.034	.602	1.661
Head teacher's Gender	.127	.055	.156	2.314	.021	.724	1.381
Gender of Student Body	.026	.038	.053	.695	.488	.556	1.800

- Dependent Variable: Transformational Leadership

Independent errors: Thirdly, the Model Summary table was checked to see whether or not the residual terms are uncorrelated. Since the Durbin-Watson value =1.964 is close enough to 2.00, the data meets the assumption of independent errors as displayed by Table 27.

Table 27: Model Summary for Multiple Regression Test with Dependent Variable Transformational Leadership (SPSS Output)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.400 ^a	.160	.137	.37475	1.964

a. Predictors: (Constant), Gender of Student Body, Head Teacher's Age, Locality of School, Income Status of Student Body, Head teacher's Gender, Type of School, Headship total number of years

b. Dependent Variable: Transformational Leadership

Random normally distributed errors: Fourthly, the histogram in Figure 2 displays a near normal distribution curve that could be superimposed over the data, which indicates that the data meets the assumption of the errors being normally distributed.

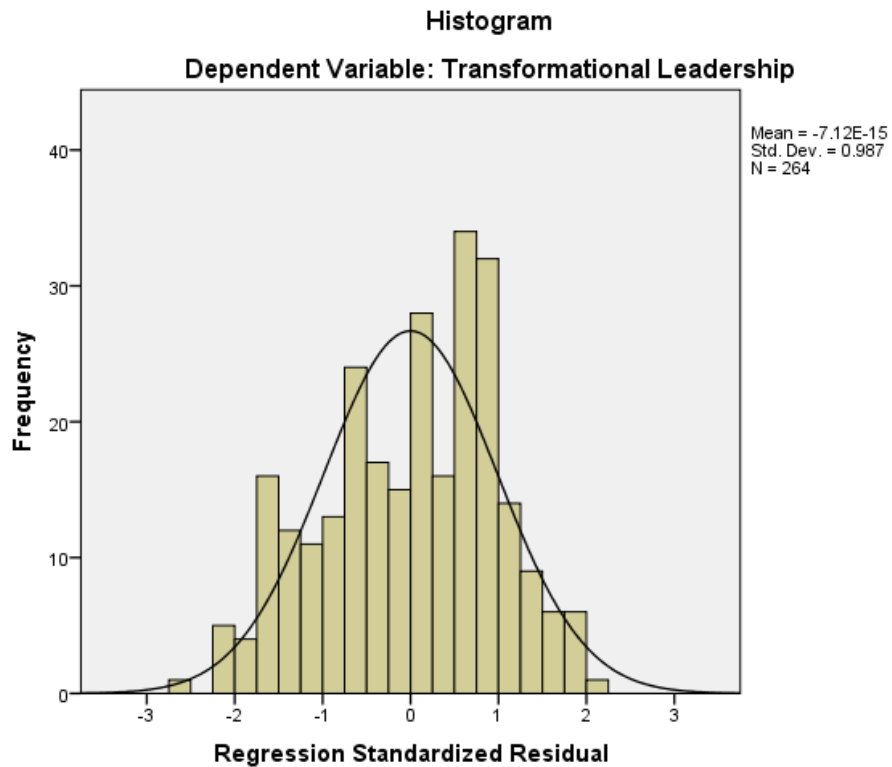


Figure 2: Histogram displaying Regression Standardized Residual Errors with Dependent Variable Transformational Leadership (SPSS Output)

Furthermore, the Normal P-P Plot of Regression Standardized Residual in Figure 3 reveals that the residual points are not completely but close enough to the straight line, hence indicating that the data meets the assumption of normally distributed errors approximately.

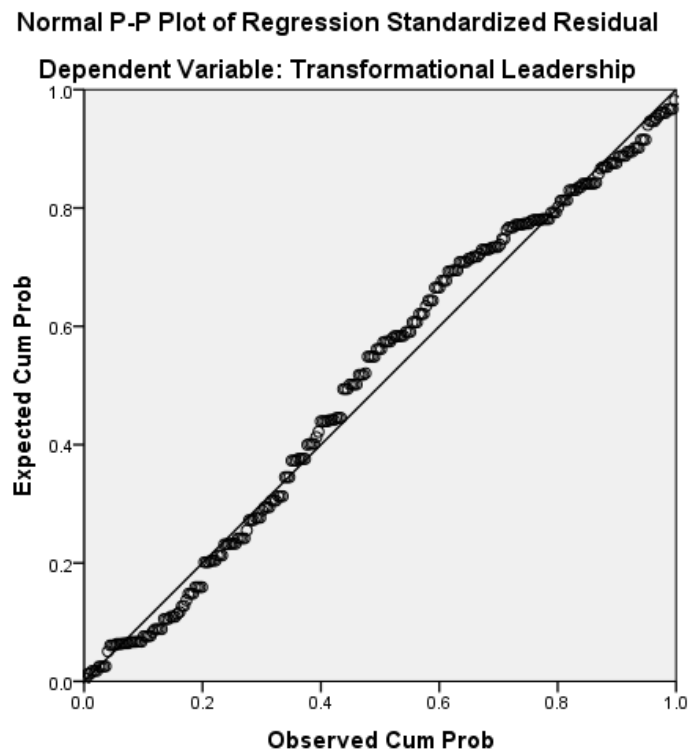


Figure 3: Normal P-P Plot of Regression Standardized Residual with Dependent Variable Transformational Leadership

Homoscedasticity and linearity: The Scatter plot of Standardized Residuals reveals that the data meets the assumptions of homoscedasticity, which represents the homogeneity of variance. Also, the Scatter plot meets the assumption of linearity as displayed in Figure 4.

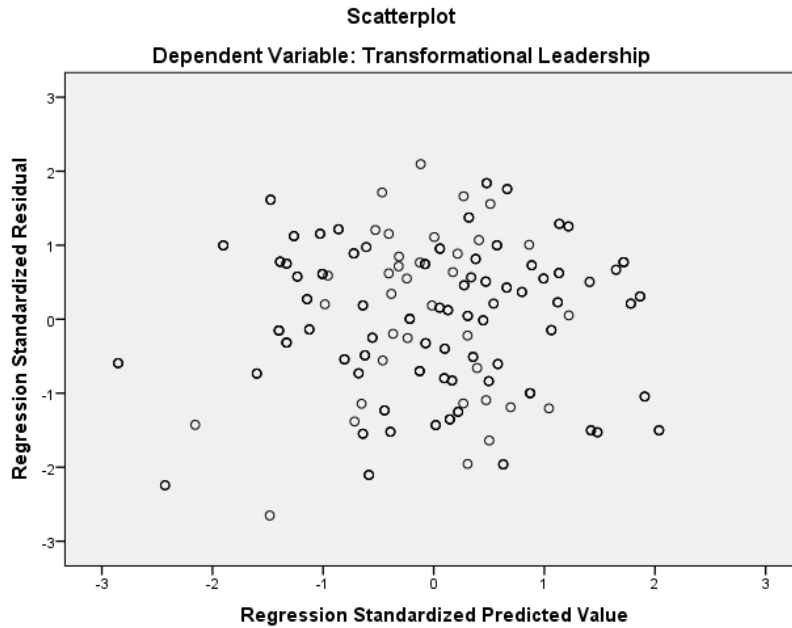


Figure 4: Scatterplot for Dependent Variable Transformational Leadership (SPSS Output)

Non-zero variances: In addition, the data also meets the assumption of non-zero variances as indicated by the Variance values for the variables displayed in the Descriptive Statistics Table 28, which are greater than '0' for all the variables.

Table 28: Descriptive Statistics (SPSS Output)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Gender of Student Body	264	0	2	.94	.823	.677
Type of School	264	1	2	1.49	.501	.251
Head teacher's Gender	264	1	2	1.57	.496	.246
Income Status of Student Body	264	1	3	1.66	.582	.338
Locality of School	264	1	2	1.63	.483	.233
Headship total number of years	264	1	25	10.36	6.422	41.242
Head Teacher's Age	264	24	64	44.47	9.249	85.551
Transformational Leadership	264	1.90	3.90	3.1333	.40349	.163

Passive-avoidant leadership	264	.00	3.38	.7841	.63096	.398
Transactional Leadership Score	264	1.63	3.90	3.0637	.46504	.216
Valid N (list wise)	264					

The analysis reveals that all seven assumptions are met, thus the multiple regression test was used to determine the strength and direction of the correlation of the transformational leadership style score with seven demographical variables including the head teacher's gender, school sector, school locality, socioeconomic status of the school, the head teacher's age, the gender of the student body and the number of years as a head teacher.

Multiple regression findings

This sub-section provides the findings from the multiple regression analysis to determine the unique relationship between the predictor demographic variables and the dependent variable transformational leadership style score. Table 29 below displays the results from the ANOVA test.

Table 29: ANOVA from Multiple Regression Analysis with Seven Predictor Variables and Dependent variable Transformational Leadership (SPSS Output)

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6.864	7	.981	6.983	.000 ^b
Residual	35.952	256	.140		
Total	42.817	263			

a. Dependent Variable: Transformational Leadership

b. Predictors: (Constant), Gender of Student Body, Head Teacher's Age, Locality of School, Income Status of Student Body, Head teacher's Gender, Type of School, Headship total number of years

The results revealed that the significance value (p) is less than .001, hence the findings from this model are statistically significant, as suggested by the F statistic. $F(7, 256) = 6.983$. In order to check how much of the variance in the transformational leadership score was explained by the predictor variables, the results of the Model Summary table were referred to.

Table 30 presents the summary of the multiple regression model using the Enter method on SPSS with seven predictors (gender, age group, school locality, school type, headship tenure, student body's socioeconomic status, student body's gender) and dependent variable transformational leadership score.

Table 30: Model Summary with Seven Predictor Variables and Dependent Variable Transformational Leadership (SPSS Output)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.400 ^a	.160	.137	.37475	1.964

a. Predictors: (Constant), Gender of Student Body, Head Teacher's Age, Locality of School, Income Status of Student Body, Head teacher's Gender, Type of School, Headship total number of years

b. Dependent Variable: Transformational Leadership

The model produced an Adjusted R Square value $Adjusted R^2 = 0.137$ which suggests that the demographic variables observed within this study may predict around 14% of the variation in the transformational leadership style of head teachers in secondary schools in Pakistan.

Moreover, the coefficients table provided the standardized and unstandardized values for the Beta coefficients associated with each demographic variable included in this regression model as presented in Table 31.

Table 31: Coefficients of Seven Predictor Variables and Dependent Variable Transformational Leadership (SPSS Output)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.321	.218		10.624	.000		
	Income Status of Student Body (Lower-income)	.100	.046	.144	2.157	.032	.735	1.360
	Locality of School (Urban)	.195	.051	.233	3.804	.000	.871	1.148
	Head Teacher's Age	.006	.004	.144	1.489	.138	.350	2.860
	Headship total number of years	.001	.006	.020	.213	.832	.363	2.754
	Type of School (Private)	-.127	.059	-.158	-2.134	.034	.602	1.661
	Head teacher's Gender (Male)	.127	.055	.156	2.314	.021	.724	1.381
	Gender of Student Body (Male)	.026	.038	.053	.695	.488	.556	1.800

a. Dependent Variable: Transformational Leadership

The coefficients table shows that four predictor variables have a significant relationship with the transformational leadership score, which include the socioeconomic status of students, the school locality, the school type and the head teacher's gender. While, three variables have an insignificant effect for predicting the transformational leadership score, these include the head teacher's age, the total number of years as a head teacher and the gender of the student body⁷⁹.

School locality (coded: urban = '1' and rural = '2') had a regression coefficient of 0.195. Thus, if the school is located within the rural locality then there will be an expected rise of 0.195 points in

⁷⁹ β school locality = 0.195, $t(256) = 3.804$, $p = .000 < .01$ (Highly Significant)

β head teacher gender = 0.127, $t(256) = 2.314$, $p = .021 < .05$ (Significant)

β socioeconomic school status = 0.100, $t(256) = 2.157$, $p = .032 < .05$ (Significant)

β school type = -0.127, $t(256) = -2.134$, $p = .034 < .05$ (Significant)

β headship total number of years = 0.001, $t(256) = 0.213$, $p = .832 > .05$ (Not Significant)

β head teacher's age = 0.006, $t(256) = 1.489$, $p = .138 > .05$ (Not Significant)

β gender of student body = 0.026, $t(256) = 0.695$, $p = .488 > .05$ (Not Significant)

the transformational leadership score for the head teacher. Moreover, the socioeconomic status of students (coded: lower-income = '1', middle-income = '2' and upper-income = '3') had a regression coefficient of 0.127, which implies that if the student body's socioeconomic status is increased by one level then the transformational leadership score will rise by 0.1 points. In regard to the head teacher's gender (coded: male = '1' and female = '2'), a significant and positive regression weight of 0.127 implies a rise in the transformational leadership score by 0.127 points if the head teacher is a female. While the school type (coded: private = '1' and public = '2') has a significant and negative regression weight, which indicates that after controlling for other variables in the model, the transformational leadership score would rise by 0.127 points if the head teacher belongs to the private sector.

Furthermore, the multiple regression results reveal an insignificant impact of the gender of the student body on the transformational leadership score. In addition, there is not enough statistical evidence to suggest that a relationship exists between the variables of head teacher's age and number of years as a head teacher with the transformational leadership style score.

Following the results of the multiple regression model with seven predictor variables, another multiple regression model was run on SPSS with just the four significant variables and the results are presented below in Table 32.

Table 32: Model Summary with Four Predictor Variables and Dependent Variable Transformational Leadership (SPSS Output)

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.366 ^a	.134	.121	.37836	1.924

a. Predictors: (Constant), Head teacher's Gender, Locality of School, Type of School, Income Status of Student Body

b. Dependent Variable: Transformational Leadership

The multiple regression model using the Enter method on SPSS with four predictors (gender, age group, school locality and school sector) and dependent variable transformational leadership score,

produced $Adjusted R^2 = 0.121$, which suggests that about 12% of the variance in the transformational leadership score can be explained by the four predictor variables. Moreover, the ANOVA Table 33 reveals the findings from this model.

Table 33: ANOVA from Multiple Regression Analysis with Four Predictor Variables and Dependent Variable Transformational Leadership (SPSS Output)

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	5.740	4	1.435	10.023	.000 ^b
Residual	37.077	259	.143		
Total	42.817	263			

a. Dependent Variable: Transformational Leadership

b. Predictors: (Constant), Head teacher's Gender, Locality of School, Type of School, Income Status of Student Body

The findings are statistically significant, as suggested by the F statistic: $F(4,259) = 10.023$, $p = .000 < .01$ (Significant). In addition, Table 34 displays the coefficients when using the model with four predictor variables.

Table 34: Coefficients of Four Predictor Variables and Dependent Variable Transformational Leadership (SPSS Output)

Coefficients ^a				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

	B	Std. Error	Beta		
(Constant)	2.616	.171		15.341	.000
Students' Income Status	.096	.047	.138	2.050	.041
1 Locality of School	.178	.051	.213	3.492	.001
Type of School	-.126	.052	-.156	-2.434	.016
Head teacher's Gender	.162	.049	.199	3.336	.001

a. Dependent Variable: Transformational Leadership

Table 34 reveals that all the predictor variables are statistically significant, including the constant. The regression weight (.096) for the socioeconomic status of students implies that after accounting for the variables of gender, school locality and school sector, the head teachers of upper-income schools are expected to have a higher transformational score. School locality has a regression coefficient of 0.178. Thus, if the school is located within the rural locality then the head teacher will score higher for the transformational leadership style. While the school sector has a significant and negative regression weight, which indicates that after controlling for other variables in the model, the transformational leadership score would rise if the head teacher is in the private sector. Finally, in regard to the head teacher's gender, a significant and positive regression weight of 0.162 implies a rise in the transformational leadership score if the head teacher is a female.

Table 35 provides a summary of the statistics and results from the bivariate and multiple regression analyses.

Table 35: Summary Statistics, Correlations and Results from the Regression Analyses

Variable	Mean	Std	Bivariate Correlation with Transformational Leadership	Multiple Regression Weights	
Transformational Score	3.133	0.404		b	B
Male Head teacher	3.0181	0.384	0.264 **	0.162	0.199
Private Sector	3.2107	0.379	-0.201**	-0.126	-0.156
Lower-income	3.0486	0.372	0.213**	0.096	0.138
Urban	3.063	0.432	0.117	0.178	0.213

The multiple regression analysis suggests the following regression equation between the dependent variable transformational leadership style and the four statistically significant predictor variables (head teacher's gender, school sector, SES and school locality) to predict the transformational leadership score for secondary school head teachers in this study.

$$Y_i = Constant + B_{HTgender}(Gender) + B_{Locality}(Locality) + B_{SchoolSector}(Sector) + B_{SES}(SES) + U_i$$

The following section provides a discussion of the quantitative results before concluding the chapter.

7.7 Discussion and Chapter Conclusion

The quantitative data analysis reveals that the transformational leadership style emerged as the most prominent leadership style on average as according to the self-assessment of head teachers in this study. It is possible that the head teachers rated themselves highly on transformational leadership behaviours due to social desirability (Nielsen & Cleal, 2011). It would have been preferable to include the ratings of followers to increase the validity of the results, however, variations were found between head teachers' self-assessments and across different groups, which indicate that head teachers critically self-assessed their leadership styles. For instance, gender-based differences were evident, with females on average being more likely to self-assess themselves as being transformational leaders when compared to males. This finding supports the assertions made by researchers that females are more prone than males towards the transformational leadership style (Aziz et al., 2017; Trinidad & Normore, 2005; Eagly et al., 2003; Bass et al., 1996; Rosener, 1990). One interpretation of this finding is that transformational leadership may be characterized as feminine leadership style as suggested by Eagly et al. (2003) and Rosener (1990). Alternatively, it is also possible that private schools may hire females who are more dynamic and transformational as head teachers. However, this issue requires further exploration using a larger sample size to be truly representative of all secondary school head teachers within Pakistan. This study's findings contradict Khalil et al.'s (2016) findings, which

suggest that male head teachers in Lahore are more prone towards employing the transformational leadership style as compared to female head teachers in secondary schools.

In addition, factors such as the socioeconomic status of students, the school's locality and sector are significantly related to the transformational leadership score. These findings indicate something important about the organizational context that surrounds secondary school head teachers in Pakistan. The quantitative analysis indicates a higher preference on average towards the transformational leadership style for private sector head teachers, in upper-income and rural-based secondary schools.

The finding that on average private sector head teachers are more transformational than public sector head teachers is significant as it hints towards potential organizational differences between the two sectors that may influence the leadership style preferences of head teachers (Hallinger, 2016). For instance, Jehan (2015) asserts that the public school system in Pakistan is influenced by a bureaucratic model, and a centralised authority decides on issues such as the hiring of staff and funding rather than the head teacher, which may restrict the head teacher's autonomy hence making him or her less likely to practice transformational leadership (Salfi et al., 2014). Moreover, this finding supports Simkins et al.'s (1998) findings that the head teacher's powers are limited in public schools in Pakistan, due to the rigid rules of the government system, while non-government school head teachers enjoy a greater degree of freedom and creativity in management practices and decision-making power in the hiring of teachers. Simkins et al. (2003) also claim that private sector head teachers experience greater authority and independence as compared to public sector head teachers, which may affect their self-perceptions as school leaders. For instance, public sector head teachers are not authorized to remove underperforming teachers, or to contribute towards curriculum development and syllabus modification, apart from having limited influence on financial matters (Kandasamy & Blaton, 2004). Furthermore, the findings support Khan's (2012) study of two principals in a private and public sector secondary school in Northern Pakistan, where the public school head avoided classroom visits, while, the private school head actively supervised the teachers and class activities by frequently visiting classes, due to their self-perceptions about their roles.

Thus, this study's findings are consistent with the notion that the organizational context in the private sector appears to be more dynamic, which may encourage the frequent practice of transformational leadership behaviours in Pakistan's private education sector. Whereas public school head teachers may be limited in their capacity to practice transformational leadership behaviours due to their focus on task-oriented leadership, owing to the rule-based system prevalent in the public education sector of Pakistan.

In regard to the literature on the effectiveness of transformational leadership styles, this model of leadership has been found to have a positive influence on teachers' perceptions of the school environment, teacher's job satisfaction, teacher's attitude towards change, the quality of learning within the organization and student achievement (Finley, 2014; Chin, 2007). Leithwood (1994) purports the transformational leadership style as essential to be able to meet the challenges of the 21st century.

Moreover, it is suggested that since the transformational leadership style combines both the communal and agentic qualities, it is an effective form of leadership for educational institutions (Northouse, 2013; Northouse & Lee, 2015). Allen et al. (2015) also found a positive relationship between transformational leadership and school climate in Southeast Texas. Moreover, Finnigan and Stewart (2009) found the existence of transformational leadership behaviours in schools that successfully moved from the category of low-performing schools to well-performing schools in Chicago, suggesting that transformational leadership may be an effective form of leadership to bring about school improvement. Similarly, Moolenaar et al. (2010) found a positive relationship between transformational leadership and teacher's perceptions of their school climate of innovation.

In Pakistan's context, Amin's (2012) study within a public university, found a strong positive and statistically significant effect of transformational leadership on faculty's job satisfaction, while it found a weak negative and statistically insignificant effect of transactional leadership on faculty's job satisfaction.

However, some researchers suggest that this since the transformational leadership is primarily relationship-oriented, it may not translate into improvement of student achievement outcomes (Ibrahim & Al-Taneiji, 2013; Allen et al., 2015). Theorists suggest that a more task-oriented model of leadership may be more effective for focusing on pedagogical tasks and for directly affecting student achievement (Marks & Printy, 2003). However, Koh et al. (1995) found that transformational leadership has indirect effects on student's academic achievement, when they examined 89 schools in Singapore.

Moreover, even though the transformational leadership style may be effective for improving teacher's job satisfaction and the school climate, it is suggested that it may be more useful to combine it with the task-oriented transactional leadership style in order to achieve better student outcomes (Avolio & Bass, 2004). Koh et al. (1995) also purport that a combination of the transactional and transformational leadership styles leads to increased organizational commitment and teacher satisfaction.

The quantitative results also indicate that private school head teachers may have a higher tendency than public school head teachers towards the transactional leadership style. Moreover, the results indicate that head teachers who remain in the profession for longer and who are in the older age brackets exhibit a higher preference towards the transactional leadership style. This finding may indicate that head teachers who are more experienced may find this leadership style to be more effective to obtain organizational goals or that their teacher training is more conducive towards transactional leadership traits, however these assertions require further empirical validation. Paracha et al. (2012) studied the impact of leadership styles on employees' performance in the private educational sector of Pakistan, using a sample of six schools in the districts of Rawalpindi and Islamabad. They found that both the transactional and transformational leadership styles are positively associated with employees' performance, but the transactional style is more significantly positively related to employees' performance. The authors conclude that since Pakistan's cultural context is characterized by high 'power-distance' and 'uncertainty-avoidance', the transactional leadership style is more effective for achieving organizational goals as compared to the transformational leadership style.

Previous research on the education sector of Pakistan suggests that on average educationists may have a higher preference for the transformational leadership style. However, the extent to which the transformational leadership style is effective for the education sector is a debatable issue. Hence, this area requires further empirical research within different educational settings in Pakistan. My study's quantitative findings support the assertion that on average secondary school head teachers have a higher preference for the transformational leadership style as compared to the transactional and passive-avoidant leadership styles. The head teachers' transformational leadership practices will be explored further in Chapter 9 by analysing the qualitative interview data, in order to understand how transformational leadership emerges within secondary schools and whether the head teacher's gender is a defining factor in Pakistan's context.

In conclusion, the quantitative data analysis indicates that there are significant differences between the self-perceived leadership styles of male and female head teachers across private and public secondary schools in this study, with females self-assessing their leadership style as being more transformational on average than males. The next chapter presents the qualitative analysis of head teachers' perceptions regarding their contextual environment.

Chapter 8: Qualitative Data Analysis

Exploring the Ecological Context Surrounding the Head teacher

This chapter discusses the qualitative research method that forms part of this mixed-methods study and it presents the findings that emerge from the analysis of the qualitative data. First, it discusses the research methods process of collecting the qualitative data via semi-structured interviews. Then it provides details about the process of analysis used to investigate the data. Further, it presents details about the demographic characteristics of the interview participants and their schools. It then sheds light upon the emerging themes from the data that relate to how the interviewed head teachers perceive their ecological context and whether differences exist between male and female head teachers' perceptions, in response to the third research question. The main findings are summarized and discussed before concluding the chapter.

I conducted semi-structured interviews with 14 secondary school head teachers that included seven females and seven males. The head teachers who had earlier participated in the MLQ and who had volunteered to be interviewed formed part of the interview sample. A purposive stratified sampling technique⁸⁰ was used for the interview sample. I aimed to collect data regarding the perceptions of head teachers about their ecological context in order to understand their needs, resources, constraints and challenges and to compare the interview responses of males and females in order to understand the role of the head teacher's gender in forming his or her leadership experiences in secondary schools within Pakistan's context, in response to the third research question. The third research question asks, 'How do secondary school head teachers perceive their surrounding ecological context within Pakistan and do significant differences appear between male and female head teachers' perceptions?'

⁸⁰Purposive Sampling: it is a criterion-based selection of participants (Johnson & Christensen, 2012).

8.1 Qualitative Research Method Process

The interviews were conducted at the head teachers' offices within their schools during school hours. This arrangement allowed me to observe the demeanour of head teachers within their work environment and it enabled me to take note of their dealings with teachers, students and parents who visited their office or phoned them during the interview sessions. This information enabled me to gain further understanding about the head teacher's leadership behaviours beyond what was being discussed within the interview. For instance, some head teachers had an open-door policy, where teachers and students could enter the office freely and discuss their issues with the head teacher, while other head teachers required to be informed by their secretary regarding potential visitors to the office⁸¹.

The head teachers were initially briefed about the research study and sent the interview template via email before the interview date. Bronfenbrenner's ecological systems theory was adapted to design the format of the interview guidelines⁸². Bronfenbrenner's (1995) classification of the context surrounding an individual identifies five ecological subsystems, including the microsystem (individual level), mesosystem (interpersonal level), exosystem (organizational level), macrosystem (socio-cultural level) and chronosystem (time-based level). During the interview, the head teachers were guided through a series of questions that were meant to reveal their perceptions about the five ecological subsystems surrounding them. In addition, the questions were designed to explore the head teacher's leadership approach by asking them to describe their leadership styles, their main responsibilities as head teachers, the values that they encouraged within their schools, the challenging aspects of their jobs, their coping mechanisms, the perks of being a head teacher, and their sources of inspiration for leadership (see Table 36 for the main topics and questions).

⁸¹ Such observations served to reveal the communication styles of head teachers, which enabled me to interpret their responses (as discussed later on in this chapter).

⁸² Chapters 4 and 6 discuss the rationale for choosing Bronfenbrenner's ecological systems theory to design the interview template.

After inquiring about the head teacher's demographic details regarding their educational background, family and past jobs, the first open question was designed to elicit responses regarding the head teachers' journeys that led them towards the profession of headship. The main purpose was to comprehend how their role as a head teacher fits into their lives and how they perceived the factors that contributed to this experience. Another purpose was to indicate to them that I was interested in open-ended questions meant to explore the head teachers' personal experiences and meanings. Since the interviews were semi-structured, the order of the questions varied for each interview session however, I ensured that all the main questions were discussed in each interview. Ethical guidelines were followed during all interviews and issues related to confidentiality and anonymity were addressed by using pseudonyms for head teachers and assuring them that their identities will not be revealed.

Six private school head teachers and only one public school female head teacher allowed audio recording of their interviews. However, one private school female head teacher and the remaining six public school head teachers refused to permit audio recording of their interviews⁸³. For all the interviews that were not voice-recorded, hand-written notes were taken down which were later shared with the head teachers to ensure the accuracy of their information. I acknowledge that the inability to voice-record all the interviews may have introduced a certain bias to the validity of the interview data; however, the very fact that seven out of 14 head teachers were unwilling to get their interviews voice-recorded reveals issues around accountability and monitoring in the education sector of Pakistan, particularly within the public sector, which will emerge in the interview analysis.

⁸³ These six public school head teachers were not comfortable with getting their opinions voice recorded, however they were keen to discuss issues related to their schools and they provided me with ample time to take down hand-written notes during the interview sessions. They also allowed time to discuss the interview notes in order to ensure their validity.

Table 36 : Interview Guide with Main Topics and Questions

<i>Leadership Approach</i>	<ul style="list-style-type: none"> • Describe your leadership style in three words. • Describe your leadership style when you were 10 years younger. How do you suppose it has changed? • What constitutes as an effective head teacher?
<i>Chronosystem</i> <i>Time based Context</i>	<ul style="list-style-type: none"> • What made you choose school headship as a profession? • What contextual factors, if any, have contributed to changes in your leadership approach over the years? • Your future career plans?
<i>Macrosystem</i> <i>Socio-political Context</i>	<ul style="list-style-type: none"> • What are the main responsibilities of a head teacher and how are they important for the school community? • What values do you focus on as a school head? • Do you suppose your gender impacts your leadership approach and how? • In Pakistan, given the rather patriarchal nature of our society, it is commonly believed that ‘being a female head teacher is more difficult than being a male head teacher’. What do you think? What has your experience been? • How do the current political affairs affect your role as a school leader? (law and order situation)
<i>Exosystem</i> <i>Organizational Context</i>	<ul style="list-style-type: none"> • Which social institutions do you suppose assist you and which ones prove to be a barrier for you in performing your role as a school leader effectively (government, economy, educational policies, technology and so on)? • If you became the Education Minister in Punjab, what policies/areas would you focus on within the education sector? Would you suggest any policies that may facilitate school leaders to optimize their performance in their roles as school heads (gender specific policies such as child care, maternity leave, flexible working hours or non-gender specific policies)?
<i>Mesosystem</i> <i>Interpersonal Context</i>	<ul style="list-style-type: none"> • What is/are your support systems as a head teacher within the school? • What do you consider as the main challenges in your role as head teachers? • To what extent do you suppose the role of a head teacher is important for student achievement? • How do you suppose your gender impacts your interactions with school members (students, teachers, parents and other stakeholders)? • What are your views about promoting a gender-balanced school environment (students and teachers)?
<i>Microsystem</i> <i>Individual Context</i>	<ul style="list-style-type: none"> • What are the general perks/pros of your position as a head teacher? • What are the personal drawbacks of your position as a head teacher? • Who/ what has been your inspiration?

8.2 Interview Analysis Process

“Realize that language cannot really mirror (complex) reality” (Alvesson, 2011, p. 143).

Alvesson (2011, p. 106) proposes a ‘reflexive pragmatist approach’ in order to analyse research interviews. He states that, “Reflexivity for me stands for conscious and consistent efforts to view

the subject matter from different angles, strongly avoiding the a priori privileging of a favoured one » (p. 106). While ‘pragmatism’ is referred to as “a willingness to postpone some doubt and still use the material for the best possible purpose” (Alvesson, 2011, p. 107). This approach coincides with the pragmatic paradigm within which I have conducted this study and I adopted this approach while analysing the interview data.

Once the interview data was collected, the first phase of analysing the data began with reading the field notes that were jotted down during the interview sessions. These notes were based on accounts related to the description of the school building, the school’s staff, the office, the demographic characteristics of the head teacher, along with other emergent observations. At this stage, all seven voice-recorded interviews were transcribed and translated to English from Urdu in order to increase my familiarity with the data set. The seven interviews that were not voice-recorded were also put in a dialogue format based on the notes taken down during the interview. The field notes for all the interviews were expanded in order to make sense of the data. The transcribed interviews were then compared with the taped recordings in order to ensure accuracy, while the notes from the non-voice-recorded interviews were compared to the field notes and to the feedback provided by the head teachers to ensure that all the material that was included in the interview transcripts was valid.

During the second phase of the analysis process, NVivo⁸⁴ was used to assist with the coding of the data. The initial coding framework⁸⁵ reflected the interview questions and was derived from the leadership theories discussed within the literature review. As the coding proceeded, several additional codes were added to the code list and were categorized as emergent codes, hence an iterative mechanism was used for coding that was grounded in the interview data.

The data collected from the interviews was analysed by employing a combination of analytical methods. The thematic analysis technique (Braun & Clarke, 2006) was the main mode of analysis, that has several advantages and one of important relevance for my study is the employment of

⁸⁴ NVivo is a qualitative data analysis computer software package.

⁸⁵ Refer to Appendix VIII to view the Codebook for Interviews.

thematic analysis as a ‘contextualist’ method (p. 86). This method exists between the two extremes of the essentialist method and the constructionist method. This approach towards qualitative data analysis is in line with my epistemological and ontological inclinations as discussed in Chapter 2. The contextualist method reports the experiences and the ‘reality’ of participants along with acknowledging the manner in which individuals provide meaning to their experiences and the ways that the broader social context influences those meanings. Therefore, thematic analysis can be applied in order to “reflect reality, and to unpick or unravel the surface of reality” (Braun & Clarke, 2006, p. 86).

In addition, I followed Silverman’s (2006, p. 299) suggestion of using ‘appropriate tabulations’ in order to treat the comprehensive interview data. Silverman (2006, p. 300) purports that simple counting techniques allow an inspection of the entire body of data, and it enables the reader to gain “a sense of the flavour of the data as a whole, instead of taking the researcher’s word for it”. Thus, as I report the findings from the interview analysis, I refer to the number of times a theme emerged across the 14 interviews.

I combined the thematic analysis technique with the inductive analysis technique that has been employed by Peus, Braun and Knipfer (2015) in their study on women leaders. The inductive analysis technique involves three main steps in my study. Firstly, I conducted thematic analysis across each individual head teacher’s interview and I compiled descriptive statistics for the interview in order to record the major themes and concepts emerging within each interview at the individual level. The second step involved, conducting thematic analysis across all public-sector head teachers and across all private sector head teachers. I analysed the themes emerging from interviews of head teachers in similar organizational contexts. During the third step, I conducted thematic analysis across the groups of male and female head teachers. I compared the common themes emerging across the seven male head teachers and then across the seven female head teachers to explore the interview data at each ecological subsystem level.

Therefore, inductive thematic analysis was applied to the coded data. According to Braun and Clarke (2006, p. 87) a theme refers to something significant about the data in relation to the research question. By adopting Braun and Clarke’s definition of a theme, I analysed the coded data

and explored the head teachers' perceptions about the contextual factors within each of the five ecological subsystems. Next, I made a note of contextual factors that emerged repeatedly in the data set (Silverman, 2006) and of factors that appeared to hold relatively higher significance to the head teacher in influencing his or her leadership behaviour. This decision was based on my understanding of whether or not the head teacher discussed a certain factor in greater detail or with great passion. Such factors were labelled as important emergent themes from the data set. It is important to inform the reader that even though the interview questions were categorized in accordance to their supposed relevance to the six main topics (leadership approach and five ecological systems), the interview responses did not always correspond entirely with a single topic/ecological system being referred to. Hence, the interview responses to each question had to be taken apart and the content had to be coded in accordance to its relevance to issues within each ecological subsystem before proceeding to organize the emergent themes from the interview data.

This interview analysis technique enabled me to explore the perceptions of head teachers about their surrounding ecological context and to understand their experiences of leadership within the secondary school context of Pakistan. Throughout the analytical process, the feminist educational leadership theoretical perspective guided me in determining the extent to which the secondary school head teacher's gender may be deemed as a significant factor in forming the head teacher's perceptions about their contextual surroundings.

8.3 Demographic Characteristics of Head teachers

Within the interview sample, the female head teachers ranged in age from 40 to 57 years; four were private school head teachers, while three belonged to the public sector. The male head teachers ranged in age from 33 to 69 years; four were public school head teachers, while three belonged to the private sector. Thus, there was a mix of seven public and seven private school head teachers. Four head teachers belonged to districts in Northern Punjab while 10 head teachers belonged to districts in Central Punjab. The minimum number of years served by a head teacher was three years, while the maximum years served by a head teacher was 23 years. Of the four

male-public head teachers, two had served as Education District Officers (EDOs) with the Government of Punjab. The head teachers had a transformational leadership score that ranged between 2.6 - 3.9 points out of 4⁸⁶ hence covering a wide range of transformational leadership scores as shown in Table 37. Eleven out of 14 interviewed head teachers had a transformational leadership score that was above the mean transformational leadership score for the surveyed head teachers in this study.

Table 37: Demographic Characteristics of the Interviewed Head teachers

Name	Gender	District School Type and Locality SES	Time in Post	Age in Years Transformational Leadership Score Qualifications
Aisha	Female	Faisalabad (Central) Private in urban locality Middle-income	17 years	40 2.8 MSc Social Sciences
Beenish	Female	Rawalpindi (Northern) Private in urban locality Upper-income	4 years	43 3.2 MSc Social Sciences
Chaudhary	Male	Sialkot (Northern) Private in outer edges of city Middle-income	4 years	33 3.4 BSc Computer Sciences
Dolly	Female	Faisalabad (Central) Private in urban locality Lower-income	8 years	50 3.4 MSc Science
Ehsan	Male	Sialkot (Northern) Private in semi-urban locality Lower-income	6 years	42 3.5 MBA

⁸⁶ The significance of these scores is discussed in Chapter 7 that presents quantitative data analysis.

Farah	Female	Lahore (Central) Private within the city Middle-income	19 years	48 3.5 MPhil Social Sciences
Ghazi	Male	Lahore (Central) Private in urban locality Upper-income	13 years	52 3.9 Masters Social Sciences
Humayun	Male	Lahore (Central) Public within the city Lower-income	3 years	54 3.25 MA Social Sciences
Iram	Female	Rawalpindi (Northern) Public in urban locality Lower-income	3 years	57 2.8 MSc Social Sciences
Jawaria	Female	Lahore (Central) Public in urban locality Middle-income	16 years	54 3.6 Masters Social Sciences
Khadija	Female	Faisalabad (Central) Public in urban locality Middle-income	4 years	49 3.25 Masters Political Sciences
Luqman	Male	Lahore (Central) Public in rural locality Lower-income	4 years	58 2.6 Masters in Mathematics
Mohsin	Male	Lahore (Central) Public in rural locality Lower-income	3 years	56 3.4 MSc Science
Nael	Male	Lahore(Central) Public in urban locality Middle-income	23 years	69 3.75 MSc Social Sciences

All the private schools in the interviewed sample were English medium schools. Two of the private schools catered to upper-income students and these boasted of good academic results while a high percentage of their graduating class applied to foreign universities. Two private schools catered to lower-income students, whose parents were either unemployed or who had a lower-income level. These schools did not reveal their academic results. One of these schools was located in a rural area, while the other one was located in a semi-urban locality. The remaining three private schools were located in urban localities and they catered mostly to middle-income students. The academic results of these schools were average and sometimes bordered on being good, based on the percentage of the graduating class scoring grades C or above in 5 or more subjects.

The public schools in the sample followed the national curriculum designed for Matriculation. In recent years, the Punjab government announced that all public-sector schools be converted from Urdu-medium to English-medium schools (School Education Department, 2011). Thus, these public schools were in a state of transition from largely Urdu-medium instruction towards English-medium instruction. Among the public schools, one school was able to produce good results and it catered to mostly middle-income households, it was located in an urban locality. Another public school was also located in an urban locality, it catered to middle-income students, and the school was able to produce good or above average results. Four public schools catered mostly to the lower-income students and their results ranged from being average to below average, two of them were located in urban localities and two of them were located in rural localities. While, one public school was located in an urban locality and it catered mostly to middle-income students, it produced below average results.

8.4 Head teachers' Perceptions regarding their Ecological Context

Several themes regarding the perceptions about the ecological systems emerged across the groups of interviewed female and male head teachers. Themes emerged within each of the five ecological subsystems: chronosystem, macrosystem, exosystem, mesosystem and microsystem

(Bronfenbrenner, 1994). The discussion related to the themes incorporates quotations from the interviewed head teachers⁸⁷.

Table 38 provides a summary of the emerging themes related to the ecological context surrounding the secondary school head teacher in Pakistan through the head teachers' perceptions, along with an indication of which head teachers belonging to each of the four groups (females: private/public and males: private/public) raised the theme. Where all head teachers in a group raised a theme, this is indicated by 'All', where fewer than all head teachers in a group initiated a theme, the names of the relevant head teachers are mentioned, where the issue is not applicable due to the type of school sector, this is indicated by 'N/A'.

Table 38: Overview of Themes Relevant to Head teachers' Perceptions about their Ecological Context

Themes	Females		Males	
	Private (4)	Public (3)	Private (3)	Public (4)
<i>Time based Context (Chronosystem)</i>				
Did not pre-plan a career towards headship	Aisha	Iram	All	Humayun
	Beenish			Nael
	Farah			
Planned a career towards headship	Dolly	Jawaria	None	Mohsin
		Khadija		Luqman

⁸⁷ The notation used to identify head teachers in this study is '**Head teacher's Name_Gender_School Sector**' where: Head teacher's Name is the pseudonym allotted to the head teacher, 'F' means Female and 'M' means Male and 'Pvt' means Private Sector and 'Pbl' means Public Sector.

Experience of lack of confidence during initial years of appointment as head teacher	All	All	None	None
<i>Socio-political Context (Macrosystem)</i>				
Perceived importance of the influence of gender on the head teacher's leadership style	None	None	All	All
Perception about females as being ineffective for leadership roles	None	None	All	Humayun Luqman
Perceptions about females as being effective leaders	None	None	None	Nael Mohsin
Perception of the role of head teacher as a source of respect in community	Dolly Beenish Farah	Jawaria Khadija	None	None
Perception of head teachers as being role models	All	All	None	Humayun
Spirituality as a guide for leadership	Aisha Dolly	Khadija Jawaria	None	None
National political situation perceived as a barrier to effective leadership in schools	Farah	None	Chaudhary Ghazi	None
<i>Organizational Context (Exosystem)</i>				
The need for more teacher training	Dolly Farah	All	All	All
Experience of resistance/lack of support from parental body	Farah	Iram	Ehsan Ghazi	Humayun Mohsin
Perceived negative impact of local economy on teacher motivation	Aisha	None	All	Humayun
Criticism of government policies for the education sector	Aisha	Jawaria Iram	All	All
School Cleanliness and fight against Dengue perceived as a challenging task	None	None	None	All

Perceived benefits of integrating ICT into education	Beenish Dolly	None	All	None
Experience of non-availability of adequate funding as a challenge to effective leadership	Farah	None	Ehsan	Humayun Mohsin Luqman
Lack of decision making ability to hire/fire teachers	None	Jawaria Iram	None	All
Interpersonal Context (Mesosystem)				
Experience of support from spouse and/ or family	Beenish Dolly Farah	All	None	None
Experience of support from School Directors	All	N/A	All	N/A
Experience of fractious interactions with Education District Officers/Government Officials	All	Iram Khadija	All	All
Perceived benefits of promoting a gender-balanced student body	All	N/A	All	N/A
Perceived benefits of promoting a gender-balanced work environment (teachers)	All	None	Chaudhary Ehsan	None
Experience of differential interactions with teachers belonging to the opposite sex	Beenish Dolly	Iram Khadija	Chaudhary Ehsan	Humayun Luqman Nael
Perceived importance of maintaining formal/professional relationships with teachers	Farah Aisha Dolly	Jawaria	None	None
Experience of differential interactions with parents belonging to the opposite sex	Dolly Farah	None	None	None

Experience of interactions with students as main source of job satisfaction	None	None	Ehsan Ghazi	Humayun Luqman Mohsin
Perceived importance of employing strategic behavioural strategies to improve student-head teacher interactions	Farah Beenish Dolly	Jawaria Khadija	None	None
Individual Context (Microsystem)				
Experience of work-family conflict	Aisha	All	None	None
High motivation to perform head teacher duties	Beenish Farah Dolly	Jawaria Khadija	Chaudhary	None
Low motivation to perform head teacher duties	None	None	Ehsan Ghazi	Humayun Luqman
Inspired by male role models (fathers, historical figures, political leaders)	All	All	Chaudhary Ghazi	Humayun
Inspired by female role models (mothers, historical figures, political leaders)	None	None	Ehsan	Luqman

Colour Key:

- Purple themes indicate significant gender-based differences (i.e. 'None' and/or 'All' within a gendered group).
- White themes indicate fewer gender-based differences.
- Blue themes indicate no apparent gender-based differences.
- Orange themes indicate school sector-based differences.

Time-based context (Chronosystem)

The chronosystem represents the time-based dimension that influences the functions of all the levels within the ecological system. Within the chronosystem, the head teachers' journeys were explored, starting from their career plans before being appointed as a school head, to their

appointment as a head teacher and to how they perceived the changes that occurred over time related to their leadership approach. Themes emerged related to the head teacher's career trajectory towards headship and to the changes in their confidence levels over time.

Pre-planned career towards headship

When the head teachers were asked about why they joined their current profession, it was revealed that nine (six private sector and three public sector) head teachers out of 14 had never planned a career towards becoming a head teacher and hence they had never formally applied for the position either. Five private school head teachers were qualified teachers who were selected for the role of a head teacher without any leadership training.

I had no intention to become a head teacher...it all happened by chance...I was a teacher and then I was promoted to the position of the principal. I taught for four years when I was offered the position of the head teacher at a very young age during my career, I was only about 24 years old. Initial days were very difficult, I was not trained for this position and I was very young. (Aisha_F_Pvt)

I used to love teaching, and became a good English teacher. Then I was made the O-level coordinator, so I was promoted. Afterwards I decided to continue my studies and I did a Masters in ELT. After this I was offered the position of headship in the school. (Farah_F_Pvt)

For one male-private head teacher, it was his relative's initiative to start a business and to stay in the country instead of choosing to migrate to a foreign country.

I was the Regional Manager for six years of a foreign company before this...actually I entered into education accidentally, it was my brother-in-law who introduced the idea to me, I wanted to move out of the country due to the security and bad economic issues... but my brother said that we should start our own business, and he invested in it, so it was basically a way to stay in the country and make some money...mostly my brother-in-law's

motivation...then me and my wife joined him, now all of us are running the school.
(Chaudhary_M_Pvt)

Two public school head teachers (Iram_F_Pbl and Humayun_M_Pbl) were obliged to become a head teacher as part of their professional development training to become education district officers (EDOs). Humayun_M_Pbl revealed, “I was sent here as a punishment, there were some government officials, I didn’t listen to them, so they decided to send me here. I didn’t really want to be a head teacher after serving as an EDO.”

Among the five remaining head teachers, Dolly_F_Pvt and Khadija_F_Pbl wanted to join the profession due to personal dreams of success. Khadija_F_Pbl stated, “My dream is to progress further, and hence I have always aimed for success and progress, this is what brought me to the position of headship.” Luqman_M_Pbl had a passion to contribute towards education, “I am a resident in a place with low levels of education, so I wanted to improve education.” Jawaria_F_Pbl wanted to join the profession due to her family’s past professional experience in the field of education. While, for Mohsin_M_Pbl there was no other option available.

These findings have implications regarding how the role of the head teacher is viewed in terms of being chosen as a viable profession in the context of Pakistan, since a majority of the head teachers did not pre-plan their career towards becoming a head teacher. This also raises questions about the kind of pre-service training that teachers receive before being appointed as head teachers⁸⁸ in Pakistan’s context, particularly within the private sector, since most of the head teachers were simply teaching a subject before they were appointed as head teachers. The initial motivation to become a head teacher however does not relate to the head teacher’s gender in this study.

⁸⁸ Kandasamy and Blaton (2004) and Khan (2015) contend that school head teachers in Pakistan do not receive adequate training (as discussed in Chapter 3).

Changes in level of confidence over time

When asked to describe how their leadership style had evolved over the years since the beginning of their career as a head teacher, all seven female head teachers referred to their lack of confidence in their abilities to perform effectively during their initial years of appointment as a school head; however, they also reported an increase in their confidence levels over time.

Aisha_F_Pvt stated, “Initial days were very difficult, I was not trained for this position and I was very young”. Similarly, Beenish_F_Pvt recalled,

Well when I became the head teacher, I felt very motivated, but at the same time I was scared...heh...it was a big challenge...now I think I am have more certainty in my decisions, it comes naturally, initially you emulate, then you are alone.

Farah_F_Pvt recalled,

My gender was an issue when I first became a head teacher, as I was appointed at a public school for boys...in a very conservative society, it was a boys’ school and the society’s culture supported feudalism that tends to degrade women in general, while giving men the autonomy on most issues. I had to fight to establish my authority in front of influential parents...mostly the fathers visited the school and tried to impose their opinion when they saw a female in the Principal’s seat. I have become much stronger due to that experience.

“I was told in the beginning that I won’t be able to do anything, but with will power and encouragement I have done something. Allah gave me a chance, I vowed myself to make the most of it” confessed Jawaria_F_Pbl.

Furthermore, Khadija_F_Pbl mentioned how she initially followed the administration system implemented by the male head teacher who operated in the boys’ section located next to the girls’ section where she was the head teacher. However, she later developed her own administrative style, as she identified problems with the male side, and then she fought for a separate management system for her section, which she achieved.

However, a lack of confidence was not indicated by the interview responses from male head teachers. For instance, two male head teachers felt secure about their abilities starting right at the beginning of their career as head teachers. Ghazi_M_Pvt stated that after his appointment as a head teacher he was quick to respond to situations without thinking them out in detail, “I would jump the gun, I had less experience.” While within the public sector, Humayun_M_Pbl added, “Ten years ago I only wanted to focus on myself and my development, now I focus on others and everything around me.”

The findings imply that the initial level of confidence may be associated with the head teacher’s gender within secondary schools in Pakistan’s context. Several female head teachers insinuated the need to prove themselves as leaders, whereas none of the males expressed this sentiment. This finding corroborates with Coleman (2007)’s study of male and female head teachers in UK. Hence, this calls for an acknowledgment of gender related challenges, especially for the case of newly appointed female head teachers, which should be addressed during pre-service training and professional development courses offered to head teachers in order to assist them right from the start of their professional journeys.

Socio-political context (Macrosystem)

At the outermost level of the ecological system is the macrosystem that comprises of the generally accepted norms and values prevalent in the society. It is a type of a social blue print of a particular culture and the effects of the principles outlined by the macrosystem permeate through all the other subsystems surrounding the individual (Bronfenbrenner, 1994). In regard to how head teachers perceive the macrosystem, five themes emerged. Four of these themes reflect significant gender-based differences between the perceptions of head teachers that have implications for all the ecological subsystems surrounding the head teachers in Pakistan’s context.

Firstly, all male head teachers in the interview sample expressed strong opinions regarding the capabilities of female school leaders in Pakistan, while females did not perceive gender to be an important determinant of leadership styles and consequently they did not express distinct opinions

about the leadership capabilities of head teachers based on gender. Secondly, female head teachers associated their role as a head teacher as a significant source of respect or '*izzat*' within the society, while this sentiment was absent within the interviews of male head teachers. Thirdly, all female head teachers considered themselves as role models who are active agents in the creation and perpetuation of the values and norms within their schools and in the larger society, while only one male head teacher shared this perception. Fourthly, Islamic religious beliefs seemed to have a significant influence on the values that guide most female head teachers in this study during their leadership journey, while this was not the case for male head teachers. Finally, the current political situation at the national level was perceived as a barrier to effective leadership in schools; however, this theme was recurrent within interviews of private sector head teachers only.

Gender and leadership capabilities

Very interesting themes emerged in regard to how head teachers viewed school leaders belonging to the opposite sex that provided a glimpse into gender-based discrimination within the macrosystem surrounding head teachers in Pakistan. None of the seven female head teachers considered gender to have any influence on a head teacher's leadership style. There were no comments in their interviews regarding potential differences in the leadership capabilities of male and female head teachers. However, all male head teachers expressed some strong statements regarding the leadership capabilities of females as school leaders. Moreover, most comments from male head teachers bordered mainly on considering females as being ineffective for leadership roles due to their lack of education and exposure in the society of Pakistan.

I don't feel there is any difference in being a female head teacher and male head teacher. When I joined as a head teacher, I had to supervise senior teachers, I was very young, it is actually your own perception of how you convey things and how you convince other people that matters. (Aisha_F_Pvt)

Dolly_F_Pvt suggested that as females grow older gender becomes a non-issue, "At my age, gender does not matter anymore." Iram_F_Pbl also stated, "...you cannot differentiate between a male school head and female school head. I have no opinion about male colleagues." Similarly,

Beenish_F_Pvt, Farah_F_Pvt, Jawaria_F_Pbl and Khadija_F_Pbl did not consider gender to be an important marker for defining a head teacher's leadership style.

Contrariwise, male head teachers seemed to hold a different perspective.

Chaudhary_M_Pvt stated,

Females, they do not want to delegate, they want to do everything themselves...this puts high pressure and reduces performance...I think because of the fact the females are not good at delegating, male leaders are better in the school...females are more dangerous for other females, other school female heads may hire less educated girls...females are more greedy, men go in society, they are used to interacting with other people...females have less exposure and lesser friends, they may not be too comfortable in interacting with others, and this can be a disadvantage for them...the core reason is that parents discriminate, they may not educate the daughters as much as boys.

Furthermore, Ehsan_M_Pvt suggested,

Women controlling women is difficult, females are authoritarian, males have more options. Women views are limited. Girls are getting fewer opportunities while males are self-dependent. A woman's view is narrowed down, limited, so women think at small level, due to low exposure, males have made them dependent, males have suppressed them and females have not taken initiative. When females come into authority, they don't know how to use it, they become controlling.

Ghazi_M_Pvt added,

Females are more diplomatic, I want to be so too, but I cannot really be that, I need to tell things in a straightforward manner...I feel female heads, since they are females, need to prove something, because let us be honest, females are treated as second class citizens almost everywhere, so as a head they at times just don't know how to handle the authority,

they may become too aggressive and personal or they are too diplomatic, rather than coming straight on the issues.

As suggested by these responses, there is no consensus regarding the sort of leadership style associated with females, however there is an agreement among all the interviewed male-private head teachers that females are less capable of effectively handling head teacher's responsibilities.

Within, the public sector, there was an equal split between the opinions held by male head teachers about the effectiveness of the leadership capabilities of females. Humayun_M_Pbl expressed some harsh views about female head teachers,

Women are weak, they try to control others, so they become rude in the process. If a female is a head, there are more problems, males are friendly. Our female heads are very corrupted, in fact I know a female EDO, who is not only corrupt, but she is physically corrupt as well. Women are more self-conscious as compared to men, this is because they are exposed to more restrictions in life, so when they are given a leadership position they don't know how to handle it well.

Luqman_M_Pbl shared similarly critical opinions regarding female head teachers "Female is not a good administrator, she just gives lame excuses, there are many girls schools, but training is lacking there."

The two public sector male head teachers however viewed female heads in a positive light. Mohsin_M_Pbl stated, "Female head teachers...their behaviour is good, professional interaction with them has been good, they are very helpful."

Moreover, Nael_M_Pbl, associated positive leadership capabilities with female head teachers, he summarized,

Females are more sensitive than male head teachers. They are also more hard working than male head teachers. Males do not promote activity-based training, females respond better to it...I have found that female head teachers are very good with school cleanliness, they

have better work ethics, and their public dealing is much better. They dress well, and they have an overall good impact on students.

The notions expressed by Nael_M_Pbl regarding female head teachers being good with school cleanliness and with dealing with parents and the public correlate with other findings emerging from this study that are related to the themes within the exosystem.

In general, these findings reveal subtle nuances of how gender-based social norms within the macrosystem, may impact the perceptions about the leadership capabilities of school heads. These findings corroborate with Eagly and Johannesen-Schmidt's (2001) argument that people tend to categorize the capabilities of leaders based on their gender and these 'expectancies' are part of the socially constructed roles for males and females, which may influence the leader's behaviour significantly. The findings are also consistent with Eagly and Karau's (2002) findings of males perceiving females as less qualified than men for leadership, since five out of seven male head teachers insinuated females to be ineffective leaders in my study. These findings also confirm Coleman's (2000, 2001, 2003) results from research studies based on gender and leadership in England and Wales, where the barriers faced by women in leadership positions in educational institutions relate to sexist attitudes from male colleagues and to feeling patronized. These findings also corroborate with that of Panigrahi's (2013) study in Ethiopia, where secondary school members viewed women to be inept at disciplining school members and downplayed women's ability to accept responsibilities of school leadership.

My study reveals similar findings, and this has repercussions for how female head teachers may experience and exercise leadership within secondary schools in Pakistan's context. However, the female head teachers in my study believe in the androgynous nature of leadership in schools, and this finding is not supported by the findings from a study of women leaders in education in Pakistan, who believe that success in leadership in education is associated with masculine characteristics of "courage, boldness and aggression" (Showunmi & Kaparou, 2017, p. 111). Moreover, the findings contradict Aziz et al.'s (2017) findings about the perceptions of both males and females who consider males to be better at the decision-making leadership skill. One possible consequence of such sexist attitudes relates to the current dearth of female EDOs in the education

department of Punjab in Pakistan.

Nonetheless, as will be revealed by the themes in the microsystem, subtle nuances of gender stereotypes within the field of leadership may be held by female head teachers as well.

The role of the head teacher as a source of respect in community

The interview responses in reply to whether being a head teacher in Pakistan was particularly challenging for female school heads, revealed that five out of seven female head teachers perceived their role of a school head as a source of respect within the community. The issue of ‘respect’ came up unexpectedly in the interviews, as it was not included within the interview guidelines. For instance, Dolly_F_Pvt confessed, “the main benefit of being a head teacher is that people are in their limits, everyone respects you, everybody will be in his or her limits and they regard you and treat you with courtesy.” This sentiment was also shared by Farah_F_Pvt who stated, “The main perk of being a head teacher is the title, nothing else; you gain a lot of respect.” Beenish_F_Pvt added that the society was accommodating of female head teachers, “culturally women are being accepted as a leader...there are more women in education as compared to men. I have not faced any problems.”

Within the public sector, Khadija_F_Pbl suggested that, “There is high ‘*izzat*’ (respect) in this profession, support from family and society...especially for females.” While, Jawaria_F_Pbl expressed that she had been able to experience personal achievement and success (notions related to respect) due to her role as a head teacher, “This is my third success institution. I received the Principal Award for the year 2XXX-X. My school’s recent result is 98%. This has been touted as the best public school.”

While, two female head teachers shared different views. Aisha_F_Pvt simply stated that she had not experienced any gender related problems as a school head teacher in Pakistan. While Iram_F_Pbl suggested that in her three-year tenure as a head teacher she was still learning on the job and at present she found everything to be difficult as a head teacher.

However, none of the male head teachers associated their role as a head teacher with an increase in respect within the community. Rather their responses to whether they considered being a female head teacher as challenging in Pakistan, their responses coincided with their views about the leadership capabilities of females as discussed earlier. This finding has implications for how head teachers perceive the status of their role as head teachers within Pakistan. Apparently, for females, being appointed as a head teacher is associated with an increase in their status and respect within their community, while this may not be the case for male head teachers. This finding also connects with another finding that relates to the differential levels of motivation for males versus females in this study to perform as head teachers, where males report lower motivation levels (discussed within the microsystem).

Head teachers are role models

When asked about the main responsibilities of a head teacher and their relative importance, six female head teachers suggested that apart from their academic and managerial duties, they were mainly responsible for being a role model for everyone within the school and they played an important role in perpetuating values among the students and staff, that were eventually disseminated within the society.

Aisha_F_Pvt explained

The role of a head teacher is everything, academics, extra-curricular activities...school headship is beyond that, it includes grooming of students, of the staff...a school develops the nation, the labourers, everything is in this profession. The head has to invest in training of the staff, he/she has a responsibility for the kind of generation that is being produced, he/she has a duty to create good citizens of Pakistan. The future culture of Pakistan is dependent upon the kind of generation that is being produced in schools, basically the head teacher is highly responsible for the development of Pakistan.

While Beenish_F_Pvt stated, “Being a female head teacher means that you are like a mother to your students and you can teach them important values in the school.” Dolly_F_Pvt added that head teachers could bring about a change in the society,

The head teacher is an agent of change! If you are sincere with anything, this is an opportunity, as a principal people want to listen to you, learn from you, so you can make a big difference in the society.

Farah_F_Pvt also stated,

I feel that the value system can improve via the grooming of students and teachers in schools. Such as students can be guided about how to carry yourself, how to become a good listener, even when you disagree on a point with someone, there should be peaceful conflict resolution. This sort of grooming has to be conducted within schools.

Jawaria_F_Pbl believed that quality education could lead to the development of children, she stated, “Our school’s motto is the holistic development of students through quality education.” While, Iram_F_Pbl stated, “the head is responsible for making the students and their families to value education and to increase investment in school education.”

However, when male head teachers were asked about the head teacher’s main responsibilities, only Humayun_M_Pbl referred to the perception of the head teacher as being a role model,

The head is very important, since the clothes, the posture, the walk, has a huge role...children are following you, their school pride is their head teacher. The head has a fatherly role. Teachers and students all look up to the head.

While, all the other six male head teachers emphasized upon the instructional side of headship. For instance, Ghazi_M_Pvt proclaimed,

The vision of the head is extremely important, the head needs to state clearly his expectations and be clear and transparent about them. Within the classroom, the head needs to move around, walking and asking a child about what is going on, if they are able to answer then it means that they have learned something.

The responses from Chaudhary_M_Pvt, Luqman_M_Pbl, Mohsin_M_Pbl and Nael_M_Pbl focused upon the head teacher’s responsibilities related primarily to academic management rather

than being a role model. Ehsan_M_Pvt was of the view that the school could not bring a change in children, since the family is the primary institution for socialization, he suggested, “Our culture is made of the family, school and social arrangements. We can show our children a way in school, but I don’t believe that schools can bring a change in them.”

This is an important finding as it has implications for the type of issues that school heads focus upon and how that may be associated with their gender. This finding coincides with Pounder and Coleman’s (2002) assertion that male gender qualities are mostly oriented towards impersonal, task-oriented or transactional forms of leadership, while females are more inclined towards transformational behaviours that are relationship-oriented. In addition, this finding supports another emergent theme that relates to the higher tendency for female head teachers as compared to male head teachers, to adopt strategic behavioural techniques during student-head teacher interactions as discussed within the mesosystem section.

Spirituality as a guide for leadership

The interview guidelines did not contain questions related to spirituality or religion, yet four female head teachers made explicit references to Islamic religious beliefs when they were asked about the values that they promoted within their schools.

Aisha_F_Pvt stated,

For my students and teachers, I focus on inculcating honesty within themselves, to have a firm belief in Allah, and to follow the basic rules of Islam which include performing your job with complete honesty and sincerity and to work hard.

Dolly_F_Pvt suggested,

If you have joined this institution, then you should remember that it is the profession of the Prophets who guided whole communities. Prophets were shepherds, they took everyone together along the way. We need to learn from their example as head teachers.

While, Khadija_F_Pbl declared, “If you have faith in Allah, everything is possible, so that is important to remember.” Jawaria_F_Pbl also referred to ‘Allah’,

With will power and encouragement I have done something. Allah gave me a chance and I vowed myself to make the most of it, so I say that instead of dwelling on the problem, try to focus on the solutions always.

Farah_F_Pvt stated, “Values that I focus on primarily are discipline and team-building among students and teachers.” Beenish_F_Pvt mentioned, “Respect for all, academic excellence and to become a responsible global citizen.” While Iram_F_Pbl focused upon the value of hard work.

Furthermore, Ghazi_M_Pvt stated,

I believe in integrity and honesty, sticking to the truth. If a student tells you the truth after committing a questionable act, if they apologize, then it should be okay, rather than reprimanding the kid. My motto is children come first!

While, Chaudhary_M_Pvt was of the opinion that students needed to learn to think innovatively. Ehsan_M_Pvt stated that “they need to take care of others’ rights and sharing is important. Also, complete honesty is important.”

Mohsin_M_Pbl declared important values to include, “Tolerance, a community citizen...more focus on games, because they make one active and smart and they learn about team work. It helps children to develop decision making skills and to release frustration.” Humayun_M_Pbl suggested that the ability to be accepting of other people’s mistakes was an important value. While, Luqman_M_Pbl and Nael_M_Pbl focused upon the values of punctuality and hard work.

The findings suggest that Islamic religious beliefs may hold a higher significance for female head teachers in their roles as leaders as compared to for male head teachers in Pakistan’s context. This reflects an important feature of the macrosystem within which head teachers exist and the significant role of gender is clearly highlighted. This finding aligns with Showunmi and Kaparou’s (2017, p. 111) study of two women educational leaders from Pakistan who discuss their spiritual

approach to leadership. Moreover, these findings corroborate with the perceptions about the role of educational leaders within Islam, that emphasize upon the role of an educational leader as a teacher who guides towards the right path, and the role being akin to that of the prophets, who are also the messengers of God according to Islamic theology (Shah, 2015a).

National political situation perceived as a barrier to effective leadership in schools

A recent rise in political unrest within the country, due to terrorist attacks on educational organizations, has become a major concern for head teachers in Pakistan, particularly within the private sector.

Ghazi_M_Pvt complained,

We are scared! Now our jobs are not about education, we are constantly involved in disaster management; our roles have become broad based. We have to run everything, we have to ensure that a child is not kidnapped, we have to ensure that the school is secure and will not be bombed...Our focus is not on academics any more, how can we focus on academics when we are more concerned about protecting our lives and our children's lives?

Farah_F_Pvt also stated,

The law and order situation has deteriorated for schools in Pakistan, the focus now is more on the safety of students and on training the staff how to handle possible situations that can threaten the school and its members. We have to appoint Snipers now and much more attention has to be diverted towards gate duties, rather than inner school duties.

Similarly, Chaudhary_M_Pvt complained about how the emerging need to hire snipers and to arrange for greater school security burdened the school's financial resources, which had negative repercussions for spending on other important areas such as teacher's salaries.

However, the impact of the law and order situation on schools did not arise as a significant issue during the public school head teachers, probably since public sector schools are under the direct management of the government, which takes responsibility for providing security arrangements to

public schools. Hence, this theme was related to the school sector rather than being a gender related issue influencing for the head teachers' leadership style.

Organizational context (Exosystem)

The exosystem is the external environment and the institutions within the exosystem may have a direct influence on the head teacher's microsystem (Bronfenbrenner, 1994). Within the exosystem, analysis of the head teachers' perceptions revealed themes related to the level of teacher training in the secondary school sector, the availability of economic and financial resources, the government's educational policies, environmental issues, the integration of information technology and issues associated with the parental community. Both males and females mostly shared similar perceptions about the nature and impact of the institutions within the exosystem, however, their opinions differed in regard to themes related to the involvement of the parental community within school affairs, to matters of school cleanliness and government's educational policies. Moreover, there were school sector-based differences between head teachers' perceptions regarding issues related to the head teacher's decision-making ability especially to hire or fire teachers and to the integration of ICT within education.

Teacher training and retention

The perceived lack of adequate teacher training and teacher dedication was a recurrent concern for most interviewed head teachers, who argued for the need of increased teacher training.

Aisha_F_Pvt felt that teacher dedication had fallen over the years since she first became a school head 10 years ago. Teacher retention was becoming a recurrent problem in her school,

...retaining teachers has become a big problem, for teachers, I can understand that they want to earn more money and that is why the academy trend has become so popular. But this causes teachers being distracted in schools and they don't pay enough attention to students in school, they are more interested in their academy students.

Farah_F_Pvt expressed her concern about her inability to contribute towards the education of ‘special children’⁸⁹ due to the lack of teacher training, “there is acute lack of training to instruct special children in our society.” She also referred to the act of yelling by teachers within the classroom which indicated issues with teacher training, “...if I find any teachers yelling in the class room, I ask them to lower their voice.”

Ghazi_M_Pvt discussed the importance of training the teachers to greet the students properly, “These teachers need to be taught simple basic things, such as to greet the students, to have an opening line.” He further continued,

These teachers...they seem to be going about it as if they have done a PhD on it, however they know nothing about teaching, they need to be trained about different ways of teaching and using techniques, audio-visual, kinesthetic...you know all these aids in teaching. I have had to work with making lesson plans with teachers, particularly during the early years; they need to be taught the basics of teaching.

Chaudhary_M_Pvt also added,

The academic standards need to be raised, there has to be hiring of teachers on merit...we need more well-trained teachers, today every other person is adopting the teacher profession, and this is the basic reason of decline in the education of Pakistan.

“Teacher motivation is low, the main issue is how to improve it. People are not bad, it is just that they are not taught” (Dolly_F_Pvt). Beenish_F_Pvt however did not mention the need for more teacher training.

In regard to the quality of the available teachers, Humayun_M_Pbl succinctly stated,

The teacher is scared in the government school, they are always afraid about their jobs. If they are not producing good results, they are at a risk of losing their job or to being

⁸⁹ Referring to ‘children with special educational needs’.

transferred to a far-flung location. No one remembers a scared teacher. Teachers are remembered by students if they were friendly and not because they were tense and scared all the time.

“There is a lack of willing workers” (Jawaria_F_Pbl). The lack of professional honesty of teachers was another issue in the public sector as Iram_F_Pbl highlighted, “if class attendance is an issue, then often teachers make up the numbers and lie about students being present.”

Within the public sector, apart from the need for greater teacher training an additional issue was the shortage of available teachers within schools. Humayun_M_Pbl revealed, “There are less teachers, but the government wants 100% enrolment of students...there are 15 vacant posts of teachers, but only three teachers occupying those posts. This is a big issue.”

Jawaria_F_Pbl also stated, “There is a shortage of staff, a lack of man power, there are gaps in the supply and demand of workers.” Mohsin_M_Pbl added, “The student-teacher ratio is 45, this is too much”, he further expressed, “sending teachers to classroom, maintaining check and balance on teachers is one of the most difficult areas of school headship.”

Another recurrent issue related to the public sector was the head teacher’s lack of decision-making ability to hire or fire teachers. While listing the main challenges as a public school head teacher, Luqman_M_Pbl stated, “Lack of funds, lack of empowerment, our hands are tied in regard to school administration, the hiring and firing of teachers...we have little empowerment.”

“If they don’t perform well, we don’t have the right to hire and fire them, so they know there are no dire repercussions, so it is such a problem” (Jawaria_F_Pbl).

Hence, the findings suggest that the current level of teacher training and teacher quality was perceived as a constraint to effective school leadership within both the public and private sectors, while public head teachers have to deal with the additional burden of teacher shortage. These concerns have important implications for the professional development of head teachers within secondary schools of Pakistan. The concerns about low teacher quality and low teacher motivation has repercussions for how head teachers may exercise leadership in schools in Pakistan; the

findings suggest that head teachers may require professional development training that can assist them in improving teacher motivation within their schools.

Parental involvement in schools

The parents' willingness to educate their children and parental expectations from their children were important themes that emerged within the exosystem. The interviews revealed that the parental body was perceived by four male head teachers as a hindrance to the achievement of school objectives both within the public and private sectors. However, this theme emerged only for two female head teachers.

Ghazi_M_Pvt argued that the parents' obsession with A grades, leads to problems in the positive development of their children's true potential, he stated,

Another problem is parents, insisting on children getting As, rather than on holistic education and the growth of an individual. They just celebrate As, and nothing else, I mean if a student cannot score an A in a set of subjects, just leave him alone...let him pursue what interests him.

In addition, he pointed out towards the religious inclinations of the parental body that may collide with the head teacher's efforts,

Religion puts a hindrance in the affairs of a head teacher, I mean you cannot teach students about Christmas, or about the different festivities celebrated around the world, you can't talk about Comparative Religion, the parents have objections. The parent body is not open to the idea of their kids being exposed to different faiths. You see there is this dichotomy among parents.

Ehsan_M_Pvt also stated, "When we invite parents for workshops, they are not interested, we are doing this to guide them, to share new information and reinforcement, but parents are not supportive and are not participative."

While, Farah_F_Pvt discussed how parental attitudes restrict her ability to effectively deal with

children with special needs, “Parents are ashamed of accepting that their child may have special needs, and the country doesn’t do much to support such people.”

Humayun_M_Pbl considered the poor family background of students and the parent’s education as a big barrier to the progress of students. In addition, Mohsin_M_Pbl referred to the lack of parental attention on their child’s education as a challenge to effective leadership.

Furthermore, Iram_F_Pbl complained about the difficulty of achieving the target for full student strength and associated it with the reluctance of parents who were unwilling to send their children to school, “How can we increase student strength, if parents don’t want to send their children to school?”

It was not clear whether the head teacher’s gender significantly influenced his or her interactions with parents, since both males and females voiced their concerns about parental related issues.

Economic/Financial issues

Issues related to school finances and the economy, were perceived as challenges by most head teachers in the course of their leadership experiences. For instance, the local economic condition of the country was perceived to negatively impact the motivation of teachers, since current teachers’ pay scales were perceived as inadequate for teachers to cope with the rising inflation rate and they had to resort to spending their energy in giving tuitions after school to earn more. Aisha_F_Pvt felt that one of the most difficult school areas dealt with financial constraints. She stated,

If the government is providing with adequate economic facilities, then teachers can be more honest, dedicated, committed to their jobs. The needs of their family can be met, and they will improve their performance in schools as well rather than spending their time and energy in after school tuition centers.

Chaudhary_M_Pvt agreed,

...in schools the pay scales are not very high...there is low pay, and for a man it is not enough if he has to take care of his entire family, hence there are not many male educators as much as females in the education sector, particularly schools, it is also not a very secure job...if teachers are poor, then they end up giving tuitions to make more money.

Farah_F_Pvt revealed, “The one thing that I have difficulty with is having to gain permission from the board of directors in granting scholarships to deserving students. I consider this as a barrier to my role as a head teacher.”

Ehsan_M_Pvt indicated that due to the high taxes on schools, he was unable to generate enough money to market his school effectively, which is an economic problem,

...we are suffering, I am a middle-class person with low cash, and education is becoming an investment...I cannot advertise, for instance a banner is required for this school, but the taxes are so high, they are stopping me from advertising my school.

Humayun_M_Pbl stated, “There is no free hand, one has to ask about everything. There are so many issues that we have to face, such as financial issues, but we have no authority or decision-making power about anything.” Iram_F_Pbl revealed, “The head teacher can only secure funds from the school based on student strength⁹⁰, this rule has been implemented recently.”

In general, head teachers perceived financial issues as a barrier to achieving organizational goals, which has implications for how they practice school leadership. The findings suggest that some head teachers associated the low morale of teachers primarily with the inability to increase teachers’ salaries, rather than reflecting upon the possible influence of their leadership approach on teacher morale. This factor may influence a head teacher’s leadership approach in terms of adopting strategies to improve teacher satisfaction.

Government policies for the education sector

⁹⁰ Number of students in the school.

Government policies for the education department were heavily criticized by head teachers both within the private and public sectors. Within the private sector, the main complaints were directed towards educational policies related to the implementation of a sanction for increases in school fees, the demand for special security arrangements for the school campus and the high taxes on private schools.

Chaudhary_M_Pvt summarized the situation for private schools,

No policy is being implemented...0% policies...there is no framework for private schools...if fees is low then high services are expected...so evaluation of schools should be improved...schools need to pay their teachers better...while charge low fees to students...the rent is so high for the property...there is no checking by the government on this...high fees is required...but the higher authorities do not understand this...also this security check in schools...is so unfair...either the school has to provide high security measures...or the government tries to interfere with the fees policy for private schools. More security requires more budget, but if the fees is restricted, then how can the school's budget increase and how can it provide more security to the school? Hiring snipers and putting barbed wires around school boundary walls...the government just doesn't look into these things...and they just decide randomly that no school can increase its fees.

Ehsan_M_Pvt stated, "The government policies for security arrangements in school, fees policy and all...this all involves a lot of our focus on money issues. The government doesn't facilitate private schools."

When inquired about the support provided by the government to the school, Ghazi_M_Pvt stated,

non-supportive, zero, zilch support from the government to private schools...I mean what happened after APS⁹¹, they started shutting schools down because of no barbed-wire in a

⁹¹ APS is the Army Public School in the Peshawar district of Pakistan, that was attacked by terrorists in December 2014.

school...the government didn't pay a single penny to assist schools with their security requirements, rather the government simply continued to tax schools and kept increasing the requirements for security that a school needs to fulfill, otherwise it would seal it. The issue regarding school fees, the government simply asks private schools not to increase the fees, so if we don't charge children, how do we increase teacher's salaries, how do we provide increments to them. I mean teachers are earning Rs. 35000 at maximum, how are they supposed to support their household expenditures with this income. So when the government taxes a school, it basically comes down to taxing each student Rs. 3000-4000.

Aisha_F_Pvt also added,

The government just makes things complicated for us, every other day we are getting notices from the government to do this, to build higher walls, to increase school security, to appoint more guards...there is no consideration about each school's requirements, there is no consultation with educationists, they just issue sanctions...then this no fees increase policy is so impractical. There is no data collection at the level of the government, it should first try to find out what is the percentage of fees increase in a school, not all schools are giving a raise at same level. The government is applying the same terms and conditions with all schools, where as it should base its policies more on one to one consideration.

The perceptions of public sector school head teachers regarding government policies related to issues concerning unachievable targets set by the government for schools, the requirement to keep the school clean and the lack of adequate funding.

Humayun_M_Pbl complained,

There is no job security, teachers at a particular scale level are transferred frequently. The government doesn't even consider whether there is conveyance for the teachers. The policy is not based on research. There is a policy of failure, promoting students who have failed in two subjects...no policy is followed. The results of students are the responsibility of the head teachers and the teachers. We are under a lot of pressure, we are asked to do

things like increasing the number of students in schools, but the government contradicts its own policies.

Male-public head teachers clearly struggled with keeping their schools clean, while female-public head teachers did not bring up school cleanliness as a challenge.

Humayun_M_Pbl contended,

The role of the head, is not that of an educationist, in public schools...we have to look after the parents, the teachers, dengue, cleanliness. The targets set by the government are unachievable. Can you imagine, that even controlling dengue is the head teacher's responsibility...? There is a lot of fear! Government level policies are such that they discourage more and encourage less.

Luqman_M_Pbl stated, "I find school cleanliness as the most difficult area, getting free of dengue." Mohsin_M_Pbl had a similar view about fighting dengue as a challenging task.

While, Nael_M_Pbl stated, "an issue with government officials is that their mechanisms and attitude towards school evaluation is not good." Jawaria_F_Pbl agreed, "Government focuses on too much checking." Iram_F_Pbl suggested, "Government policies are based on fake data, but they should be based on truth."

The findings reveal that there may be a need for the government to conduct detailed research about school issues to address the challenges faced by head teachers and to formulate educational policies based on valid information. Moreover, male head teachers provided the main critiques of government policies, while only three female head teachers offered their opinions regarding government policies. As is revealed in the discussion within the section on mesosystem ahead, females emphasized more upon condescending attitudes of government officials during professional interactions. This has important implications for the differences in the perceptions of male and female head teachers regarding their exosystem. This also agrees with Pounder and Coleman's (2002) assertion that males are more oriented towards impersonal and task-oriented

qualities while females are more relationship-oriented. These differential gender-based tendencies may impact the leadership approach of head teachers.

ICT (Information and Communication Technology) in education

The findings revealed that all the male head teachers in the private sector were pro-technology as they were more inclined towards employing ICT for the improvement in teaching and learning activities within school and for upgrading administrative efficiency. While, there was an equal split between the female-private head teachers regarding the positive inclination towards technology. In comparison, public sector head teachers only mentioned whether or not the school was equipped with a computer lab, but there were no comments about the usage of ICT in the classroom.

Beenish_F_Pvt revealed, “We need technological resources and we are using them extensively, especially for writing activities. We connect our classrooms with schools within USA and give our students projects based on that.” Dolly_F_Pvt stated, “We have computer labs, there are 70 computers, we have Kangaroo competitions regularly.”

Farah_F_Pvt however suggested,

With all this internet access and social media platforms, I feel that there is now too much awareness. This has become a problem, a fault...students are too much aware about unnecessary things, there is a lot of probing into other’s lives. This has caused negative attitudes to emerge, and generally there is low respect for each other.

Aisha_F_Pvt also stated, “the use of internet, latest technology, our new generation is not guided about these things, there are many distractions for kids nowadays.”

Chaudhary_M_Pvt considered the implementation of ICT in schools as a panacea to all school management issues, he claimed,

I really believe in technology to bring improvement. In fact, I have created a Project Management Software for the school, and it organizes the tasks for all school members, we

can convey important messages throughout the day via this software...so problem-solving has become easier with this software.

While both Ghazi_M_Pvt and Ehsan_M_Pvt agreed that the use of technology was important to bring improvement in teaching and learning within the school.

As mentioned above, the integration of technology in education did not emerge as an important concern among public school head teachers, since the mention of technology was simply met by a nod by the head teacher or by cutting the conversation short, thus I could not gather further details about this issue. This finding has implications for differences in respect to how technology is received and incorporated with education in the private and public sectors hence impacting the leadership approach of head teachers.

Interpersonal context (Mesosystem)

The mesosystem refers to the interpersonal context that deals with the interactions between two microsystems surrounding the head teachers. To understand the mesosystem, the head teachers' interactions with school members including the employers, teachers, students, parents, colleagues and government officers were explored. In addition, the impact of the role of gender on the nature of these interactions was discussed. The themes that emerged in the mesosystem highlighted experiences of support extended by the head teachers' family members, experiences of support from the directors or employers of the schools, the perceived benefits of maintaining a gender-balanced student body and staff. In addition, themes emerged related to the perceived need to maintain a formal relationship between the head teacher and teachers, and the need for head teachers to interact strategically with students to obtain organizational objectives. Gender-based differences were featured heavily within the mesosystem.

Family/spouse support

For females, support from the family emerged as an important theme that enabled them in performing their role as a head teacher, within both the private and public sectors. Six female head teachers mentioned the encouragement from their husbands and the assistance provided to them with childcare and household duties that enabled them to perform their duties as a head teacher. In addition, the significant role of their mothers in assisting with childcare emerged as an important theme. For some female head teachers, primarily their husband's initiative enabled them to start working in the education sector.

Beenish_F_Pvt stated,

Well I got married at the age of 25...I have 3 kids...then I went to university and did my Masters... my mother was a housewife, so she was there for my kids, and my husband was okay with looking after the house.

Dolly_F_Pvt claimed,

My husband is highly supportive, he pushed me to apply for this job...today I come here every day, I go home late in the evening, but my family, my in laws and mother are all my main strength, to be able to focus on my work.

Farah_F_Pvt revealed,

I had lost my mother, suddenly! This incident really affected me very badly. For two years afterwards, I was in severe depression. I could not perform my daily tasks, I couldn't take care of my kids. I just felt so sad...my husband pushed me to get out of the house and to try to be active. He suggested that I should start working.

“My day is very busy, I cannot have lunch, no breakfast at home...my house does suffer, I have two children, now they are grown up, however my husband has been very understanding and has supported me throughout” (Jawaria_F_Pbl). Similarly, Khadija_F_Pbl and Iram_F_Pbl reported the support they received from their family in being able to perform their duties as head teachers.

The issue of family support emerged naturally during the interviews for female head teachers, as the head teachers were not directly asked about whether their family supported them or not. However, this issue did not emerge for the case for male head teachers. This finding reveals the relative importance of family support for females to be able to successfully undertake professional roles as school leaders in Pakistan's context, which also has repercussions for how females in general may require male validation to be able to acquire and perform these professional roles (Maslak, 2008) within Pakistan.

Support from school directors

When inquired about the type of support that they received from their employers, all private sector head teachers revealed a culture of general support from the school directors. Aisha_F_Pvt stated, "I am mainly supported by the parents and the director of the school." Similarly, Beenish_F_Pvt revealed, "it is a family owned business and now the second generation is taking care of the school, they are open to new ideas and very supportive of the ideas that I put forward." Dolly_F_Pvt also suggested that the directors mostly supported her decisions.

Farah_F_Pvt expressed "Employers are very helpful, and they provide enough freedom in making decisions related to day to day activities in school." Moreover, she explained,

the first thing I did, after joining the school, was to convince the board of Directors, to get an Olympic sized swimming pool built, and I found an experienced coach. This introduced a lot of positivity and excitement to the pre-existing dull environment. Learning how to swim, made the girls more confident and fitter of course.

Freedom in decision-making was also characteristic for male head teachers as Ghazi_M_Pvt stated, "Umm...yeah...I mean...I do things as I deem appropriate..." Ehsan_M_Pvt suggested, "We are like partners...I can run the school the way I want to." While, Chaudhary was a part owner of his school, so he had decision-making powers.

This finding supports the findings by Simkins et al. (1998), Simkins et al. (2003), Kandasamy and Blaton (2004) who state that private sector head teachers experience higher autonomy and decision-making authority as compared to public sector head teachers in Pakistan.

Fractionious Interactions with Education District Officers (EDO)

The interaction with the EDOs⁹² and school inspectors was perceived by 13 out of 14 head teachers as being stressful due to the condescending and unreasonable attitudes of the school inspectors sent by the government.

Public school head teachers had to regularly report to EDOs associated with the Punjab Education department. The male head teachers explicitly voiced their dissatisfaction arising from their interaction with EDOs. Nael_M_Pbl complained about the objectionable behaviour of government school inspectors as follows,

Once the director of education of four ‘*zillas*’ (districts) just barged in the office and complained about my school. He demanded to meet the teachers himself regarding some issue. I refused him and told him that these are my daughters, and you cannot just barge in and throw your weight around. You must inform me before coming to the school...He responded that I will report you to the secretary.

Humayun_M_Pvt stated,

The problem is that there is no proper system and time frame for evaluation by the government. The Secretariat just comes for two years. They have low expertise of the area, they come bring their own policies, change everything and then leave after two years...this creates a mess for those who are actually running the schools.

⁹² Within the education sector of Punjab, each district possesses decision-making authority and the EDO is responsible for the utilization of the resources within the government schools located in the district.

Luqman_M_Pbl and Mohsin_M_Pbl also reported instances of stressful interactions with government education officers.

Among the female head teachers, Khadija_F_Pbl stated, “They take unjust advantage of their position, the EDOs can be very dominating, a lot of interferences.” Iram_F_Pbl also complained that public school head teachers were reprimanded unfairly for not achieving government targets, “EDOs come and say that if the government sector head teachers cannot do it, then the school should be given to private institutions or to NGOs, how is this fair?” Moreover, Jawaria_F_Pbl narrated that government officials focused too much on checking and they tend to simply call to order her to fire or hire a teacher, without any proper explanation, which bothered her.

Particularly, the issue of how EDOs dealt with female head teachers emerged as an important factor among private school female head teachers. Aisha_F_Pvt suggested that one of the negative sides of being a head teacher was having to attend unplanned meetings with the EDOs, who would often make her wait late after school hours had finished, and this caused a disruption in her routine. Beenish_F_Pvt also revealed,

One problem is the interaction with government bodies, when we associate with private schools, the approach is different, our gender is not considered as important. However, within the government Sector gender is important. During important discussions the EDOs will, in a very condescending manner, explain to you, ‘*Bibi, aap ko kya pata*’ (Madam, what would you know about this matter?)

Chaudhary_M_Pvt shed light on the lack of proper training of government officers to deal with issues within private schools, he suggested,

Even if government officials come to check the private schools, their personality is suitable mostly for government schools...what are they checking in the private sector? They have no idea about the requirements of the schools in the 21st century; their approach is outdated and not progressive.

Ehsan_M_Pvt stated, “I can manage everything but dealing with government officials is the most difficult area as a head teacher.” Ghazi_M_Pvt also mentioned that government officials only created problems for head teachers.

The interviews reveal that the interaction with government officials such as EDOs is fraught with stress and this may cause anxiety for head teachers which can impact their leadership approach. The case appears to be even worse for female head teachers, since most of them felt that their opinions were not valued by the male EDOs.

Gender-based differential interactions with teachers and parents

Both male and female head teachers could relate to instances that required them to act differentially with teachers belonging to the opposite sex. Nine out of 14 head teachers, including four females and five males reported such instances. This finding has implications for how gender related issues may influence work place interactions in the education sector within Pakistan’s context.

Chaudhary_M_Pvt highlighted the role played by gender during interaction with teachers,

...but as a male leader you have to be very careful...you cannot do ‘*gup shup*’ (casual conversation) in the work place, since it is a conservative society, you have to be careful in what you are saying to the female staff and how you are saying it...for professional environment it is easier if there is low gender intermingling.

Also, Beenish_F_Pvt revealed that it was more difficult to tell a male teacher about his mistakes as opposed to a female teacher,

One difficult school area is telling people where they go wrong, people don’t accept it. You cannot be popular; you have to be lonely... subconsciously when you are speaking with a male teacher, you have to be careful that there is this slight thing with men; they would feel that this is a woman telling me about my mistakes. With women it is more easy to discuss their mistakes.

Dolly_F_Pvt shared her experience of how she had to deal subtly with male teachers who used to leave the school premises during duty hours to smoke cigarettes,

There used to be a problem when a group of male teachers would persistently leave the school premises during duty hours to smoke. I tried to counsel them initially, however they didn't stop. You have to be subtle with males, so I simply asked the guard to lock the school gates during school hours and to hand over the keys to me, it took some time, however, the issue was solved eventually and those teachers stopped.

While, Ehsan suggested being a male head teacher meant that he could easily elicit work out of female teachers.

In the public sector, Humayun_M_Pbl, Luqman_M_Pbl and Nael_M_Pbl reported instances related to interacting with female teachers that entailed the need to adopt a different strategy as compared to when dealing with male teachers. Iram_F_Pbl and Khadija_F_Pbl also revealed instances of dealing with male staff that required a different behavioural strategy as compared to when dealing with females.

A related theme revealed an emphasis upon maintaining a 'formal' relationship between the head teacher and the staff. However, only four female head teachers raised this theme while none of the male head teachers brought this up.

Farah_F_Pvt commented, "The biggest drawback of being a head teacher is that I cannot socialize with teachers personally, a certain stature as a principal has to be maintained, so informal principal-teacher interaction has to be minimized." Aisha_F_Pvt also emphasized upon this formality by stating, "I don't believe in professional level friendships."

Furthermore, two private sector female head teachers reported experiences with male parents, for instance Farah_F_Pvt stated,

I was appointed at a public school for boys...in a very conservative society...mostly the fathers visited the school...and tried to impose their opinion when they saw a female in the

Principal's seat.

Dolly_F_Pvt added, "Sometimes parents are touchy, if they are male they want to chat with females unnecessarily, so you have to be diplomatic."

These findings suggest that work place interactions may be influenced by the gender dynamics and this raises concerns about whether or not gender related issues are acknowledged within leadership training institutions of Pakistan to improve the professional training of head teachers.

Employing strategic behavioural techniques with students

In regard to the interaction with the student body, two interesting themes emerged that reflected an important difference between the perceptions of male and female head teachers. Five female head teachers focused on highlighting the most appropriate or effective ways of handling students during their interaction with them. While, five male head teachers simply expressed the satisfaction that they felt during their interaction with students.

Beenish_F_Pvt mentioned that one of the perks of being a school head is the enjoyment she experiences due to the "interaction with kids" and she suggested that the way students are treated translates into how they treat the head teacher,

the way you treat them matters a lot, I treat all my students as a mature person, not as a kid and in turn they will respect you. The moment you start acting as a boss, you lose your connection with them.

Furthermore, Farah_F_Pvt highlighted how being a female school head in a girls' school was beneficial for her, "My gender is an asset to my position as a head teacher because it is an all-girls school and I understand the issues that girls have at different stages in life." Dolly_F_Pvt stated, "I receive my students at the gate every morning", while she also mentioned how she instructed all her female teachers to always wear lipstick within the classroom so that the pupils will be pleased by the attire of their teachers, which was important for her.

Jawaria_F_Pbl revealed the extent of her involvement with her students by stating that, “I exercise with my kids, I sing with them...I remember all my students’ names.” Khadija_F_Pbl also suggested that interaction with students is essential, “I always try to take one or two rounds of the school daily. I try to spend two hours per class on a weekly basis. I feel that direct interaction with students is most important.”

Ehsan_M_Pvt stated how he enjoyed interacting with children because he loved them, he confessed, “being a head teacher synchronizes with my nature. I am family loving; my temperament is such that I love children and interacting with them.” Similarly, Ghazi_M_Pvt acknowledged that,

interacting with children is the biggest perk of being a school head. Apart from this, not much...a peon of the school has more going for him than me, I don’t consider myself as a head or anything. I like to dress informally, in a casual way and I love talking to my kids on and off...when my old students graduate from good international universities and come back to me...it gives me a feeling that I was part of that journey somewhere along and that gives me immense satisfaction.

Humayun_M_Pbl also stated that one of the benefits of being a school head was, “instructing children and listening to them, discussing stuff with them is the most positive part of being a school head for me.”

Mohsin_M_Pbl and Luqman_M_Pbl both revealed that one of the biggest perks of being a head teacher for them was their interaction with the students.

These findings are important, since they reveal how female head teachers may focus on the intricate details of relationship-building while interacting with their students, by consciously employing strategic behavioural techniques in order to make them feel respected and happy, whereas male head teachers may not be highly sensitive to the details of their behavioural approach with students. These findings corroborate with Hoffman et al.’s (2010 as cited in Patel, 2013), Rosener’s (1990) Eagly & Johannesen-Schmidt’s (2001) assertion that women may be more socially sensitive than males, which may influence their leadership practices in schools.

Promoting a gender-balanced work environment

The maintenance of a good balance of males and females within the school staff was perceived as beneficial to develop a positive professional environment within the private sector. Moreover, providing a common staff room for both male and female teachers was considered as a strategic arrangement to mitigate work place politics. However, these themes emerged within the interviews of female head teachers only, while male head teachers did not specify particular measures taken in regard to fostering a professional environment among the school teachers.

Aisha_F_Pvt confessed,

The teacher body was purely female before, now there is a good balance of males and females. Also, there are 0% politics, I don't believe in professional level friendships and I don't encourage the teachers to indulge in friendships, I try to ensure that they focus more on their work within school.

Dolly_F_Pvt stated, "In my school I introduced uniforms for teachers, and heels for females. This promotes discipline and uniformity among the staff and the focus during staff meetings is on education only." She further mentioned, "we have a combined staff room for male and female teachers as it is a better arrangement."

Beenish_F_Pvt also stated, "The staff room is not segregated according to gender, it is categorized according to section." In regard to the staff, she suggested, "Male staff faces the greater challenge, our staff room is not gender segregated, and there are more female teachers."

Aisha_F_Pvt revealed, "I changed the concept of having two different staff rooms based on gender within the school, we have one staff room only."

Promoting a gender-balanced student body

All private sector head teachers expressed their desire to remove gender-based awkwardness in schools among students. While within public schools, due to the single-sex schools, gender equality issues did not emerge as an important concern.

Beenish_F_Pvt stated, “Everyone is equal generally, it is all group work, we strongly discourage decisions made on gender, performance-based decisions are made, in sports also, we don’t create teams based on gender.”

Farah_F_Pvt suggested that the feminine environment in an all-girls’ school could foster a submissive culture,

When I first arrived at this school as, the whole ethos was too feminine and submissive. Everyone lacked confidence...I invited schools to swimming competitions and when my girls were involved in organizing events and interacting with students from other schools, it greatly enhanced their social skills and instilled a sense of pride among the students of my school. Such events are extremely important for personality building of the students. It teaches them how to behave with people from different backgrounds and train them for life.

Aisha_F_Pvt and Dolly_F_Pvt also expressed their desire to mitigate gender-based differences among their students by providing the same opportunities for development to both sexes.

Chaudhary_M_Pvt contended, “I think having a mixed gender environment is very good for the school, to create discipline and balanced personalities...we promote gender equality...we have karate lessons for both girls and boys...in our swimming classes, there are more girls than boys.” He also indicated that for sports activities, mostly male teachers were available, which reflects a certain gender bias in the society,

In our staff, we have six male members, while the rest are all females. But a sports teacher needs to be a male, for swimming also. So the society is an issue, we will mostly find male teachers for physical activities in this region especially.

Ghazi_M_Pvt explained,

I try to promote gender equality, in fact boys tend to behave more with girls around. I want my girls’ teams to be as good as boys’ teams. I have basketball for all students, and cooking

classes for all students, boys and girls. I also have '*Kathak*' (dance) classes for all students. I mean in school, we knit a muffler for the under endowed children, so I think everything should be offered to all students, including boys and girls. However, I do not approve of girls performing on a stage in front of an audience with boys leering at them, that happened once in a school event, and I completely disapproved of it.

Ehsan_M_Pvt also supported the idea of promoting gender equality within schools.

This finding reveals that some private sector head teachers in this study are working towards the reduction of gender-based discrimination within their schools, which indicates a positive step towards improving gender equality in Pakistan's context. In this regard Richardson and Sauers (2015, p. 107) suggest that social justice within schools begins with the leaders who 'recognize that inequalities exist within the system and focus their energies to ensure equity for all students'. However, if head teachers continue to harbour gender-biased opinions about their colleagues, then the impact of trying to mitigate gender biases among students may be limited. Thus, fostering a culture of self-reflection is very important for head teachers in Pakistan's context.

Individual context (Microsystem)

The individual level or microsystem incorporates the personal, biological and psychological factors such as values, emotions, beliefs and motivations of the individual. Three themes emerged in relation to the head teacher's microsystem. Firstly, female head teachers reported work-family conflicts associated with their role as a head teacher, while this finding did not emerge for male head teachers. Secondly, the analysis revealed noteworthy gender-based differences in regard to the current level of motivation to perform as a head teacher. Finally, an interesting theme emerged in terms of the role models that inspired head teachers, where all the female head teachers were inspired by male role models and none of them was inspired by a female role model, while two male head teachers did mention their mother as a source of inspiration for them.

Work-family conflict

In regard to work-family conflict, all public sector and one private sector female head teacher mentioned missing out on family time as a personal disadvantage of being a head teacher, while this was not an issue for male head teachers.

Aisha_F_Pvt confided,

Personally the negative side of headship is that I have less time for my family, I have to work during the evening as well, these are uncertain conditions, they could be unplanned meetings, then these government officials...the EDO, DCO, if there is a meeting for them, I often have to wait for them for hours.

Khadija_F_Pbl revealed, "I have no maid, it becomes very difficult to take proper care of the house, since the school duties are so taxing and time consuming." Iram_F_Pbl complained, "The daily work hours of a head are beyond the normal school hours, we have to think about the school 24/7, we can never switch off even when we are with family."

Jawaria_F_Pbl added, "I spent no time with my husband and children. No lunch, no breakfast, my house does suffer."

Issues related to work-family conflicts did not arise for male head teachers. These findings confirm Coleman's (2003) assertion that gender stereotypes may have a relatively larger impact on the leadership experience of female leaders within patriarchal societies and in those that deem the primary role of women to be caretakers of the family, where women toil single-handedly towards performing the triple shifts of managing the house, children and leading a firm.

Motivation to perform as a head teacher

Though the head teacher's motivation level was not part of the interview guidelines, a recurrent theme related to the current level of motivation level to perform as a head teacher emerged during the interview responses. Six head teachers (five females and one male) reported high motivation associated with their role as head teachers which was indicated by responses such as "I work

because this is something I love...you end up enjoying your role as a school head” (Beenish_F_Pvt). “This is my third success institution...I never feel tired of my job” (Jawaria_F_Pbl).

Chaudhary_M_Pvt revealed that he had just begun to enjoy his role, “...so it was a high investment initially to start this school, but now I have started to enjoy being the head of a school...after four years basically.”

While four male head teachers including Ghazi_M_Pvt, Ehsan_M_Pvt, Humayun_M_Pbl and Luqman_M_Pbl indicated, a low motivational level associated with their role as head teachers. Ghazi_M_Pvt declared, “...a peon of the school has more going for him than me...”, he further suggested, “I teach subjects, I enjoy being a teacher more than being a head.” While Ehsan_M_Pvt revealed, “my basic motivation was learning as a head teacher, but now boredom has set in.”

Within the public sector, Humayun_M_Pbl mentioned, “I didn’t really wanted to be a head teacher after serving as an EDO.” While, Luqman_M_Pbl declared, “there are no perks of being a head teacher...none. I just have a good time while teaching maths.”

It is important to note that none of the females report low motivation levels associated with their role as head teachers. The apparent differences between the motivation levels of females and males, coincide with the theme emerging within the macrosystem that relates to the perceptions of females who associate their role as a head teacher with an increase in respect within the community, while this theme is absent for males. This finding indicates differences between the levels of job satisfaction and the meaning derived from working as a head teacher between males and females within this study, which has implications for their leadership approaches.

Role models who inspire head teachers

An interesting theme emerged in terms of the role models that inspired head teachers. All female head teachers were inspired by a male figure, it was either the female school head’s father, or a male religious leader, or a male historical figure, however, none of the females mentioned being inspired by a female role model.

For Aisha_F_Pvt, her greatest inspirations include the Holy Prophet Hazrat Muhammed and Nelson Mandela,

First of all our Prophet...I try to adapt the school platform religiously and morally...when dealing with parents and in the way I try to guide teachers and students, I try to follow the footsteps of the Holy Prophet, also my inspiration has been Nelson Mandela, he fought for the country even in prison.

Beenish_F_Pvt, Farah_F_Pvt, Khadija_F_Pbl and Jawaria_F_Pbl were all inspired by their fathers. For instance, Farah_F_Pvt stated, “My biggest inspiration is my father, he gave me a lot of confidence.” While, Dolly_F_Pvt was inspired by a religious personality, she stated, “Hazrat Umer was a transformational leader, he really contributed to Islamic expansion, he said that a leader should be soft, empathetic and there should be no compromise on rules. He is my inspiration.”

In regard to male head teachers, Ehsan_M_Pvt stated, “For me, my inspirations include my father, mother and a teacher.” Luqman_M_Pbl stated, “My mother was my inspiration. Her honesty and her life was all about ‘*Khidmat*’ (doing service). That is what I am.” While, Chaudhary_M_Pvt declared, “Quaid-e-Azam, Allama Iqbal, Imran Khan and motivational trainers inspire me.”

Mohsin_M_Pbl was not inspired by a person, but wanted to fight poverty through education, while Ghazi_M_Pvt was inspired by the concept of helping children in their academic and personal development apart from being inspired by his head teacher when he was a pupil in a primary school.

The finding that eight out of 14 head teachers were inspired by male role models, while only two head teachers were inspired by female role models and that being their mothers, is indicative of a dearth of professional female role models for educational leaders in Pakistan’s context. This finding is directly linked to how the norms and values existent within the macrosystem permeate through all the subsystems surrounding the individual, as has been suggested by Bronfenbrenner (1994). Fagenson (1990) suggests that leadership is traditionally associated with the masculine

domain⁹³. This indicates that there may be a dearth of female role models for leadership in masculine cultures, or that female role models may exist but they are not recognized due to stereotypical beliefs about leadership belonging to the masculine domain. This notion emerges strongly in regard to the themes within the macrosystem that relate to the opinions of five out the seven male head teachers regarding the ineffectiveness of females in leadership positions within education in Pakistan. They openly expressed their views regarding the shortcomings of females related to their socialization and/or emotional nature that make them inappropriate candidates for leadership positions.

Moreover, though all interviewed female head teachers disregard the impact of their gender on their leadership styles, all of them mention male personalities as sources of inspiration for their role as head teachers. Within this study, hence the latent socio-political values within the head teachers' macrosystem seem to have surfaced within the female head teachers' microsystem in the form of whom they refer to as inspiring role models. This apparent paradox may be explained by Northouse (2010, p. 317) who states that gender biases are no longer explicit, however they have acquired the appearance of 'subtle and implicit preconceptions and discrimination' that makes them specifically powerful as well as harmful.

8.5 Discussion

The main objective of the interviews was to understand how secondary school head teachers in Pakistan perceive their ecological context in Pakistan by situating the analysis within the feminist educational leadership theoretical framework. The interview analysis aimed to understand the head teachers' values, motivations, inspirations, challenges, support factors and coping mechanisms, in order to draw picture of the ecological context within which they operate.

⁹³ Hofstede (1980) characterizes the culture of Pakistan as being 'masculine' as mentioned in Chapter 3.

The interview findings suggest that Bronfenbrenner's (1994) theoretical claim regarding how the socio-political context (macrosystem) has a uni-directional influence on the person, the micro-, meso-, and exosystems, holds true in many ways for the case of secondary school head teachers within this study. The themes emergent within the macrosystem reflect strong gender-based differences in the perceptions of head teachers regarding their ecological context and perceptions about effective leadership that has implications for how leadership is experienced and evaluated by males as compared to females in this study.

Within the macrosystem, the majority of male head teachers harbour gender stereotypical beliefs regarding the leadership capabilities of females within the field of education, constructing an image of Pakistan's culture as being patriarchal. This finding supports the views of several researchers (Ali et al., 2011; Islam, 2004; Hakim & Aziz, 1998; Hofstede, 1980). Their beliefs mainly border on the notion that females are incapable of effectively handling authority as a leader. This reflects an important cultural pattern with the socio-political context of Pakistan where gender discrimination leads to girls being offered less opportunities for education and for personal development as compared to boys since a young age.

The female head teachers in this study however do not express a belief in the gender-based division of leadership styles which supports Eagly & Karau's (2002) findings. However, the chronosystem reveals that all female head teachers in this study experienced a lack of confidence in their abilities to perform as a head teacher during their initial years, while this was not the case for the male head teachers⁹⁴. This finding implies that females may find it difficult to naturally slip into the role of leadership due to cultural norms that locate leadership within the masculine domain (Coleman, 2003) and they may feel the pressure to prove themselves as leaders (Coleman, 2007), while males may not share the same experience. Moreover, most females mentioned the motivation provided by their husbands as a reason for embarking on their career in the education sector, which reflects

⁹⁴ This finding supports Eagly's (2003) research about members of an MBA program that showed that females considered themselves as being equally capable as their colleagues, while most men considered themselves as being more capable than their co-workers implying differences in the level of confidence possessed by males versus females (as cited in Patel & Buiting, 2013). Also, Bengtsson et al. (2005) suggest that men are more confident than women, and this may translate into more authoritative behaviour among male leaders.

the importance of male validation for females' professional achievements. This finding supports Hakim and Aziz's (1998) views regarding the limitations imposed on females in Pakistan that originate from religious and cultural norms.

Furthermore, the findings reveal that most female head teachers in this study tend to be guided by their spiritual beliefs related to Islam during their leadership journeys. Which has repercussions for how they exercise educational leadership (Shah, 2015a). In addition, female head teachers express their belief regarding their role as head teachers to be important for the dissemination of values among the society, while male head teachers do not reveal such inclinations. This implies that females may hold different world views from males that can lead to new developments in the field of leadership as has been purported by Grogan and Shakeshaft (2011). Moreover, females report the experience of feeling respected in their role as head teachers. The notion of respect or "*izzat*" being associated with the role of head teachers for females, supports Showunmi and Kaparou's (2017) findings about from their study of women leaders in Pakistan. In this regard, Shah (2010, p. 38) suggests that the concept of "*izzat*" (respect) reflects "a powerful discourse that determines women leaders' professional practices and roles in Pakistan."

At the organizational level (exosystem) the findings reveal that head teachers are challenged by the state of teacher training at the secondary level within the education system. Moreover, the findings reveal major issues concerned with government policies for the education sector of Pakistan, as the analysis suggests that policies related to school fees, school targets, school security, school cleanliness, teacher training and the training of EDOs and DCOs create a negative work environment for head teachers rather than facilitating them. Perceptions regarding the exosystem do not reveal significant gender-based differences between head teachers, however the raised concerns have implications for how head teacher practice leadership in this context.

Within the mesosystem, noteworthy gender-based differences among head teachers' perceptions emerge. The role of gender is highlighted during interactions of head teachers with teachers, as the findings reveal that most head teachers perceived the need to be careful during their interactions with teachers of the opposite sex. Moreover, female head teachers also reported awkward interactions with male parents, while this is not the case for male head teachers. Moreover, the

findings about the head teachers' interactions with the student body reveal important information about their leadership approach. The analysis indicates that females may focus more on the relationship aspects of being a head teacher by adopting particular behavioural strategies while interacting with students while, none of the male head teachers report such intricate behavioural strategies⁹⁵.

Within the microsystem, gender tends to impact the head teachers' perceptions profoundly. Most females experience work-family conflicts while males do not (Coleman, 2003) which has implications for how female head teachers may experience leadership. None of the females report a low level of motivation at work while male head teachers do. Moreover, the finding related to the choice of role models for female head teachers is a significant one as well. While, female head teachers do not openly support gender stereotypes, at the individual level they seek inspiration primarily from male role models for their position as school leaders. When situated within the feminist educational leadership theoretical framework, the findings imply that even though female head teachers in this study do not apparently perceive their gender impact their leadership style, at the implicit level they may continue to be influenced by the prevalent gender-based stereotypical norms in the society that associate leadership with the masculine domain at the subconscious level (Shah, 2015b, Northouse, 2010; Blackmore, 2002; Fagenson, 1990; Shakeshaft, 1987), however this issue requires further research.

8.6 Chapter Conclusion

The findings from the interview analysis reveal crucial differences between the perceptions of females and males regarding the ecological context surrounding the secondary school head teacher within Pakistan's context. They assist in identifying contextual factors that may lead head teachers to make leadership choices and they have implications for the kind of needs, supports systems,

⁹⁵ This finding supports the views of Yammarino et al. (1997) and Rosener (1990) who proclaim that female leaders put effort in building relationships and understanding the people they work with, hence adapting their leadership style to each individual.

challenges and opportunities available for head teachers, which may influence their leadership experiences (Hallinger, 2016). The findings coincide with what Yoder (2001) suggests, “doing leadership differs for women and men and that leadership does not take place in a genderless vacuum.”

The study’s qualitative findings have implications for the type of gender stereotypes that may perpetuate within the society of Pakistan through the education sector. In this regard, Baig (2011) points out that the values and beliefs of head teachers are reflected in the cultures that prevail within schools and school leaders may strive to promote their values among their school communities. The question arises about whether there is a dearth of female role models for educational leaders within Pakistan’s socio-cultural context due to the lack of educational opportunities provided to females, or whether females are not recognized as role models due to the existence of preconceived notions about gender role expectations? Within both scenarios, there is a hint of the lack of social justice prevalent in the society that relates to the differential experience of females within the field of leadership in general and in secondary schools in specific.

However, these findings are based on a non-representative group of 14 head teachers; hence, they cannot be generalised to the entire population of head teachers in Pakistan. Further research using a more representative sample, is required in other districts of the country in order to obtain a clearer view about the context within which secondary school head teachers operate. As Ribbins (2007) contends, interview revelations may be different from reality since there may be differences between what educational leaders say they do and what they actually do, thus the study’s findings need to be treated cautiously. Nonetheless, it is essential to use qualitative methods in leadership research, in order to gather a sense of the realities of leadership (Bryman, 2004). Moreover, using the combination of a survey and the interviews was meant to increase the validity of this study’s findings in terms of how head teachers perceive their leadership styles.

Ribbins and Gunter (as cited in Briggs et al., 2012, p. 3) purport that there is a need to conduct more research on the issue of ‘what leaders are’, which factors contribute towards their constitution and how they are made. The qualitative data analysis in this study contributes partially towards answering these questions about secondary school head teachers within the context of Pakistan.

In sum, the qualitative analysis has contributed to an understanding about the gender order that exists within the society of Pakistan that has implications for the leadership experiences of male and female head teachers in secondary schools. Chapter 9 will focus on combining the findings from the two research methods used in this study to investigate the role of gender in defining head teachers' transformational leadership practices within Pakistan's context.

Chapter 9: Mixed Data Analysis

Investigating Secondary School Head Teachers' Transformational Leadership Practices and the Role of Gender

This chapter focuses on synthesizing the findings from the two research methodologies employed in this study i.e. quantitative survey and qualitative semi-structured interviews, in order to provide a holistic response to the fourth research question. The fourth research question asks, “To what extent is the secondary school head teacher’s gender a significant determinant for defining his or her transformational leadership practices in the context of Pakistan?”

The chapter first reiterates the main quantitative findings regarding the head teachers’ self-assessed leadership styles, as discussed in Chapter 7. Secondly, the head teachers’ transformational leadership practices are explored by analysing the qualitative interview data, to investigate how transformational leadership emerges within secondary schools and whether the head teacher’s gender is a defining factor in Pakistan’s context. Finally, the chapter concludes with a discussion about the significance of the role of the head teacher’s gender in influencing his or her transformational leadership style by interpreting the findings from both data sources.

9.1 Quantitative Findings

The analysis of the survey data aimed to determine the self-assessed leadership styles of head teachers and to investigate whether there are significant differences between the leadership styles of male and female secondary school head teachers within the public and private sectors across nine districts in Punjab.

The analysis of the quantitative data revealed that secondary school head teachers on average rate their leadership practices as being most aligned with the transformational leadership style. Moreover, female-private head teachers scored the highest transformational leadership mean

scores⁹⁶. In addition, the mean transformational leadership scores were higher for head teachers in the private sector as compared to those in the public sector.

The results also revealed that head teachers scored the highest mean for the inspirational motivation trait while the lowest mean for the laissez-faire trait. Moreover, male-private head teachers scored the highest mean for the management-by-exception (active) trait, while they scored the lowest mean for the management-by-exception (passive) trait. While, male-public head teachers scored the lowest mean for all five transformational leadership traits and the highest mean for the passive-avoidant leadership traits. Moreover, female-public head teachers scored the lowest mean for management-by-exception (active). These findings indicate differences between the self-assessments of head teachers' leadership traits across gender and school sector in Pakistan's context.

In general, transformational leadership entails directing members of the entire organization towards a common vision, by communicating that vision and assisting everyone towards the realization of that vision (Jensen et al., 2016). The survey data highlights the 'objective reality' of the overall trend regarding the self-assessed leadership styles of head teachers in this study (Johnson & Christensen, 2008; Morrison, 2007). However, it does not shed light upon the specific leadership practices and approaches adopted by these head teachers that enables them to direct members of their organizations towards a common vision to achieve organizational goals. Hence, in order to contextualize the transformational leadership model in Pakistan's education sector, it is important to analyse how head teachers may exercise transformational traits during their day-to-day routines.

In order to explore the 'subjective reality' behind the relationship between the head teacher's leadership style and contextual factors, qualitative data from the semi-structured interviews that related to the head teacher's transformational leadership practices was analysed. Under the

⁹⁶ The results indicated that female-private head teachers have the highest mean score for all five transformational leadership style traits and one transactional leadership trait i.e. idealized influence attributes idealized influence behaviour, inspirational motivation, intellectual stimulation, individualized consideration and contingent reward.

influence of the feminist educational leadership perspective, the interview data was analysed to determine whether significant gender-based differences exist between the head teachers' transformational leadership style practices as discussed in the following section.

9.2 Contextualizing Transformational Leadership within Secondary Schools in Pakistan and Assessing the Role of Gender

This section discusses the themes that emerged from analysing the leadership style preferences of head teachers in the interview sample. It presents the interview findings related to the identification of the four transformational leadership traits demonstrated by head teachers. Moreover, it sheds light on gender-based differences between the transformational leadership style preferences of head teachers.

Transformational leadership practices of head teachers

The interview data related to the head teachers' descriptions of their leadership practices was coded in terms of the four transformational leadership traits (refer to Table 39). Yusof (2002) suggests that the examination of the behaviours of transformational leaders in a qualitative research study can determine the actual behaviours of transformational leaders. Thus, even though the interviewed head teachers were not directly asked about their transformational leadership practices, the interview responses provided a means to determine their transformational leadership style tendencies. These interview responses are based on how head teachers articulated the role of the head teacher, their perceptions about what constitutes an effective head teacher, their views regarding the significant role of the head teacher for improving student achievement, the values they emphasized upon, their views about promoting a gender-balanced school environment, their descriptions of their current leadership styles and their perceptions about how their leadership styles have changed over the years.

Table 39: Transformational Leadership Traits and Associated Behaviours

Transformational Leadership Traits	Associated Behaviours
Idealized Influence	<ul style="list-style-type: none">• Being a role model to others• Earn respect• Gain trust• Risk taker• Display high moral and ethical standards
Inspirational Motivation	<ul style="list-style-type: none">• Displays passion in one's work• Communicates a clear vision of the organization• Focus on achievement of organizational goals• Provides meaning to the mission of the organization
Intellectual Stimulation	<ul style="list-style-type: none">• Encourages others to adopt creative means of problem solving• Allows others to pursue new ideas• Encourages innovative and unconventional thinking
Individualized Consideration	<ul style="list-style-type: none">• Mentors others• Encourages two-way communication• Develops the potential of others• Respects differences between individuals and acknowledges their needs

Source: (Bass, 1985; Bass & Avolio, 1994b)

Idealized influence

Idealized influence is a transformational leadership trait that entails being a role model for others, the ability to earn respect, to gain others trust, being a risk taker and displaying high moral and ethical standards (Bass, 1985).

The interview data analysis revealed that seven head teachers, including six females and one male commented on being a role model for their students. The responses related to being role models

referred to the responsibility of the head teacher to contribute towards the development of students via the dissemination of important values and education, and to the need for the head teacher to display appropriate demeanour (refer to Table 40).

Table 40: Head teachers' Responses-Being a Role Model to Others

Head teacher	Interview Responses
Aisha_F_Pvt	The role of a head teacher is everything...a school develops the nation, the labourers, everything is in this profession. The head...has a responsibility for the kind of generation that is being produced...to create good citizens of Pakistan.
Beenish_F_Pvt	Being a female head teacher means that you are like a mother to your students and you can teach them important values in the school.
Dolly_F_Pvt	...the head teacher is an agent of change! this is an opportunity, as a principal people want to listen to you, learn from you, so you can make a big difference in the society.
Farah_F_Pvt	I feel that the value system can improve via the grooming of students and teachers in schools. Such as students can be guided about how to carry yourself, how to become a good listener, even when you disagree on a point with someone, there should be peaceful conflict resolution.
Jawaria_F_Pbl	Our school's motto is the holistic development of students through quality education.
Iram_F_Pbl	the head is responsible for making the students and their families to value education and to increase investment in school education.
Humayun_M_Pbl	The head is very important, since the clothes, the posture, the walk, has a huge role...children are following you, their school pride is their head teacher. The head has a fatherly role. Teachers and students all look up to the head.

In terms of the ability to earn respect, five female head teachers perceived their role as a head teacher to be associated with an increase in respect in the school and community (refer to Table 41). Four head teachers reported being treated courteously by others and being accepted as a leader by the community, which relate to earning respect. Moreover, Jawaria_F_Pbl referred to her experience of personal achievement and success (notions related to respect) associated with her role as a head teacher.

Table 41: Head teachers' Responses-Ability to Earn Respect

Head teacher	Interview Responses
Dolly_F_Pvt	the main benefit of being a head teacher is that people are in their limits, everyone respects you...and treat you with courtesy.
Farah_F_Pvt	The main perk of being a head teacher is the title... you gain a lot of respect.
Beenish_F_Pvt	culturally women are being accepted as a leader...there are more women in education as compared to men.
Khadija_F_Pbl	There is high “ <i>izzat</i> ” (respect) in this profession, support from family and society...especially for females.
Jawaria_F_Pbl	This is my third success institution...This has been touted as the best public school.

In regard to gaining trust, three head teachers mentioned team-building and positive reinforcement as common behaviours, that may assist in gaining trust in the school (refer to Table 42). Beenish_F_Pvt insinuated these practices while describing her leadership style. Dolly_F_Pvt mentioned these practices while explaining how her efforts improved the educational quality of her school. Moreover, Ehsan_M_Pvt emphasized the importance of positive feedback to gain trust.

Table 42: Head teachers' Responses-Gaining Trust

Head teacher	Interview Responses
Beenish_F_Pvt	I would say collaboration, positive reinforcement and appreciation...Basically, you are as strong as your team, you empower your team...change is only possible if you have a team to assist you...so it is important to have a good team, be collaborative and head with love.
Dolly_F_Pvt	my achievement is team-building. I set a tone for this institution, as beforehand this school was barren. Only street children attended this school, people said that this is a beggars' school. Today this school is providing quality education almost free of cost in this city.
Ehsan_M_Pvt	Permission to enter this office is not required, everyone can comment on everything, we all compliment as well as criticize each other. But for each criticism we have two compliments first.

In terms of being risk takers, six female head teachers commented on their initial lack of confidence to perform as a head teacher, when asked to describe how the head teacher's leadership

style had evolved over the years since the beginning of their career as a head teacher (refer to Table 43). This finding implies that they had taken a sort of personal risk, when they had initially agreed on becoming a head teacher despite lacking self-confidence. For instance, Dolly_F_Pvt's lack of prior experience did not bar her from applying for a head teacher position. While, Aisha_F_Pvt's young age and lack of training did not make her quit her job as a head teacher. Beenish_F_Pvt felt challenged but motivated simultaneously on becoming a headteacher. Moreover, Farah_F_Pvt referred to her challenging experiences in a boys' school, which only made her stronger. Jawaria_F_Pbl did not give up her hope either in the face of adversity. In addition, Iram_F_Pbl commented on how she found her job as a head teacher to be challenging but that she was still a head teacher learning on the job after three years of experience.

Table 43: Head teachers' Responses-Being Risk takers

Head teacher	Interview Responses
Dolly_F_Pvt	Before I joined this school, the owners said that it was a risk to put a female principal over here...I used to dream of becoming a school head...even though I had no experience.
Aisha_F_Pvt	The initial days were difficult, I was not trained, I was young.
Beenish_F_Pvt	Well when I became the head teacher, I felt very motivated, but at the same time I was scared...heh...it was a big challenge...
Farah_F_Pvt	My gender was an issue when I first became a head teacher, as I was appointed at a public school for boys...in a very conservative society...mostly the fathers visited the school...and tried to impose their opinion when they saw a female in the Principal seat. I have become much stronger due to that experience.
Jawaria_F_Pbl	I was told in the beginning that I won't be able to do anything...

Furthermore, the head teachers provided instances of leadership behaviours that serve as examples of how they displayed high moral and ethical standards (refer to Table 43). For instance, four head teachers displayed a strong work ethic by investing long hours at work that were at times over and beyond their prescribed school timings (Aisha_F_Pvt, Khadija_F_Pbl, Jawaria_F_Pbl and Iram_F_Pbl). Moreover, Aisha_F_Pvt, Dolly_F_Pvt, Ghazi_M_Pvt and Ehsan_M_Pvt displayed high moral standards while discussing the values they focused upon. While, Luqman_M_Pbl,

Mohsin_M_Pbl and Nael_M_Pbl referred to high moral and ethical standards such as focusing on punctuality and following rules while describing their leadership style.

Table 44: Head teachers' Responses-Displaying High Moral and Ethical Standards

Head teacher	Interview Responses
Aisha_F_Pvt	<p>I have to work during the evening as well, they could be unplanned meetings, then these government officials...the EDO, DCO, if there is a meeting for them, I often have to wait for them for.</p> <p>For my students and teachers, I focus on inculcating honesty within themselves...and to follow the basic rules of Islam which include performing your job with complete honesty and sincerity and to work hard.</p>
Khadija_F_Pbl	I have no maid, it becomes very difficult to take proper care of the house, since the school duties are so taxing and time-consuming.
Iram_F_Pbl	The daily work hours of a head are beyond the normal school hours, we have to think about the school 24/7, we can never switch off even when we are with family.
Jawaria_F_Pbl	I make no compromise on discipline. I start school before the allotted time of 7.30 am, which is the government time.
Dolly_F_Pvt	<p>Whatever I say, I do it. For the last 19 years, I have been the first one to come here at 7 AM and I receive my students and teachers at the gate every morning. If I make a policy then I follow it.</p> <p>Stay loyal to your work, you have responsibility for improvement.</p>
Ghazi_M_Pvt	I believe in integrity and honesty, sticking to the truth. If a student tells you the truth after committing a questionable act, if they apologize, then it should be okay, rather than reprimanding the kid.
Ehsan_M_Pvt	...they need to take care of others' rights and sharing is important. Also, complete honesty is important.
Luqman_M_Pbl	My style is timely, hardworking, following rules.
Mohsin_M_Pbl	<i>Mashawaray</i> (consultation with colleagues), following rules and collective shared responsibility.
Nael_M_Pbl	I have always focused on time, and I do not like it when people waste time.

In terms of demonstrating the trait of idealized influence, the interviews suggest that female head teachers display a stronger tendency towards most practices associated with this trait. Most female head teachers consider themselves as role models for students, whereas most male head teachers did not frequently express this sentiment. Secondly, most female head teachers associate a feeling of respect with their role as a head teacher; however, male head teachers do not express this view. In regard to gaining trust, head teachers' responses do not indicate the extent to which they successfully gain the school community's trust. However, building a successful team has been interpreted as being able to foster trust among the school members and this trait was coded as such. The focus upon team-building however is mentioned by very few head teachers in this study, that doesn't allow a gender-based comparison given the small interview sample size.

Furthermore, the risk-taking behaviour of female head teachers is quite evident, as they embarked on a school leadership position without perceiving their training or confidence to be adequate for their job. This trait is also associated with how females perceive their microsystem, as discussed in Chapter 8. Most females in this study experience work-family conflicts due to their role as a head teacher; however, they continue to be committed to their jobs, suggesting that they are willing to contribute to this profession despite experiencing personal conflict, whereas male head teachers do not appear to experience similar conflicts. Finally, the findings reveal that most head teachers in this study display high moral and ethical standards and there is a gender-balance in terms of this leadership trait.

Inspirational motivation

Inspirational motivation is a transformational leadership trait that entails the leader displaying passion in one's work, possessing the ability to communicate a clear vision of the organization, focusing on the achievement of organizational goals and the ability to provide meaning to the mission of the organization (Bass, 1985).

In regard to displaying passion in one's work, the interviews reveal that seven head teachers feel passionate about working with children (refer to Table 45). Head teachers display passion in their

work via different means; four head teachers including Beenish_F_Pvt, Ehsan_M_Pvt, Ghazi_M_Pvt and Chaudhary_M_Pvt associate the sentiments of love, enjoyment and a rewarding feeling with their work. Dolly_F_Pvt and Jawaria_F_Pbl display their passion through their commitment to their job and high involvement with the students. While, Mohsin_M_Pbl expresses his passion by investing his personal expenses in the school.

Table 45: Head teachers' Responses-Displaying Passion in One's Work

Head teacher	Interview Responses
Beenish_F_Pvt	I work because this is something I love...you end up enjoying your role as a school head
Ehsan_M_Pvt	being a head teacher synchronizes with my nature. I am family loving; my temperament is such that I love children and interacting with them
Chaudhary_M_Pvt	...now I have started to enjoy being the head of a school...after 4 years basically...
Dolly_F_Pvt	I have been the first one to come here at 7 AM and I receive my students and teachers at the gate every morning.
Jawaria_F_Pbl	I exercise with my kids, I sing with them...I remember all my students' names. ...I never feel tired of my job.
Mohsin_M_Pbl	When I came here this place was barren, personal expenses were invested...
Ghazi_M_Pvt	There was this kid John...When I worked with him for a year, and he was able to achieve something at the end of the year, it was highly rewarding for me, I felt I had achieved something... and that was it...I felt this is what I want to do...you know help students...And if I am able to make even a tiny impact on kids it is very rewarding.

However, the interviews reveal that even though head teachers feel satisfaction in working for children, their job may not always inspire them. Four male head teachers expressed this sentiment. Ghazi_M_Pvt stated, "...a peon of the school has more going for him than me, I don't consider myself as a head or anything." Ehsan_M_Pvt revealed, "my basic motivation was learning as a head teacher, but now boredom has now set in..." While, Humayun_M_Pbl stated, "I didn't really wanted to be a head teacher after serving as an EDO." Moreover, Luqman_M_Pbl declared "there are no perks of being a head teacher...none".

In regard to communicating a clear vision of the organization, three head teachers including Ghazi_M_Pvt, Iram_F_Pbl and Jawaria_F_Pbl, commented on the importance of having and communicating a clear vision of the organization (refer to Table 46).

Table 46: Head teachers' Responses-Communicating a Clear Vision of the Organization

Head teacher	Interview Responses
Iram_F_Pbl	Employers should be facilitated...a leader should have a clear vision and clear concept regarding the institution
Jawaria_F_Pbl	We have a code of conduct, vision and mission and all our students are made to learn and follow it
Ghazi_M_Pvt	The vision of the head is extremely important, the head needs to state clearly his expectations and be clear and transparent about them

In regard to focusing on organizational goals, several themes emerged that include a focus on creating a professional work environment in order to foster discipline, to appreciating and motivating the staff and prioritizing student's needs in order to achieve organizational goals (refer to Table 47). Dolly_F_Pvt worked towards creating a professional school environment through introducing staff uniforms in her school, which may assist in achieving the organizational goal of discipline. Furthermore, head teachers aim to achieve organizational goals by motivating their staff. Ghazi_M_Pvt gave top priority to his students to achieve organizational goals. In addition, achieving school results was referred to as an important organizational goal by Khadija_F_Pbl. Moreover, Iram_F_Pbl and Jawaria_F_Pbl mentioned the maintenance of school cleanliness as a significant organizational goal.

Table 47: Head teachers' Responses-Focusing on Organizational Goals

Head teacher	Interview Responses
Dolly_F_Pvt	Initially, the school guard was not in a uniform...I brought a uniform. In my school, I introduced uniforms for teachers, and heels for females. This promotes discipline and uniformity among the staff and the focus during staff meetings is on education only.

Khadija_F_Pbl	A good leader must be appreciative, an explorer and should focus on advancement. There have to be clear objectives... I focus on school results, and students...I always plan ahead and follow the plan
Jawaria_F_Pbl	You need to motivate the teachers, buck them up constantly I personally take care of the cleanliness
Ghazi_M_Pvt	...for me kids come first, that is what has been ingrained in my mind, so if kids are suffering in anyway, I have to interfere...I micromanage everything, the building and structure...
Iram_F_Pbl	When I joined here a different situation existed, the condition of the office building was out of order...it was dirty. So, the first step is to check the issues

In terms of providing meaning to the mission of the organization, Aisha_F_Pvt's tendency to feel responsible for imparting important values to students to develop 'good citizens of Pakistan' was coded as a way to provide meaning to the organization's mission. Moreover, Beenish_F_Pvt likened her role as a head teacher to that of a mother. While, Humayun_M_Pbl considered the role of a head teacher to be like a father's role. Moreover, Dolly_F_Pvt likened the status of teachers with the status of prophets. Ghazi_M_Pvt also felt rewarded by helping students. These comments suggest that head teachers associate a deeper meaning to their role as a head teacher.

The findings related to the inspirational motivation leadership trait reveal interesting themes. The findings suggest that not all head teachers may feel passionate about their work and this may impact their motivation levels. In Chapter 8, the issue of motivational levels of head teachers was discussed and it was found that none of the females reported low motivation levels associated with their role as head teachers while some males did. This finding supports the view that females may feel more passionate about their work as compared to male head teachers. This insinuation may also relate to the finding that females perceived a rise in their respect within the community after becoming head teachers. Moreover, despite experiencing work-family conflicts, females continue to perform their jobs as head teachers, which can be interpreted as being highly committed to their work. Hence, females may be more prone towards inspiring motivation among their school community due to their passion, commitment and personal meaning allotted to their work as head

teachers. Even though some male head teachers expressed passion for their work with children, most male head teachers did not feel highly inspired by their duties. Moreover, the themes of feeling respected and considering themselves as role models are missing for most male head teachers, which may contribute towards their comparatively lower levels of job motivation. In addition, Chapter 8 revealed that most female head teachers seek guidance for leadership strategies from their spiritual beliefs, which may cause them to associate a deeper meaning to their work as head teachers, while this may not be the case for male head teachers in this study.

The implications of these findings suggest that female head teachers may be more prone towards displaying passion in their work and towards associating a higher meaning with their organizational work, owing to the higher satisfaction they derive from their jobs as compared to male head teachers in this study. These interview findings coincide with the quantitative survey findings that suggest a greater tendency of females to self-assess their leadership traits as inspiring motivation.

Intellectual stimulation

Intellectual stimulation is a transformational leadership trait that involves encouraging others to adopt creative means of problem solving, allowing others to pursue new ideas and to encourage innovative and unconventional thinking. (Bass, 1985)

In regard to encouraging others to adopt creative means of problem solving, none of the head teachers referred to the practice of this leadership trait. While, in regard to allowing others to pursue new ideas, Ghazi_M_Pvt referred to directing teachers towards adopting new methods of teaching and exposing students to a variety of activities. He tried to encourage the practice of new ways of teaching to improve teacher training in his school. He stated, “these teachers...they need to be trained about different ways of teaching and using techniques, audio-visual, kinesthetic...you know all these aids in teaching.”

Five head teachers commented on how they made efforts to promote innovative and unconventional thinking among their school community (refer to Table 48). Ghazi_M_Pvt and Chaudhary_M_Pvt promoted unconventional thinking in their schools by providing equal opportunities to boys and girls, which translate into allowing boys to participate in activities that are traditionally associated with females and encouraging females to participate activities that are conventionally associated with males in Pakistan's conservative society.

In addition, the use of IT to improve school management systems emerged as an innovative approach in the case of Chaudhary_M_Pvt. Furthermore, Ehsan_M_Pvt encouraged his teachers to become acting principals for a period of time, which is an example of promoting unconventional thinking within schools in Pakistan. Moreover, Beenish_F_Pvt allowed her students to connect with classrooms in other countries, another example of encouraging unconventional thinking. She also mentioned how one such project was based on learning about street children, which helped in breaking stereotypes among students.

Table 48: Head teachers' Responses-Encouraging Innovative and Unconventional Thinking

Head teacher	Interview Responses
Humayun_M_Pbl	I am revolutionary in approach, I encourage independent thinking, I believe in giving a free hand to others, even if mistakes are made one learns from them
Ghazi_M_Pvt	I want my girls' teams to be as good as boys' teams. I have basketball for all students, and cooking classes for all students, boys and girls. I also have ' <i>Kathak</i> ' (<i>dance</i>) classes for all students. I mean in school, we knit a muffler for the under endowed children, so I think everything should be offered to all students, including boys and girls.
Chaudhary_M_Pvt	...we have karate lessons for both girls and boys...in our swimming classes, there are more girls than boys Delegation of tasks, efficiency and use of IT (informational technology) tools to improve the management system
Beenish_F_Pvt	We need technological resources and we are using them extensively, especially for writing activities. We connect our classrooms with schools within USA and give our students projects based on that
Ehsan_M_Pvt	We have a system where we allow different teachers to be the acting principal for a month.

The interview responses did not reveal many instances of leadership practices associated with the trait of intellectual stimulation. In particular interview comments related to the practice of encouraging others to adopt creative means of problem solving were non-existent. This is not surprising given the majority conservative environment prevalent in Pakistan, where traditions and religious values have a strong influence on many facets of the society. Moreover, there was an acute dearth of comments from female head teachers regarding encouraging others to pursue new ideas. However, all male-private head teachers discussed strategies related to encouraging unconventional thinking in their school communities. Hence, the interviewed private-male head teachers appear to be more inclined towards practicing the trait of intellectual stimulation, which is in contradiction to the quantitative survey finding that suggests that female-private head teachers are most inclined towards the intellectual stimulation trait in this study. However, this comparison requires further empirical research using a larger sample.

Moreover, only one public school head teacher out of seven, displayed a tendency towards encouraging unconventional or innovative thinking. This finding is not surprising in light of the findings associated with the rule-based and restrictive organizational context within which public school head teachers operate in the context of Pakistan, as has been discussed in Chapters 3 and 8. This implies that the freedom to encourage unconventional thinking and to pursue new ideas may also be limited for the case of public head teachers in this study, who may struggle with low decision-making authority. This assertion also supports the quantitative survey finding related to public school head teachers obtaining lower mean scores for the intellectual stimulation trait.

Individualized consideration

Individualized consideration is a transformational leadership trait that entails mentoring others, developing the potential of others, encouraging two-way communication and respecting and acknowledging the different needs of individuals. (Bass, 1985)

Eight head teachers commented on practicing several leadership behaviours associated with mentoring others and developing their potential (refer to Table 49). Three head teachers mentioned

providing training workshops to teachers (Aisha_F_Pvt, Farah_F_Pvt and Ghazi_M_Pvt). Three head teachers encouraged the personal development of teachers by providing them with new opportunities (Dolly_F_Pvt, Ehsan_M_Pvt and Chaudhary_M_Pvt). While two head teachers (Farah_F_Pvt and Jawaria_F_Pbl) mentioned instances of providing counselling to students and opportunities to students for self-development.

Table 49: Head teachers' Responses-Mentoring Others and Developing their Potential

Head teacher	Interview Responses
Aisha_F_Pvt	<p>I focus on routine workshops and teacher training...</p> <p>I am doing a number of things, I am providing my students with moral, social, religious values...we are focusing on personality, awareness of socio-cultural issues....so there is a lot...</p>
Farah_F_Pvt	I delegate tasks to others and I try to train the staff and teachers regularly.
Ghazi_M_Pvt	<p>These teachers need to be taught simple basic things, such as to greet the students, to have an opening line...</p> <p>I have had to work with making lesson plans with teachers, particularly during the early years; they need to be taught the basics of teaching.</p>
Dolly_F_Pvt	Right now we have two teachers on a scholarship who won the Teacher Excellence award presented by USEFP
Ehsan_M_Pvt	I tell my colleagues all of you should start your own school. We have a system where we allow different teachers to be the acting principal for a month.
Chaudhary_M_Pvt	We send people for seminars and management courses...
Farah_F_Pvt	I invited schools to swimming competitions and when my girls were involved in organizing events and interacting with students from other schools, it greatly enhanced their social skills and instilled a sense of pride among the students of my school...
Jawaria_F_Pbl	<p>I personally give counselling to my students, and the result has improved....</p> <p>...I focus on the grooming of students; there is a code for students. We have worked on their spoken and presentation skills...My children participate in division level sports. I make them visit different countries...I make my kids guest speakers to motivate them</p>

In terms of encouraging two-way communication, six head teachers commented on practicing behaviours such as discussing matters with colleagues, employing an open-door policy in their office and being collaborative with teachers (refer to Table 50).

Table 50: Head teachers’ Responses-Encouraging Two-way Communication

Head teacher	Interview Responses
Ehsan_M_Pvt	School is like a family, no one is big or small, an ‘ <i>Aaaya</i> ’ (helper) is the same as me...Permission to enter this office is not required, everyone can comment on everything, we all compliment as well as criticize each other.
Beenish_F_Pvt	I would say collaboration, positive reinforcement and appreciation... Basically you are as strong as your team, you empower your team...so it is important to have a good team, be collaborative and head with love
Jawaria_F_Pbl	Punctual, decision maker, collaborative, flexible ... Entry into my office has no barriers
Khadija_F_Pbl	Being open with subordinates, ‘ <i>Mushawarat</i> ’ (consultation with others), my sportsmanship has helped in my leadership...
Mohsin_M_Pbl	<i>Mashawaray</i> ’ (consultation with colleagues), following rules and collective shared responsibility
Nael_M_Pbl	The teachers should have confidence in the leader. A good leader is researching all the time. I distributed a questionnaire about my administrative capabilities among my teachers.

In regard to respecting and acknowledging students’ needs, five head teachers expressed the importance of respecting and acknowledging the individual needs of students (refer to Table 51). Beenish_F_Pvt focused on being respectful towards students’ needs. Farah_F_Pvt related to issues emerging in an all-girls’ school. Jawaria_F_Pbl emphasized upon actively participating in children’s activities and upon remembering their names. Khadija_F_Pbl focused on direct interactions with students. While, Ghazi_M_Pvt highlighted the importance of acknowledging students’ individual needs and expressed his disdain towards focusing too much on A grades that he viewed as a hindrance to developing the individual potential of students.

Table 51: Head teachers’ Responses-Respecting and Acknowledging the Different Needs of Students

Head teacher	Interview Responses
Beenish_F_Pvt	the way you treat them matters a lot, I treat all my students as a mature person, not as a kid and in turn they will respect you. The moment you start acting as a boss, you lose your connection with them.
Farah_F_Pvt	My gender is an asset to my position as a head teacher because it is an all-girls school and I understand the issues that girls have at different stages in life
Jawaria_F_Pbl	I exercise with my kids, I sing with them...I remember all my students’ names
Khadija_F_Pbl	I always try to take one or two rounds of the school daily. I try to spend two hours per class on a weekly basis. I feel that direct interaction with students is most important
Ghazi_M_Pvt	Within the classroom, the head needs to move around, walking and asking a child about what is going on, if they are able to answer then it means that they have learned something. Another problem is parents, insisting on children getting As...I mean if a student cannot score an A in a set of subjects, just leave him alone...let him pursue what interests him. So, it is important to take a child as a full person.

In regard to acknowledging the personal and professional development needs of teachers, five head teachers (Dolly_F_Pvt, Farah_F_Pvt, Khadija_F_Pbl, Jawaria_F_Pbl and Nael_M_Pbl) commented on providing financial support, pedagogical support and/ or emotional support to their teachers (refer to Table 52). In addition, six head teachers acknowledged the different gender-based needs of school members while interacting with them. Four male head teachers (Chaudhary_M_Pvt, Humayun_M_Pbl, Luqman_M_Pbl and Nael_M_Pbl) and two female head teachers (Dolly_F_Pvt and Beenish_F_Pvt) expressed the requirement to be gender-sensitive while dealing with teachers.

Table 52: Head teachers' Responses- Respecting and Acknowledging the Different Needs of Teachers

Head teacher	Interview Responses
Dolly_F_Pvt	I own the staff. I have set up a Staff Welfare Fund and if somebody is in need of money then he or she can apply for it...It is important to support the staff...we also give a letter of appreciation to our staff for good work!
Farah_F_Pvt	I still focus on personal one-to-one relationships with the staff, but I make sure that I have no involvement in the personal lives of the staff, until they themselves bring up an issue. I am still constantly on my toes, on regular rounds in class rooms to stay connected with staff and students
Khadija_F_Pbl	Teachers should be facilitated and there should be a relaxed environment for teachers, so that they can perform well. The environment shouldn't be too strict. Follow timings and other basic rules is important...but otherwise teachers should be given their space and freedom
Nael_M_Pbl	I have kept my staff like flowers, I understood my staff and their temperament. When I am here, my staff is here. It is the same thing, if you want to discuss something about my staff then I am their representative
Jawaria_F_Pbl	We have 68 teachers and I personally give them time tables
Chaudhary_M_Pvt	...in the work place, since it is a conservative society, you have to be careful in what you are saying to the female staff and how you are saying it...for professional environment it is easier if there is low gender intermingling...
Beenish_F_Pvt	...subconsciously when you are speaking with a male teacher, you have to be careful that there is this slight thing with men; they would feel that this is a woman telling me about my mistakes. With women it is more easy to discuss their mistakes
Dolly_F_Pvt	There used to be a problem when a group of male teachers would persistently leave the school premises during duty hours to smoke. I tried to counsel them initially, however they didn't stop. You have to be subtle with males, so I simply asked the guard to lock the school gates during school hours...

The interviews reveal that both male and female head teachers narrate similar number of instances related to the practice of the individualized consideration trait. The behaviours of mentoring others and developing the potential of students and teachers are mostly evident within the private sector as compared to the public sector. Private sector head teachers appear to be at a greater freedom to provide teacher training and courses for student's development within their schools. While only one public school head teacher commented on being able to provide personal development opportunities to students. Moreover, the interviews reveal that only a few head teachers are inclined towards encouraging two-way communication with the staff; particularly this theme is missing for most private sector schools, while some public school head teachers mentioned consultation with colleagues as an essential part of their leadership style. In addition, the findings

reveal that all head teachers have a strong inclination towards respecting and acknowledging the individualized needs of their students and teachers in this study, hence suggesting that there are no significant gender-based differences in terms of practicing the individualized consideration trait.

9.3 Discussion and Chapter Conclusion

The subjective differences between the experiences and perceptions of male and female head teachers reveal the importance of the head teacher's gender for influencing his or her transformational leadership practices. The interview analysis reveals that most female head teachers can be categorized as risk-takers. In addition, they perceive their role of a head teacher to be associated with higher respect in the community, and they consider themselves as role models for their students. All these traits encompass the idealized influence trait.

Furthermore, the interview findings suggest that female head teachers may be more prone towards practicing inspirational motivation, which also corroborates with this study's quantitative findings. Particularly, the analysis reveals that several female head teachers perceive spirituality as a guide for leadership and hence are able to attach a higher meaning to the mission of the organization, in addition to considering themselves responsible for imparting important values to students, which are traits associated with inspirational motivation. The findings also reveal that none of the female head teachers report low motivational levels, while this issue does emerge for male head teachers. This implies that females in this study may feel more passionate within their jobs, especially considering their management of work-family conflicts, hence indicating a higher tendency on average towards inspirational motivation.

In addition, the interview findings reveal that private-male head teachers are more inclined towards encouraging innovative and unconventional thinking, which are traits associated with intellectual stimulation. While only one private-female head teacher provides an example of encouraging unconventional thinking among students. This finding implies that female head teachers may not feel comfortable with experimenting with unconventional thinking within their schools, due to reasons that may range from a lack of technical knowledge, to a lack of confidence emerging from

socio-cultural restrictions (Northouse, 2013) or due to a lack of interest in such leadership practices. In general, the interviews reveal that most head teachers in this study do not display behaviours associated with intellectual stimulation, a finding that is consistent with Khalil et al.'s (2016) findings.

In addition, the findings reveal that female head teachers are prone towards expressing the importance of employing strategic behaviours with students to improve student-head teacher interactions, implying that females are inclined towards respecting and acknowledging the needs of students, a trait associated with individualized consideration. Moreover, male head teachers also narrate instances of acknowledging and addressing teachers' needs, hence suggesting a lack of gender-based differences associated with the individualized consideration trait.

Hence, the qualitative analysis suggests that female head teachers are more inclined towards practicing the transformational leadership traits of idealized influence and inspirational motivation as compared to male head teachers. While, male head teachers are more inclined towards displaying leadership behaviours associated with intellectual stimulation. In regard to individualized consideration, there appears to be a gender balance.

In terms of applying the transformational leadership model to the context of Pakistan's education sector, this study suggests a model of leadership that is characterized by the traits of team-building, collaboration, responsibility sharing, displaying high moral and ethical standards, being passionate and acknowledging and respecting individual's needs in the organization. This model of leadership corroborates with most elements described within Salfi (2011)'s findings related to successful leadership practices of secondary school head teachers in Pakistan, that contribute towards school improvement. Using a sample of 351 head teachers and 702 teachers from government secondary schools within the Punjab province, Salfi (2011) asserts that head teachers of successful schools develop a common school vision, promote a culture of collaboration, support and trust. Moreover, they empower others and delegate responsibilities, apart from including different stakeholders within decision-making processes and focusing on the professional development of teachers. However, the extent to which the transformational model of leadership may be effective for

secondary schools in Pakistan's context is a debatable issue that requires further empirical research.

In conclusion, the findings reveal that the role of the head teacher's gender cannot be underestimated in regard to developing a better understanding about how secondary school head teachers practice transformational leadership within the context of Pakistan. However, future research is required in other districts, provinces and educational sectors of Pakistan, in order to develop effective and gender-sensitive educational policies that may improve the educational standards and reduce gender-based discrimination within its education sector.

Chapter 10: Conclusions and Recommendations

Excellence in school leadership should be recognized as the most important component of school reform. Without leadership, the chances for systematic improvement in teaching and learning are nil.

Tirozzi (2001, p. 438)

Tirozzi (2001) suggests that in order to bring about school improvement, excellence in school leadership is a pre-requisite, hence implying that it is essential to first identify and analyse factors that may impact school leadership practices. My study has attempted to partially achieve this objective within Pakistan's educational context.

The final chapter of my thesis is divided into seven sections. Firstly, it reiterates the purpose, the research questions, the research design and the main findings of this study. Secondly, it discusses the relationship of this study to previous research literature. Thirdly, it summarizes my main contribution to research. Fourthly it discusses the implications of this study's findings for theory, practice and policy. Then it highlights the problems that arose during research. Finally, it acknowledges the limitations of my study before providing recommendations for future research.

10.1 Purpose and Main Findings of the Study

The purpose of my study was to investigate the leadership styles of secondary school head teachers as according to their self-perceptions in Pakistan's context and to draw comparisons between the leadership approach of male and female head teachers across the public and private school sectors. The notion of school leadership was viewed through the feminist educational leadership perspective since Pakistan's socio-cultural context is characterized by masculinity and high power-distance (Hofstede, 1980; Islam, 2004). Given the patriarchal context of Pakistan, one of my personal objectives for conducting this study was to seek social justice in the form of identifying the needs, resources, opportunities and challenges faced by head teachers in Pakistan, so that

solutions could be sought which can eventually liberate them from the shackles of limiting contextual elements or individual characteristics such as gender, with an aim to facilitate excellence in school leadership. Bronfenbrenner's (1994) ecological development theory was used to explore the contextual milieu surrounding the head teachers, in order to identify factors that may impact their leadership practices. While, Bass and Avolio's (1994b) full range paradigm of leadership was used to assess the head teachers' leadership styles.

This study aimed to provide answers to the following research questions:

1. What are the self-perceived leadership styles of secondary school head teachers in Pakistan?
2. Are there significant differences between the self-perceived leadership styles of male and female head teachers across private and public secondary schools in Pakistan?
3. How do secondary school head teachers perceive their surrounding ecological context within Pakistan and do significant differences appear between male and female head teachers' perceptions?
4. To what extent is the secondary school head teacher's gender a significant determinant for defining his or her transformational leadership practices in the context of Pakistan?

The study adopted a mixed-methods research design in order to answer the research questions. The quantitative survey method was used to collect data regarding the head teachers' self-perceptions about their leadership styles in order to answer the first two research questions. The self-rater MLQ (Form 5X) was administered to a random sample of 350 secondary school head teachers across the private and public sectors among nine districts of the Punjab province of Pakistan. Furthermore, qualitative semi-structured interviews were conducted of a purposive sample of 14 head teachers, in order to answer the remaining two research questions.

Main quantitative findings

As discussed in Chapter 7, in response to the first research question, the quantitative findings revealed that secondary school head teachers, on average, were more likely to self-assess their leadership styles as being transformational. In particular, head teachers self-assessed themselves

the highest on the inspirational motivation leadership construct. Moreover, in response to the second research question, it was found that females were more likely on average to self-assess their leadership style as transformational as compared to males. In addition, it was found that variables such as the socioeconomic status of students, the school's locality and school sector also significantly influence the extent to which head teachers perceive themselves as transformational. The findings also revealed that on average private sector head teachers were more likely to self-assess their leadership practices as transformational than public sector head teachers.

Main qualitative findings

The semi-structured interviews were based on a format adapted from Bronfenbrenner's system based ecological development theory. Interview questions revolved around how head teachers perceived the five subsystems (chronosystem, macrosystem, exosystem, mesosystem and microsystem) which revealed the various needs, resources and constraints faced by head teachers that eventually may impact the development of their leadership styles. Furthermore, the interviews aimed to elicit responses regarding how head teachers practiced transformational leadership within Pakistan's context.

A number of interesting themes emerged from the qualitative interview analyses (refer to Chapter 8), which raise important issues around how contextual factors play a significant role in influencing the leadership experiences of school head teachers within Pakistan's context, as listed below.

Chronosystem

- Head teachers do not always pre-plan a career towards becoming a head teacher.
- The criteria of head teacher's appointment vary considerably across different schools.
- Female head teachers may experience a lack of confidence in their abilities to perform as a school head during their initial years of appointment.

Macrosystem

- Male head teachers possess strong opinions regarding the leadership capabilities of female head teachers which mostly incline towards depicting females as ineffective leaders, while females do not possess gender-based views on school leadership capabilities.
- Females perceive their role of a school head as a source of respect within the community, while males do not.
- Female head teachers are more likely than male head teachers to perceive themselves as role models who are responsible for inculcating values among their schools and the larger society.
- Male head teachers emphasize mostly upon the instructional side of headship.
- Female head teachers may take guidance for leadership from their spiritual beliefs, while male head teachers do not express this facet of leadership behaviour.

Exosystem

- There is an acute perceived lack of adequate teacher training and teacher dedication in secondary schools.
- Within the public sector, there are problems related to teacher shortage.
- Public school head teachers lack the decision-making ability to hire or fire teachers.
- Head teachers, especially males, perceive parental attitudes to be unsupportive of school objectives.
- Current pay scales of teachers are not sufficient hence leading to lower teacher morale.
- Private school head teachers do not agree with numerous government's educational policies⁹⁷.
- Public sector head teachers perceive government policies related to student number and student outcome targets, maintenance of school cleanliness and level of school funding as unreasonable.

⁹⁷ These include the implementation of sanctions for increases in private school fees, the demand for special security arrangements for the school campus and the high taxes on private schools.

- Female head teachers have complaints against the condescending attitudes of government officials during professional interactions.
- Private-male head teachers are comparatively more pro-educational technology than private-female head teachers, while ICT integration in public schools needs further research.
- Private school head teachers feel overburdened in their leadership duties due to the unstable law and order situation in the country.

Mesosystem

- Family support is a crucial enabling factor for female head teachers.
- Private sector head teachers tend to be well supported by School Directors.
- Most secondary school head teachers experience fractious interactions with the Education District Officers.
- Head teachers perceive gender to be an important factor while dealing with teachers of the opposite sex.
- Female head teachers employ strategic behavioural techniques with their students in order to make them feel respected and happy, while male head teachers do not suggest such practices.
- Private sector head teachers try to support a culture of gender neutrality within their schools.

Microsystem

- Female head teachers are more prone towards experiencing work-family conflicts than males.
- Female head teachers experience greater job satisfaction and higher motivation as compared to male head teachers.
- Female head teachers seek inspiration mostly from male role models for leadership.

In response to the third research question, the above themes provide a snapshot of the type of contextual environment within which secondary school head teachers work within Pakistan. The themes highlight the enabling and limiting factors perceived by head teachers that may influence their decision-making processes and hence their leadership styles. They indicate the existence of important differences between the perceptions of male and female head teachers about their

contextual surroundings. Moreover, they reveal differences in terms of head teachers' perceptions about their organizational context which also influences their leadership styles.

Synthesis of quantitative and qualitative analysis of the four traits of transformational leadership

In response to the fourth research question, the qualitative analysis supports the finding from the quantitative analysis that suggests a greater tendency of female head teachers towards transformational leadership traits. Appendix VII displays the mean scores for the nine leadership traits obtained by head teachers who have been categorized according to gender and school sector. In regard to the four leadership traits associated with the transformational leadership style, several interesting findings emerged when the quantitative mean leadership scores were compared to the findings from the qualitative interview analysis.

First of all, the quantitative data analysis revealed that female head teachers in the private sector have the highest mean scores for the idealized influence leadership traits. Public-female head teachers closely follow, by obtaining higher mean scores for the idealized influence traits when compared to male head teachers. These results are in line with the findings from the qualitative interview analysis that depict female head teachers as being more prone towards the idealized influence trait of transformational leadership when compared to male head teachers in this study.

Similarly, in regard to the leadership trait of inspirational motivation, female head teachers obtained higher mean scores as compared to those obtained by male head teachers according to the quantitative analysis. This result supports the findings from the interview analysis which suggest that female head teachers may be more prone towards practicing inspirational motivation. On the other hand, male head teachers from the public and private sectors obtained lower mean scores for this trait.

Moreover, in regard to the trait of intellectual stimulation, private-female head teachers scored the highest mean. This was followed by private-male head teachers, who obtained a mean score greater than that obtained by public-female and male head teachers. Public-male head teachers obtained the lowest mean score for this trait. These results tend to partially corroborate with the qualitative

findings, which indicate that private-sector head teachers are more prone towards the practice of intellectual stimulation when compared to public-sector head teachers. However, the quantitative data analysis portrays private-female head teachers as being most prone towards this trait according to their self-assessment while the qualitative interview analysis suggests that male head teachers may be more prone towards the intellectual stimulation trait when compared to all other categories of head teachers in this study. This contradiction in results may have emerged due to several reasons. One explanation is that private-female head teachers may have wanted to portray a positive image and hence they selected responses on the questionnaires to maintain a socially acceptable image, while in reality they are not highly prone towards the trait of intellectual stimulation. On the other hand, it is possible that the private-female head teachers, who were interviewed, were not prone towards this trait and represented the exceptions in this study's sample. It is also possible that the interviewed private-male head teachers were one of the most intellectually stimulating head teachers from among the whole lot of private-male head teachers in this study. Another plausible explanation is that the method in which the qualitative interview analysis extracted responses from the interviews to associate them with transformational leadership practices, may require further honing, because the head teachers were not directly inquired about their transformational leadership practices during the interviews. Nonetheless, the qualitative findings do suggest that public head teachers on the whole were not prone towards this trait, which is supported by the comparatively lower mean scores obtained by both male and female public head teachers for the intellectual stimulation trait.

Finally, the quantitative data analysis revealed that private-female head teachers were most inclined towards the trait of individualized consideration, followed by public-female head teachers and then by public-male head teachers. Public male head teachers obtained the lowest mean score for this trait, indicating that they are the least prone towards this trait according to their self-assessment. While the findings from the interview analysis suggest that there are no clear gender-based differences between the interviewed head teachers in terms of practicing the individualized consideration trait. However, the qualitative interview analysis did reveal that female head teachers provided more instances of respecting and acknowledging individual students' needs while male head teachers did not provide examples of practicing individualized consideration when dealing

with students. Hence, there may be a larger overlap between the results from both sources of data in this study than what is portrayed by the current comparative data analysis.

Thus, the synthesis of results from the quantitative and qualitative data analysis appears to be mostly consistent, and the few discrepancies that exist between the findings from the two sources of data could be due to the limited sample size of head teachers selected for the interviews. Moreover, the deductive approach adopted for the qualitative analysis of transformational leadership traits of the interviewed head teachers in this study could be further improved to incorporate a more direct and inductive analysis of transformational leadership traits through interviews in future studies to improve the validity of the findings.

In conclusion, a synthesis of the findings emerging from the two research methodologies indicates that the role of the head teacher's gender is significant for investigating educational leadership styles in the context of Pakistan's secondary school sector.

10.2 Relationship to Previous Research

This section will provide an overview regarding the relationship of this study's findings to previous research literature based on educational leadership, gender and contextual influences. In terms of the first research question, which aimed to determine the leadership styles of secondary school head teachers in Pakistan, the findings support the work of other researchers such as Khalil et al. (2016), Begum et al. (2013) and Amin (2012)⁹⁸ who investigated educational leadership within Pakistan and found a pre-dominance of the transformational leadership style in different educational settings.

Furthermore, an investigation of the second research question revealed the higher tendency of females towards transformational leadership, which supports the findings from several studies

⁹⁸ Refer to Chapter 7.

(Rosener, 1990; Bass et al., 1996; Eagly et al., 2003; Zeinabidi, 2013; Begum et al., 2013). However, the findings are contradictory to Khalil et al.'s (2016) study which found male head teachers to be more transformational than females in Lahore, Pakistan. This difference may have occurred due to differences in the sample of head teachers used within my study and in Khalil et al.'s study which investigates schools within only one district in Punjab. In addition, the findings do not support the assertions made by Cuadrado et al. (2012) and Vecchio (2002) who suggest that there are no differences in the leadership styles of males and females. These differences could have emerged due to differences in contextual settings.

Furthermore, the quantitative findings highlight that on average private sector head teachers favour transformational leadership more than public sector head teachers. In this regard, the qualitative findings indicate that private sector head teachers possess greater decision-making power as compared to public sector head teachers, particularly in terms of the hiring and firing of teachers. This finding supports the findings by Simkins et al. (2003), Kandasamy and Blaton (2004), Khan (2012) and Salfi et al. (2014). This implies that private sector head teachers may be able to work in a more dynamic environment as compared to those in the public sector hence being able to practice transformational leadership. The interviews also suggest that most public school head teachers focus on a commitment towards following rules as an important part of their leadership style. However, this finding is contradictory to the finding of Amin's (2012) study within a public-sector university in Pakistan, where transformational leadership is practiced more frequently than transactional leadership, however the organizational context of a university may be different from the secondary school context. Moreover, this finding does not support Iqbal's (2012) assertion that public school head teachers in Pakistan practice people-oriented and democratic leadership styles while private school head teachers practice task-oriented and authoritative leadership styles due to their greater decision-making power (p. 47).

The third research question aimed to inquire about how secondary schools head teachers perceived their surrounding ecological context and whether there were significant differences between male and female head teachers' perceptions. The findings revealed that head teachers are continuously influenced by the social, cultural, economic and organizational contexts surrounding them. This finding coincides with the work of theorists who emphasize the importance of contextual

influences on leaders (Gronn & Ribbins, 1996; Yukl, 1998; Hofstede, 2001; MacBeath & McGlynn, 2002; Branzei, 2002; Dorfman & House, 2004; Stephens, 2012; Hallinger, 2016). Furthermore, the findings related to the different perceptions of female and male head teachers regarding their contextual environment, support the work of theorists who suggest that the cultural context and the leader's personal traits influence how leadership is experienced (Astin, 1984; Avolio, 1994; Simkins et al., 2003; Northouse, 2013; Mahtab, 2014).

The ecological systems approach (Bronfenbrenner, 1994) proved to be useful to explore the layers of the contextual settings surrounding the head teacher, as it reveals the perceptions of head teachers about the various elements within each subsystem starting from the furthest to the nearest ecological system positioned around the leader (Allen et al., 1998). In this regard, the findings reveal the existence of the principle of interdependence, which emphasizes that the head teacher's leadership style is generated by networks of interdependent systems including families, organizations, the economy, the government, the community and so on as suggested by Allen et al. (1998). Hence, changes in one part of the system influence all the other systems eventually. Moreover, the findings reflect the principle of open systems within which leadership operates, which implies that head teachers are influenced, and they influence the social groupings within their organizations which exist within other social systems (Allen et al., 1998). Moreover, the findings also support the view that leadership is a process and that leadership behaviours can be learned over time (Northouse, 2013) as is depicted by how head teachers revealed changes in their leadership approaches over time, in this study.

Within the chronosystem, female head teachers experienced a lack of confidence in their abilities to perform as a head teacher during their initial years, which supports S.T. Khan's (2015) findings. This also partially supports Eagly's (2003) study's findings that imply differences in the level of confidence possessed by males versus females (as cited in Patel & Buiting, 2013). Also, Bengtsson et al. (2005) suggest that men may possess higher confidence than women, which may translate into more authoritative behaviour among male leaders. Moreover, the finding implies that females may find it difficult to naturally slip into the role of leadership partially due to cultural norms that locate leadership within the masculine domain (Coleman, 2000; Northouse, 2010). This view

supports Hakim and Aziz's (1998) assertions regarding the limitations imposed on females in Pakistan that originate from religious and cultural norms.

Moreover, within the macrosystem the finding that male head teachers may harbour gender stereotypical beliefs regarding the leadership capabilities of female leaders supports the findings by other researchers such as Coleman (2000, 2001, 2003) and Eagly and Karau (2002) who imply that within patriarchal societies leadership may be associated with the masculine domain hence undermining women's ways of leading. This finding supports the works of several theorists (Shah, 2015b; Panigrahi, 2013; Ali et al., 2011; Islam, 2004; Blackmore, 2002; Fagenson, 1990; Shakeshaft, 1987; Hofstede, 1980). However, my study reveals that female head teachers believe in the androgynous nature of leadership, which does not support the findings from Showunmi and Kaparou's (2017, p. 111) study of women leaders in education in Pakistan, who associate success in leadership with masculine characteristics of 'courage, boldness and aggression'.

Furthermore, the finding that female head teachers are influenced by their spiritual (Islamic) beliefs suggests that females may hold different world views from males that can lead to new developments in the field of educational leadership as purported by Grogan and Shakeshaft (2011). This also supports the findings of theorists such as Shah (2010) and Showunmi and Kaparou (2017) related to women leaders being influenced by spirituality in Pakistan.

Within the exosystem, the findings related to the organizational context support other researchers' findings regarding the centralized and bureaucratic structure within which public sector head teachers operate as opposed to the autonomous and dynamic work environment within the private education sector of Pakistan (Simkins et al., 1998; Simkins et al., 2003; Kandasamy & Blaton, 2004; Khan, 2012; Khalid & Khan, 2006; Memon, 2007; Malik et al., 2015; Salfi et al., 2014; A. Khan, 2015).

Within the mesosystem, findings related to gender-based differences among head teachers' interactions within the school emphasize the relationship-oriented leadership approach of females hence supporting the work of Rosener (1990), Yammarino et al. (1997), Eagly and Johannesen-Schmidt (2001) and Eagly et al. (2003) who claim that female leaders put effort in building

relationships and understanding the people they work with. While within the microsystem, the work-family conflict experienced by females confirms Coleman's (2003) views about how female head teachers may experience leadership differently in patriarchal societies, where gender stereotypes may have a relatively larger impact on their leadership experiences.

Finally, the findings for the fourth research question reveal that the head teacher's gender is a crucial element in determining their tendencies towards certain leadership practices in Pakistan's context. The findings also suggest that the model of transformational leadership is applicable within different cultural settings, including the developing country context of Pakistan, as has been asserted by proponents of the transformational-transactional leadership paradigm (Antonakis et al., 2003; Avolio & Bass, 2004; Alsayed et al., 2012; Mir & Abbasi, 2012; Finley, 2014). Most importantly, the findings suggest that both males and females may adopt transformational leadership practices, however they may be inclined towards different components of the transformational leadership model in different contexts. This is in line with the views of Northouse (2010), Northouse and Lee (2015) and Hackman et al. (1992), who suggest that transformational leadership is an androgynous style of leadership which combines both communal and agentic traits. Moreover, the finding that males may be as inclined as females towards the trait of individualized consideration supports Stafyla's (2008) finding that males are relationship-oriented as well.

On the whole, this study's findings suggest that the impact of the combination of culture and gender holds significance for how leadership is experienced by secondary school head teachers which supports the views of Ayman and Korabik's (2010) and O'Connor and Goransson (2015).

10.3 My Contribution to Research

My thesis has made five main contributions to the research literature on educational leadership.

Firstly, I investigated the leadership styles of secondary school head teachers within the cultural context of Pakistan by investigating the self-perceptions of head teachers via a mixed-methods approach. Employing this research approach to examine the views and perceptions of head teachers about their leadership experiences to understand the complexity of their worlds,

contributes towards filling the gap in research literature based on investigating educational leadership via mixed-methods research in the developing country context of Pakistan and within South-Asia.

Secondly, I analysed the leadership styles of head teachers from a gendered perspective. Most of the research on gender and educational leadership has been conducted within Western countries (Hallinger & Chen, 2015). Hence, my study adds to the existing research by investigating the interaction of the head teacher's gender with his or her leadership style within secondary schools in Pakistan.

Thirdly, I employed the full range paradigm of leadership, which encompasses three styles of leadership, (Avolio, 2003) to obtain an overview of head teachers' leadership styles in this study. In particular, I focused upon the transformational leadership style, which has been associated with feminine leadership traits by certain theorists. While, research on the theory of transformational leadership in Pakistan's context is limited and its applicability for the education sector of a developing country has not been explored by many researchers. As a result, my study's findings should enhance our knowledge about how the transformational leadership approach may be applied to the education sector within a developing country context and to what extent may it be labelled as a feminine style of leadership in Pakistan's context.

Fourthly, I drew a comparison of head teachers' leadership styles across the public and private sectors within Pakistan. I have mostly encountered studies that focus on either the public sector or the private sector while investigating educational leadership in Pakistan. Thus, my study's findings should contribute towards a better understanding about the role played by the organizational context in influencing the leadership approaches of secondary school head teachers in Pakistan.

Finally, I explored the context surrounding the secondary school head teacher by applying the ecological development theory (Bronfenbrenner, 1994). This method of progressing from analysing elements within the broader macro context to the personal micro context surrounding the head teacher, across a time line, is a comparatively new approach for exploring the head teacher's contextual milieu as compared to other research studies. Hence, applying this theory to

a study on educational leadership increases the originality of my study, which may assist other researchers in investigating the contextual surroundings of head teachers in varied cultural contexts, while conducting research on educational leadership.

10.4 Implications of Findings for Theory, Practice and Policy

This section highlights several implications of my study's findings for theory, practice and policy as are detailed in the three sub-sections as follows.

Implications for theory

This study's findings suggest that even though gender may be associated with different leadership components, both males and females head teachers may prefer the transformational leadership style on average. Thus, it is recommended to not construct the transformational leadership style as either a feminine style (Bass et al, 1996; Eagly et al., 2003) or a masculine style, as this will just serve to reproduce gender stereotypes within leadership theories. Hence, the main implication for theory is that we should move beyond ascribing labels of masculinity and femininity to leadership traits, and we should assume that similar traits are potentially present in males and females.

Northouse (2010, p. 316) also suggests that the formation of a more androgynous notion of leadership will improve leadership effectiveness by allowing leaders to engage in 'best leadership practices', and by not binding leaders to behave in ways considered most appropriate in accordance to their gender. Kanter (1977) also supports the view that gender in itself does not create behavioural differences; rather the structural positioning influences an individual's behaviour. Therefore, when females find themselves in positions of less power as compared to males, their behaviour denotes this situation, whereas when men and women are positioned equally within the structure of an organization, their behaviour would be similar to each other. Smith et al. (2004) also point out that men and women must be valued equally for their efforts rather than being seen as competitors, as they both contribute towards the success of an organization. Until such a

perspective is acquired, organizations will be unable to explore and utilize the entire leadership potential that is available.

Moreover, the study's findings imply that the transformational-transactional leadership paradigm can be applied to the context of a developing country taking the case of 350 secondary schools of Pakistan, even though it has originated within a developed country. This partly supports Bass's (1985) assertion regarding the universality of the transformational-transactional leadership paradigm across different cultural and organizational contexts. This also supports Northouse (2013) claim that the collectivist cultures of South Asian countries favour a leadership model that is 'collaborative, inspirational, sensitive to people's needs and concerned with status and face saving', traits that are incorporated in the transformational leadership style. However, due to the cultural variations within the West and the East, certain dimensions of the transformational leadership paradigm i.e. intellectual stimulation, may be interpreted differently in the current study's context, as is evident by the limited amount of interview references to this trait found, as discussed in Chapter 9.

Hence, this study suggests that the transformational leadership model needs to be further contextualized for the education sector of Pakistan. In fact, the study's findings confirm the importance of contextualizing all research studies on educational leadership (Hallinger, 2016; Adams, 2009; Simkins, 2005; Allen et al., 1998; Gronn & Ribbins, 1996).

Moreover, the study's findings and conclusion imply that the ecological development theory (Bronfenbrenner, 1994) can be useful for exploring the contextual milieu surrounding an educational leader in order to reveal the leader's needs, resources, opportunities and challenges within each contextual layer as described in Chapter 8. This approach has been scarcely substantiated within research literature on leadership and management (Skinner, 2012); Hickey et al. (2012) employed Bronfenbrenner's theory to investigate nurses' career choices. However, researchers have occasionally investigated notions such as antecedent life experiences (Nash, 2012; Avolio, 1994), socio-psychological variables (Astin, 1984) and parental-attachment styles (Towler, 2005), to determine human behaviour which reflects onto leadership styles. These studies are useful, but my study implies that the ecological development theory provides a more

comprehensive structuring of the contextual environment; as suggested by Allen et al. (1998), Bronfenbrenner's theory "inherently recognizes the complexity of our world, while simultaneously helping us understand it" (p. 67).

Implications for practice

a) For head teachers

- i. Female head teachers in my study experienced a lack of confidence during their initial year of appointment as a head teacher. Therefore, one implication is that potential head teachers need to seek opportunities for pre-service head teacher training from mentors and experts in the field before embarking on the role of a head teacher.
- ii. Head teachers may want to invest more time in professional development training that can assist them in improving teacher morale, as this has been touted as a significant problem for most head teachers in this study.
- iii. Several male head teachers in my study expressed sentiments about the leadership capabilities of female head teachers which were deemed to be less than effective. Therefore, one implication is that instead of criticizing one's colleagues, head teachers need to collaborate with each other by developing a support network and professional community of educationists in order to assist each other, to share successful leadership strategies and to find common solutions to their challenges (such as dealing with difficult EDOs) in Pakistan.
- iv. Head teachers should practice self-reflection exercises in order to reduce their own gender-biased values and beliefs, which may be transferred onto their school's culture and value system (Baig, 2011), so that gender stereotypes are mitigated at the grass roots level in Pakistan's context.
- v. Head teachers should make a conscious effort to recognize the gender-based restrictions they may place upon themselves as leaders and then remove these self-imposed barriers to foster effective leadership.

b) For private school directors/ Provincial Public Service Commission

- i. Do not assume that teaching experience automatically translates into leadership and managerial capabilities.
- ii. Provide professional development opportunities along with formal pre-service and post-service leadership training workshops to head teachers.
- iii. Invest in more teacher training workshops and seminars to provide head teachers with better quality teachers within both the public and private sectors.
- iv. Provide professional assistance via pre-service training to female head teachers especially during their initial appointment in order to improve their confidence in their leadership abilities from the beginning.
- v. Train EDOs to develop professional and positive relationships with head teachers as to not to intimidate them and to foster a supportive work environment.
- vi. Train head teachers in terms of professional interactions with teachers, students and parents to nurture positive school environments.
- vii. Develop a holistic curriculum for educational leadership training that incorporates courses on self-reflection, to address issues related to gender-based discrimination and to foster best leadership practices.
- viii. Increase focus on training of head teachers, related to the effective integration of educational technology to compliment pedagogy in the classroom.
- ix. Involve the parental community within the school processes, so that they work in collaboration with head teachers to achieve school objectives.
- x. Several head teachers in my study mentioned that their leadership approach had changed over the years based on their personal experiences. This implies that currently these head teachers may receive training on their jobs in an ad hoc manner, rather than being provided professional training, therefore it is important for school directors and the PSC to conduct regular surveys and leadership development needs assessment within schools to improve the quality of leadership trainings.

Implications for policy makers

- i. Several public school head teachers in my study raised concerns regarding their limited decision-making power. Thus, policy makers should consider providing more decision-making authority and independence to public school head teachers by shifting towards decentralization of public schools.
- ii. Given the challenges that head teachers experience in terms of dealing with low confidence, difficult parents, less motivated teachers, financial constraints, school cleanliness and so on, it is important to establish a National School for Educational Leadership Training to improve educational leadership practices nationwide (Currie & Lockett, 2007), similar to the Directorate of Staff Development (DSD) within Punjab, however catering to all provinces of Pakistan.
- iii. Since all head teachers in my study complained about the low quality of teacher training and/or dedication, it is important to establish more teacher training institutes across the country to improve the pool of available teachers.
- iv. Another solution to enhance teachers' motivation is to improve the teacher's pay scales.
- v. Some female head teachers mentioned the existence of work-family conflicts due to their job, which must be acknowledged and incorporated into educational policies to facilitate all head teachers in terms of time and work load management.
- vi. Private school head teachers in my study complained about the burden of having to providing security to their students due to the tense political situation in the country. Hence policy makers should facilitate private schools in terms of providing security arrangements to them so that they can retain their focus on school improvement duties.
- vii. Given the lack of female EDOs and the less than favourable opinions of some male head teachers about female leadership capabilities, policy makers should encourage the appointment of females at higher positions such as EDOs and Education Ministers within

the province and country in order to increase gender equality in Pakistan's education sector⁹⁹.

- viii. Head teachers complained about the lack of support from the government and government officials, which implies that the education department may be unaware of the issues faced by head teachers and hence policy makers should facilitate and conduct more research on school circumstances across the private and public sectors in order to foster an environment of research based policy-making in Pakistan's education sector, which was also implied by head teachers' responses in this study.
- ix. My research revealed a lack of leadership assessment instruments designed for educational leaders in Pakistan's cultural context. Hence policy makers should invest into developing contextually relevant models of educational leadership and localized survey instruments to assist with curriculum development in leadership training institutes within the country.
- x. My study revealed the importance of gender in influencing head teacher's leadership styles and their perceptions regarding their contextual environment, which suggests that policy makers should create a policy environment that acknowledges gender-sensitive issues within the education sector in order to recognize their impact on the effectiveness of all educational leaders.

10.5 Problems Arising During Research

This section highlights the problems that arose while conducting research for this study.

First of all, during the literature review for this study, I was faced with a dearth of peer-reviewed journal articles based on educational leadership within the context of Pakistan. Most of the articles based on educational leadership within Pakistan were fraught with technical issues related to the

⁹⁹ Statistics suggest that 44% of head teachers are females in secondary schools in Pakistan (Kandasamy & Blaton, 2004) however female numbers reduce at higher authority positions.

selection of the samples used, or there were problems with the research design of the studies, and the conclusions that followed within those studies did not always coincide with the research findings, hence impacting the validity of their findings. Furthermore, there was an even more acute shortage of literature based on gender and educational leadership within Pakistan's context, hence I had to resort to reviewing a literature mostly that is based on educational leadership studies within other developing countries and those originating within the developed world.

Secondly, during the stage of drawing up the sample size from the population of secondary schools within Punjab, I could not find a comprehensive official list of private sector secondary schools from which I could draw a representative sample for my study. Hence, I had to resort to exploring unofficial online websites and ad hoc school lists in order to create the sample of private sector schools for my study.

Moreover, the contact information available online for both public and private schools often did not include the email address of the head teachers and on several occasions, time was wasted in calling the schools, and then in convincing them regarding the authenticity of my research project. In addition, at times if the calls were received by males, then they would resort to random conversations with the female research assistant which was a problem.

Furthermore, public school head teachers were often reluctant to complete a questionnaire if approached without a prior reference, hence gaining access to public school head teachers at times required special contacts or references of senior public sector educationists, who assisted me in arranging meetings with the public school head teachers for the surveys.

I faced another problem while interviewing public sector head teachers, as six out of the seven public school head teachers in my interview sample refused to get their interviews voice-recorded, hence I had to resort to note-taking.

In addition, a few schools in the sample were difficult to obtain access to and they had to be excluded from the sample. These schools were usually located within areas with high security arrangements and at times entry into certain roads were restricted through the check posts, even if the school address was known and the head teacher had been informed about the visit. Moreover,

unexpected issues at times arose, such as a very bad road from the city towards the school or a strike announced on the day of the visit, which lead to the replacement of some schools from the sample.

10.6 Limitations of the Study

This section discusses the limitations of my study that may reduce the generalizability and external validity of my findings. Firstly, my study only focuses on secondary schools within Pakistan, and not on the primary school level or higher education sector to explore educational leadership styles. Furthermore, the research has been conducted within the Punjab province only, which limits the generalizability of the findings from this study to other provinces and districts with different socio-cultural contexts within Pakistan.

In addition, the study utilizes the full range leadership paradigm (Avolio, 2003) to investigate the leadership styles of head teachers. This paradigm originated within the developed world and the associated MLQ instrument has been designed by Western theorists, who may not be aware of the social conventions of a developing country context. Since, the survey instrument used in this study was not developed specifically for the context of Pakistan, there may be room for improvement by employing a leadership style survey instrument that is contextualized for Pakistan's education sector for future studies. However, due to the non-availability of such a survey, the MLQ was considered as a valid instrument for the purpose of this study.

Moreover, this study has not incorporated the investigation of other leadership paradigms such as distributed leadership, servant leadership or hybrid leadership for investigating leadership styles, which leaves room for further research.

Furthermore, the inability to obtain a 360 degrees' feedback regarding the head teachers' leadership styles from other stakeholders within the school such as the supervisors, teachers, students and parents, may render the findings from this study as possessing low internal validity, particularly if head teachers' assertions do not coincide with the views of other school members.

However, the primary aim of the study was to develop an understanding of the head teacher's self-perceptions regarding their leadership styles and their contextual environment order to establish a starting point for further empirical investigation on this issue.

In addition, this study explores the influence of cultural and gender variables on the head teacher's beliefs and leadership behaviours, while the influence of the head teacher's leadership practices on other variables has not been explored. Thus, the study did not focus on the effectiveness of the leadership styles of head teachers, which calls for further research.

Moreover, the sample for private schools used in this study may not be representative of all the private schools in the nine districts due to the non-availability of an official consolidated list of private schools within the province of Punjab. This may reduce the generalizability of this study's findings if some private schools have been missed out from the study's sample.

In addition, during the analytical stage it was realized that there were no interview questions specifically related to the transformational leadership practices to obtain data on specific examples for each item within the MLQ. This may have assisted in comparing the data from both research methods, however, this feature of the research design was also favourable for my study as it did not result in leading questions within the interviews that could have forced the head teachers to think about particular leadership practices only, rather they were able to describe their leadership practices in a more general, original and unbiased manner.

This study only surveyed 350 head teachers which could be considered as a small-scale study by certain research standards, hence reducing the generalizability of the findings. Moreover, only 14 head teachers were interviewed which may be considered as a small sample to be able to draw valid comparisons between the perceptions of male and female head teachers across the public and private sectors. However, due to logistical and practical concerns as detailed in Chapter 6, this served the purpose of my study.

Furthermore, the qualitative research method used only interviews, and no leader's diaries or ethnographic observations were used to explore the head teacher's perceptions, hence reducing the opportunity to validate the interview findings. In addition, I acknowledge that the inability to

voice-record all the interviews may have introduced a certain bias to the validity of the interview data obtained via hand-written notes; however, this occurrence reveals important issues around accountability and monitoring in the education sector of Pakistan, which requires further investigation.

Moreover, this study administered the survey via a mixed-mode i.e. email-based and paper-based. Dillman et al. (2001) suggests that one of the disadvantages of employing a mixed-mode survey distribution strategy relates to whether the participants who respond by one mode would provide the same answers if they had responded via the other mode (as cited in Meckel et al., 2005, p. 71). This feature can result in measurement error, hence introducing bias to the results. Thus, this is another limitation in this study. Also, it is not clear whether the participants who responded to the email-based survey would have done so if the questionnaire was only paper-based. However, this strategy did allow me to survey those head teachers who operated within regions or schools without internet access, or head teachers who were not regular email users hence improving the representativeness of the sample of head teachers.

Moreover, the paper-based version of the MLQ printed the survey items in both Urdu and English and this may have introduced a bias to the survey's findings, if there are differences in the responses of those head teachers who received the email-based survey (English only) as compared to if they had responded to the paper-based survey.

Furthermore, practical issues related to obtaining physical access to certain schools in the sample may have reduced the representativeness of the sample for paper-based surveys and this may affect the generalizability of this study's findings, however, such experiences did not occur often during the survey data collection to have caused a large bias.

10.7 Recommendations for Future Research

This section sheds light on recommendations for future research based on my study's findings and limitations. Firstly, the findings of my study indicate that the transformational-transactional

leadership paradigm can be applied to context of secondary schools in Pakistan. However, the present research focuses on secondary schools within one province of Pakistan only; hence it is recommended that similar studies should be conducted within other provinces and districts, in order to develop a holistic view regarding the applicability of the transformational leadership model within Pakistan's secondary schools. This may also enable researchers to draw comparisons between the leadership tendencies of secondary school head teachers across different provinces within Pakistan, since they are characterized by different cultural norms and values. An interesting comparative research can be conducted within the context of the Southern and Northern parts of the country in order to develop a comprehensive understanding regarding the influence of varying socio-cultural contexts on leadership practices.

Moreover, such studies should be replicated within other organizational contexts within the education sector of Pakistan at the primary level, college level and higher education sector in order to determine if differences exist in the findings because of variations in the organizational culture, rules, procedures and operating systems and their effect on leadership practices. This will also assist in determining the generalizability of the findings regarding the applicability of the transformational-transactional leadership paradigm within Pakistan's education sector. Moreover, this may assist in contributing towards a better understanding of how gender interacts with educational leadership within Pakistan's over all educational setting.

In addition, the MLQ should be administered to the raters including teachers, students, parents and supervisors in order to obtain a 360 degrees feedback regarding the leadership styles of educational leaders in the country. This will assist in validating the self-reported data of educational leaders.

Research is also required to collect and collate valid data regarding the contact information for all educational institutions in the country both within the public and private sector in order to facilitate future researchers, who should be able to conduct research on educational leadership in Pakistan by using a representative population of educational institutions for their studies. This will assist educational researchers in improving the validity and generalizability of their findings.

Future research should also focus on assessing the effectiveness of the transformational model of leadership for students' outcomes, teachers' satisfaction, organizational culture and the overall efficacy of schools. Moreover, studies should be conducted to determine the relationship between variables such as the head teacher's motivation and satisfaction with their tendency to practice transformational leadership.

In addition, studies on educational leadership within Pakistan should incorporate the use of a variety of research instruments such as contextually relevant questionnaires, interviews, leader's personal diaries, ethnographic observation of the leaders at work and raters' feedback in order to enhance the knowledge base regarding educational leadership practices in the country. This knowledge may assist educational researchers in developing leadership style survey instruments that are contextualized for the educational context of Pakistan, rather than having to borrow survey instruments that have been designed in other cultural contexts.

Moreover, researchers should focus on exploring the applicability and effectiveness of other emerging leadership paradigms within the context of Pakistan's education sector, such as the notions of distributed leadership, teacher leadership, hybrid leadership and so on, in order to develop a model of educational leadership that is effective and contextually relevant within the socio-cultural-political environment of Pakistan.

This study revealed that female head teachers may be guided by spiritual beliefs, which is an important area that requires further investigation regarding how the role of religion and Islam pervades the leadership practices of head teachers in the context of Pakistan.

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Appendices

Appendix I: Leadership Questionnaire

Instructions: The School Head must complete both sections within this questionnaire.

Section A: Demographics

1. School type (tick one):

Public ☐ Private ☐ Other (please state)

2. School locality: Rural ☐ Urban ☐

3. Gender of school's student body (tick one):

All Boys ☐ All Girls ☐ Mixed ☐

4. Estimated Average Monthly Household Income range of school's student body:

Min income (PKR): _____ Max income (PKR): _____

5. How would you classify the social group status of your majority student body? (tick one):

Lower-income ☐ Middle-income ☐ Upper-income ☐

6. Total number of students under School Head's supervision: _____

7. Total number of staff members under School Head's supervision: _____

8. Years/months of experience as a School Head in current school: _____

9. Years/months of experience as a School Head in total: _____

10. Years/months of teaching experience: _____

11. School Head's highest degree qualification: _____

12. School Head's gender: Male ☐ Female ☐

13. Does the School Head own the school? Yes ☐ No ☐

14. School Head's age: _____

15. School Head's formal leadership training? (please list leadership training course(s) or workshop(s) attended)

16. Please tick if you agree to be interviewed ☐

17. School Head's email address: _____

Section B: Multifactor Leadership Questionnaire: Five Sample Items

For use by Sahar Shah only. Received from Mind Garden, Inc. on February 26, 2016

MLQ Multifactor Leadership Questionnaire Leader Form (5x-Short)

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | I provide others with assistance in exchange for their efforts..... | 0 | 1 | 2 | 3 | 4 |
| 2. | I re-examine critical assumptions to question whether they are appropriate..... | 0 | 1 | 2 | 3 | 4 |
| 3. | I fail to interfere until problems become serious..... | 0 | 1 | 2 | 3 | 4 |
| 4. | I focus attention on irregularities, mistakes, exceptions, and deviations from standards..... | 0 | 1 | 2 | 3 | 4 |
| 5. | I avoid getting involved when important issues arise..... | 0 | 1 | 2 | 3 | 4 |

Paper-based Multifactor Leadership Questionnaire with Urdu Translation

For use by Sahar Shah only. Received from Mind Garden, Inc. on February 26, 2016
QUESTIONNAIRE سوالنامہ

Multifactor Leadership Questionnaire(5x-Short)

Leader Form

DIRECTIONS: ہدایات:

The questionnaire makes it possible to describe your own leadership behavior.
 یہ سوالنامہ آپ کے قائدانہ طرز عمل کو بیان کرنے میں مددگار ثابت ہوگا۔

First provide your organization's name, your designation and name of your department.
 سب سے پہلے اپنے ادارے کا نام اپنا عہدہ اور شعبہ تحریر کریں۔

Your individual response will be kept strictly confidential. Your completion of this survey constitutes voluntary consent to participants.
 آپ کے انفرادی جوابات کو بالکل خفیہ رکھا جائے گا۔ اس سروے کی تکمیل کو آپ کی طرف سے شرکت پر رضا کارانہ یا دہ کی تصدیق کیا جائے گا۔

Following are statements which you will use to describe your own behavior. Starting with question 1, decide how frequently each statement fits your behavior as a leader and mark your answer response given against each statement.
 درج ذیل بیانات کو اپنے قائدانہ طرز عمل کی وضاحت کے لئے استعمال کریں۔ سوال نمبر 1 سے آغاز کرتے ہوئے آپ فیصلہ کریں کہ بطور ایک قائد کون سا بیان آپ کے طرز عمل کے زیادہ قریب ہے۔ اور متعلقہ جواب پر نشان لگائیں۔

Use a pencil and mark response clearly. If you wish to change a response erase your first mark completely.
 پینسل استعمال کریں اور متعلقہ جواب پر واضح نشان لگائیں۔ اگر جواب بدلنا چاہیں تو ایسی صورت میں پہلا نشان مکمل طور پر مٹا دیں۔

Use the scale below for your responses.
 اسے جوابات کے لئے درج ذیل پیمانہ استعمال کریں۔

0	1	2	3	4
Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
کبھی نہیں	بہت کم	کبھی کبھار	زیادہ تر	بیشمار نہیں مگر اکثر

Five Sample items from Paper-based MLQ

Organization/For use by Sahar Shah only. Received from Mind Garden, Inc. on February 26, 2016 اور سے کا نام

Your Designation آپ کا عہدہ

Department شعبہ

S.No نمبر شمار	STATEMENTS / بیانات	0	1	2	3	4
1	I provide others with assistance in exchange for their efforts. میں دوسروں کی کوششوں کے بدلے میں انہیں مدد فراہم کرتا کرتی ہوں	0	1	2	3	4
2	I re-examine critical assumptions to question whether they are appropriate. اہم مفروضوں کے درست ہونے کے لئے میں انہیں دوبارہ جانچتا کرتی ہوں	0	1	2	3	4
3	I fail to interfere until problems become serious. جب تک کوئی مسئلہ سنگین صورت اختیار نہ کر لے میں مداخلت نہیں کرتا کرتی	0	1	2	3	4
4	I focus attention on irregularities, mistakes, exceptions, and deviations from standards. میں اپنی توجہ بے ضابطگیوں، غلطیوں، بے قاعدگیوں اور معیار سے انحرافات پر مرکوز رکھتا کرتی ہوں	0	1	2	3	4
5	I avoid getting involved when important issues arise. جب اہم مسائل سامنے آئیں تو میں اپنے آپ کو ان سے دور رکھتا کرتی ہوں	0	1	2	3	4

Mind Garden Permission Letter to use Multifactor Leadership Questionnaire

For use by Sahar Shah only. Received from Mind Garden, Inc. on February 26, 2016



www.mindgarden.com

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material for his/her research:

Instrument: *Multifactor Leadership Questionnaire*

Authors: *Bruce Avolio and Bernard Bass*

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Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any published material.

Sincerely,

Robert Most
Mind Garden, Inc.
www.mindgarden.com

Appendix II: Semi-structured Interview Format

Interview Guidelines

Section A: Demographics

Past Jobs:

Personal history (educational background):

Years of experience as a head teacher:

Current school tenure:

Teaching experience (subjects):

Marital status (family members):

Section B: Contextual elements and the role of gender

Chronosystem (Time-based context)

- 1) What made you choose school headship as a profession?
- 2) Describe your leadership style in 3 words.
- 3) Describe your leadership style when you were 10 years younger. Do you suppose it has changed and how?
- 4) What contextual factors, if any, have contributed to changes in your leadership style over the years?

Macrosystem (Socio-political context)

- 5) In Pakistan, given the rather patriarchal nature of our society, it is commonly believed that 'being a female head teacher is more difficult than being a male head teacher'. What do you think? What has your experience been?
- 6) What values do you focus on as a school head, which you would want your students and teachers to inculcate as well?
- 7) How do the current political affairs affect your role as a school leader? (Government policies, labour issues, educational policies, law and order situation)

Exosystem (Organizational Context)

- 8) Which elements of your surroundings do you suppose assist you in your role as a school leader (school management, staff, opportunities for development and so on)?

9) Which elements of your surroundings prove to be a barrier in performing your role as a school leader effectively (school management, staff, opportunities for development and so on)?

10) If you became the Education Minister in Punjab, what policies/areas would you focus on within the education sector? Would you suggest any policies that may facilitate school leaders to optimize their performance in their roles as school heads (gender specific policies such as child care, maternity leave, flexible working hours or non-gender specific policies)?

Mesosystem (Interpersonal Context)

11) What areas of school leadership do you find more difficult than others?

12) What areas do you find are most rewarding as a school head?

13) What values do you focus on as a school head, which you would want your students and teachers to inculcate as well?

14) What constitutes as an effective head teacher?

15) How do you suppose your gender is an asset for you as a school head?

16) Would you consider your gender to be a source of weakness for your position?

17) To what extent is the head teacher's role important in order to improve student achievement?

18) What are your views about promoting a gender-balanced school environment (students and teachers)?

Microsystem (Individual Context)

19) What would you consider the general perks/pros of your current position as a school head?

20) What would you consider as the personal drawbacks of your current position as a school head?

21) Who/ what has been your inspiration?

Appendix III: Multifactor Leadership Questionnaire (MLQ) Form 6S

INSTRUCTIONS:

This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, clients, or group members.

KEY

0 - Not at all 1 - Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

1. I make others feel good to be around me..... 0 1 2 3 4
2. I express with a few simple words what we could and should do..... 0 1 2 3 4
3. I enable others to think about old problems in new ways..... 0 1 2 3 4
4. I help others develop themselves.....0 1 2 3 4
5. I tell others what to do if they want to be rewarded for their work. 0 1 2 3 4
6. I am satisfied when others meet agreed-upon standards..... 0 1 2 3 4
7. I am content to let others continue working in the same ways always. 0 1 2 3 4
8. Others have complete faith in me..... 0 1 2 3 4
9. I provide appealing images about what we can do..... 0 1 2 3 4
10. I provide others with new ways of looking at puzzling things. 0 1 2 3 4
11. I let others know how I think they are doing. 0 1 2 3 4
12. I provide recognition/rewards when others reach their goals..... 0 1 2 3 4
13. As long as things are working, I do not try to change anything. 0 1 2 3 4
14. Whatever others want to do is OK with me 0 1 2 3 4
15. Others are proud to be associated with me. 0 1 2 3 4
16. I help others find meaning in their work. 0 1 2 3 4
17. I get others to rethink ideas that they had never questioned before..... 0 1 2 3 4
18. I give personal attention to others who seem rejected..... 0 1 2 3 4
19. I call attention to what others can get for what they accomplish..... 0 1 2 3 4
20. I tell others the standards they have to know to carry out their work. 0 1 2 3 4
21. I ask no more of others than what is absolutely essential..... 0 1 2 3 4

SCORING

The MLQ-6S measures your leadership on seven factors related to transformational leadership. Your score for each factor is determined by summing three specified items on the questionnaire. For example, to determine your score for factor 1, Idealized influence, sum your responses for items 1, 8, and 15. Complete this procedure for all seven factors.

TOTAL

- Idealized influence (items 1, 8, and 15) _____ Factor 1
Inspirational motivation (items 2, 9, and 16) _____ Factor 2
Intellectual stimulation (items 3, 10, and 17) _____ Factor 3
Individual consideration (items 4, 11, and 18) _____ Factor 4
Contingent reward (items 5, 12, and 19) _____ Factor 5

Management-by-exception (items 6, 13, and 20) _____ Factor 6

Laissez-faire leadership (items 7, 14, and 21) _____ Factor 7

Score range: HIGH = 912,

MODERATE = 58,

LOW = 04

Multifactor Leadership Questionnaire (MLQ) Form 6S

SCORING INTERPRETATION

Factor 1 – IDEALIZED INFLUENCE indicates whether you hold subordinates' trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.

Factor 2 – INSPIRATIONAL MOTIVATION measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

Factor 3 – INTELLECTUAL STIMULATION shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.

Factor 4 – INDIVIDUALIZED CONSIDERATION indicates the degree to which you show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Factor 5 – CONTINGENT REWARD shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.

Factor 6 – MANAGEMENT-BY-EXCEPTION assesses whether you tell others the job requirements, are content with standard performance, and are a believer in "if it ain't broke, don't fix it."


Factor 7 – LAISSEZ-FAIRE measures whether you require little of others, are content to let things ride, and let others do their own thing.

Appendix IV: Map of the Punjab Province within Pakistan



Source: Government of the Punjab (2011)

Appendix V: Formal Permission Letter to Administer Questionnaires in Public Secondary Schools of Punjab



NO. 19402/AD(G)
DIRECTORATE OF PUBLIC INSTRUCTION (SE)
PUNJAB, LAHORE.
DATED 07-12/2015

To


The Special Secretary,
Government of the Punjab,
School Education Department,
Lahore.

Subject: **REQUEST TO GRANT FORMAL PERMISSION FOR SAHAR SHAH TO
BE ABLE TO ADMINISTER QUESTIONNAIRES TO PRINCIPALS OF
PUBLIC SECONDARY SCHOOLS IN PUNJAB PROVINCE IN PAKISTAN:**

Kindly reference your order dated 04.12.2015 on the margin of letter issued by
Professor Anna Vignoles, Director Research University of CAMBRIDGE, UK (copy enclosed), on the
subject noted above.

In this regard it is submitted that Miss Sahar Shah is a PhD Scholar in Education at
Faculty of Education University of Cambridge, UK. Her research project is based on exploring the
leadership styles of Secondary School Principals, which is mandatory to her research work.

It is therefore, submitted that the above said issue is a routine matter and there is no bar
to give permission to her for the purpose.


ADDL; DIRECTOR PUBLIC INSTRUCTION (SE)
FOR DIRECTOR PUBLIC INSTRUCTION (SE)
PUNJAB, LAHORE

Appendix VI: Email Template to Invite Participants for the Survey

School leadership has become a priority in education policy agendas internationally. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment.

Effective school leadership is essential to improve the efficiency and equity of schooling.

(Pont, Nusche & Moorman, 2008, p. 9)

Dear Principal/ School Head,

You could help a researcher at the Faculty of Education, University of Cambridge to analyse the importance of the role of gender and school leadership styles in the field of education within Pakistan. Your participation is very important to help us understand the school leader's leadership practices in the existing socially and politically charged cultural context of Pakistan and to contribute towards setting a platform for the improvement of the educational quality within Pakistan.

To participate you will have to complete an online questionnaire (Completion time: 15-20 minutes) that will be sent to you via email. The questionnaire will analyse your leadership style, and if you are interested then you will receive a comprehensive report about your leadership style as a school head, on completing it, via email.

If you agree to participate in this study, please reply to this email by stating: **'I agree to participate'**.

P.S: Please forward this email to the School Head/ Principal, in case it has been sent to the incorrect email address.

Best Regards,

Sahar Shah

PhD Researcher

Faculty of Education University of Cambridge

Informed Consent Letter for Paper-based Survey

Dear School Principal,

I am a PhD candidate in the Faculty of Education at the University of Cambridge. I am conducting a small-scale research that aims to determine the importance of the principal's gender in influencing his or her leadership style within secondary schools in Pakistan. The relationship between educational leadership styles and gender in developing countries is an under researched topic, hence I intend to explore this area.

I request you to participate in this research, as your experience and world views as a secondary school head teacher in Pakistan, are vital for the assimilation of useful knowledge for future educational leaders in Pakistan's schools and you may also enjoy the experience of sharing your perspectives while reflecting on your practices performed as a school leader.

The enclosed questionnaire forms part of my research. Your responses to the statements will enable you to learn about your own leadership style. May I invite you to spend a short time (approximately 15-20 minutes) to complete it?

If you are willing to participate, please complete both sections of the questionnaire. If you prefer, I can also email you an analysis report that explains your style of leadership, once I receive your completed questionnaire.

If you wish to discuss any aspects of my research project, please feel free to contact me. I really hope you are able to participate and that you enjoy learning about your leadership style.

Please note that:

Participation in this research study is completely voluntary and it poses no harms or risks.

I assure you that your identity and any information that could identify you or your school will remain confidential.

Participation in this research project will not be compensated.

Respectfully,

Sahar Shah
University of Cambridge
(ss825@cam.ac.uk)

I understand what this study involves and agree to participate.

Participant's Printed Name

Participant's Signature

Date

Appendix VII: SPSS Output for Statistical Tests

ANOVA Results for the Three Leadership Styles

Descriptives

		Statistic	Bootstrap ^a			
			Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
Transactional Leadership Score	Male-Private School N	49	-1	6	36	62
	Mean	3.1265	.0038	.0511	3.0332	3.2318
	Std. Deviation	.36287	-.00287	.02898	.29781	.41076
	Std. Error	.05184				
	95% Confidence Interval for Mean	3.0223				
	Lower Bound					
	Upper Bound	3.2308				
	Minimum	2.75				
	Maximum	3.88				
	Male-Public School N	64	0	7	51	78
	Mean	2.9961	.0027	.0636	2.8732	3.1185
	Std. Deviation	.50743	-.00740	.04951	.40064	.59322
	Std. Error	.06343				
	95% Confidence Interval for Mean	2.8693				
	Lower Bound					
	Upper Bound	3.1228				
	Minimum	1.63				
	Maximum	3.63				
Female-Private School	N	86	0	8	71	102
	Mean	3.1093	-.0004	.0479	3.0154	3.2064
	Std. Deviation	.46157	-.00439	.02924	.39709	.51470
	Std. Error	.04977				

		95% Confidence Interval for Mean	Lower Bound	3.0103				
			Upper Bound	3.2083				
		Minimum		2.25				
		Maximum		3.90				
Female-Public School	N			65	0	7	51	79
	Mean			3.0227	.0051	.0626	2.8980	3.1418
	Std. Deviation			.49137	-.00630	.04432	.39507	.57028
	Std. Error			.06095				
	95% Confidence Interval for Mean		Lower Bound	2.9009				
			Upper Bound	3.1444				
	Minimum			1.63				
	Maximum			3.90				
Total	N			264	0	0	264	264
	Mean			3.0637	.0025	.0285	3.0068	3.1195
	Std. Deviation			.46504	-.00163	.02147	.42189	.50476
	Std. Error			.02862				
	95% Confidence Interval for Mean		Lower Bound	3.0074				
			Upper Bound	3.1201				
	Minimum			1.63				
	Maximum			3.90				
PassiveLeadership Male-Private School	N			49	-1	6	36	62
	Mean			.6852	.0026	.0740	.5396	.8340
	Std. Deviation			.52816	-.00803	.04412	.43361	.61049
	Std. Error			.07545				
	95% Confidence Interval for Mean		Lower Bound	.5335				
			Upper Bound	.8369				
	Minimum			.00				

		Maximum	1.75				
Male-Public School	N		64	0	7	51	78
	Mean		.8621	.0031	.0637	.7517	.9976
	Std. Deviation		.49311	-.00590	.06650	.35308	.61175
	Std. Error		.06164				
	95% Confidence Interval for Mean	Lower Bound	.7389				
		Upper Bound	.9853				
	Minimum		.38				
	Maximum		2.38				
Female-Private School	N		86	0	8	71	102
	Mean		.7186	-.0006	.0641	.5904	.8445
	Std. Deviation		.58290	-.00484	.03437	.50897	.64433
	Std. Error		.06286				
	95% Confidence Interval for Mean	Lower Bound	.5936				
		Upper Bound	.8436				
	Minimum		.00				
	Maximum		1.88				
Female-Public School	N		65	0	7	51	79
	Mean		.8685	.0044	.1041	.6778	1.0898
	Std. Deviation		.84236	-.01077	.11318	.59238	1.03812
	Std. Error		.10448				
	95% Confidence Interval for Mean	Lower Bound	.6597				
		Upper Bound	1.0772				
	Minimum		.00				
	Maximum		3.38				
Total	N		264	0	0	264	264
	Mean		.7841	.0024	.0386	.7121	.8614
	Std. Deviation		.63096	-.00091	.04403	.54306	.71684
	Std. Error		.03883				

		95% Confidence Interval for Mean	Lower Bound	.7076				
			Upper Bound	.8606				
		Minimum		.00				
		Maximum		3.38				
Transformational Leadership	Male-Private School	N		49	-1	6	36	62
		Mean		3.0796	.0031	.0574	2.9724	3.1960
		Std. Deviation		.39435	-.00452	.03188	.32609	.45111
		Std. Error		.05634				
		95% Confidence Interval for Mean	Lower Bound	2.9663				
			Upper Bound	3.1929				
		Minimum		2.50				
		Maximum		3.90				
	Male-Public School	N		64	0	7	51	78
		Mean		2.9711	-.0009	.0470	2.8781	3.0623
		Std. Deviation		.37202	-.00419	.03524	.30040	.43628
		Std. Error		.04650				
		95% Confidence Interval for Mean	Lower Bound	2.8782				
			Upper Bound	3.0640				
		Minimum		1.90				
		Maximum		3.50				
	Female-Private School	N		86	0	8	71	102
		Mean		3.2855	.0002	.0378	3.2102	3.3614
		Std. Deviation		.35079	-.00274	.03086	.28962	.40911
		Std. Error		.03783				
		95% Confidence Interval for Mean	Lower Bound	3.2103				
			Upper Bound	3.3607				
		Minimum		2.25				

		Maximum	3.80				
Female-Public	N		65	0	7	51	79
School	Mean		3.1323	.0024	.0554	3.0308	3.2418
	Std. Deviation		.43941	-.00616	.03241	.37086	.49638
	Std. Error		.05450				
	95% Confidence Interval for Mean	Lower Bound	3.0234				
		Upper Bound	3.2412				
	Minimum		1.90				
	Maximum		3.90				
Total	N		264	0	0	264	264
	Mean		3.1333	.0012	.0254	3.0828	3.1833
	Std. Deviation		.40349	-.00101	.01703	.36925	.43664
	Std. Error		.02483				
	95% Confidence Interval for Mean	Lower Bound	3.0844				
		Upper Bound	3.1822				
	Minimum		1.90				
	Maximum		3.90				

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Post Hoc Tests

Multiple Comparisons

Tukey HSD

Dependent Variable	(I)	Male (J)	Male	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
	headed/female	headed/female					Interval	
	headed	headed					Lower Bound	Upper Bound
	public/private	public/private						
	school	school						

Transactional Leadership Score	Male-Private School	Male-Public School	.13044	.08818	.452	-.0976	.3584
		Female-Private School	.01723	.08314	.997	-.1978	.2322
		Female-Public School	.10384	.08788	.639	-.1234	.3311
	Male-Public School	Male-Private School	-.13044	.08818	.452	-.3584	.0976
		Female-Private School	-.11321	.07669	.453	-.3115	.0851
		Female-Public School	-.02660	.08180	.988	-.2381	.1849
	Female-Private School	Male-Private School	-.01723	.08314	.997	-.2322	.1978
		Male-Public School	.11321	.07669	.453	-.0851	.3115
		Female-Public School	.08661	.07635	.669	-.1108	.2840
	Female-Public School	Male-Private School	-.10384	.08788	.639	-.3311	.1234
		Male-Public School	.02660	.08180	.988	-.1849	.2381
		Female-Private School	-.08661	.07635	.669	-.2840	.1108
PassiveLeadership	Male-Private School	Male-Public School	-.17691	.11948	.451	-.4858	.1320
		Female-Private School	-.03340	.11266	.991	-.3247	.2579
		Female-Public School	-.18326	.11908	.416	-.4912	.1246
	Male-Public School	Male-Private School	.17691	.11948	.451	-.1320	.4858
		Female-Private School	.14350	.10391	.512	-.1252	.4122
		Female-Public School	-.00635	.11084	1.000	-.2929	.2802
	Female-Private School	Male-Private School	.03340	.11266	.991	-.2579	.3247
		Male-Public School	-.14350	.10391	.512	-.4122	.1252
		Female-Public School	-.14986	.10345	.470	-.4173	.1176

	Female-Public School	Male-Private School	.18326	.11908	.416	-.1246	.4912
		Male-Public School	.00635	.11084	1.000	-.2802	.2929
		Female-Private School	.14986	.10345	.470	-.1176	.4173
Transformational Leadership	Male-Private School	Male-Public School	.10850	.07352	.454	-.0816	.2986
		Female-Private School	-.20587*	.06932	.017	-.3851	-.0266
		Female-Public School	-.05272	.07327	.889	-.2422	.1367
	Male-Public School	Male-Private School	-.10850	.07352	.454	-.2986	.0816
		Female-Private School	-.31437*	.06394	.000	-.4797	-.1490
		Female-Public School	-.16121	.06820	.087	-.3376	.0151
	Female-Private School	Male-Private School	.20587*	.06932	.017	.0266	.3851
		Male-Public School	.31437*	.06394	.000	.1490	.4797
		Female-Public School	.15316	.06365	.078	-.0114	.3178
	Female-Public School	Male-Private School	.05272	.07327	.889	-.1367	.2422
		Male-Public School	.16121	.06820	.087	-.0151	.3376
		Female-Private School	-.15316	.06365	.078	-.3178	.0114

*. The mean difference is significant at the 0.05 level.

Mean Scores for of Nine Leadership Traits across Gender-school sector based categories.

Report

Male headed/female headed public/private school	Idealized Influence	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individualized Consideration	Contingent Rewards	Management-by-Exception (Active)	Management-by-Exception (Passive)	Laissez-Faire Leadership
---	---------------------	---------------------	--------------------------	--------------------------	------------------------------	--------------------	----------------------------------	-----------------------------------	--------------------------

		(Attribut ed)	(Behavio ur)							
Male- Private School	Mean N Std. Deviation	2.9153 49 .62784	3.1347 49 .50448	3.2378 49 .44693	3.1276 49 .49509	2.9827 49 .71214	3.1622 49 .44094	3.0908 49 .46644	.8204 49 .76109	.5500 49 .36586
Male- Public School	Mean N Std. Deviation	2.7609 64 .55495	2.9961 64 .56430	3.2375 64 .49200	2.8125 64 .61721	3.0234 64 .45145	3.1227 64 .45259	2.8695 64 .87847	1.1047 64 .61919	.6195 64 .50855
Female- Private School	Mean N Std. Deviation	3.0174 86 .77432	3.3070 86 .45524	3.4587 86 .50557	3.4314 86 .44292	3.2337 86 .46756	3.3558 86 .37404	2.8628 86 .76709	.9552 86 .78110	.4820 86 .56822
Female- Public School	Mean N Std. Deviation	2.9769 65 .60098	3.1969 65 .51073	3.3577 65 .55756	3.0685 65 .57579	3.0677 65 .63025	3.2477 65 .41865	2.7977 65 .82403	.9931 65 .90764	.7438 65 .89161
Total	Mean N Std. Deviation	2.9263 264 .66137	3.1725 264 .51680	3.3392 264 .51175	3.1356 264 .57897	3.0953 264 .56460	3.2367 264 .42578	2.8907 264 .76808	.9758 264 .77716	.5924 264 .62798

Multiple Regression Analysis with Dependent Variable Transformational Leadership

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
-------	----------------	----	-------------	---	------

1	Regression	6.864	7	.981	6.983	.000 ^b
	Residual	35.952	256	.140		
	Total	42.817	263			

a. Dependent Variable: Transformational Leadership

b. Predictors: (Constant), Gender of Student Body, Head Teacher's Age, Locality of School, Income Status of Student Body, Head teacher's Gender, Type of School, Headship total number of years

Model Summary with Seven Predictor Variables and Dependent Variable Transformational Leadership

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.400 ^a	.160	.137	.37475	1.964

a. Predictors: (Constant), Gender of Student Body, Head Teacher's Age, Locality of School, Income Status of Student Body, Head teacher's Gender, Type of School, Headship total number of years

b. Dependent Variable: Transformational Leadership

Model Coefficients of Seven Predictor Variables and Dependent Variable Transformational Leadership

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.321	.218		10.624	.000		
	Income Status of Student Body	.100	.046	.144	2.157	.032	.735	1.360
	Locality of School (Urban)	.195	.051	.233	3.804	.000	.871	1.148
	Head Teacher's Age	.006	.004	.144	1.489	.138	.350	2.860
	Headship total number of years	.001	.006	.020	.213	.832	.363	2.754
	Type of School (Private)	-.127	.059	-.158	-2.134	.034	.602	1.661
	Head teacher's Gender (Male)	.127	.055	.156	2.314	.021	.724	1.381
	Gender of Student Body	.026	.038	.053	.695	.488	.556	1.800

a. Dependent Variable: Transformational Leadership

Appendix VIII: Codebook for Interviews

CODEBOOK FOR INTERVIEWS (PRE-SET)

No.	CODE	MEANING
1.	Family Background	Experiences of the head teacher as a child, the type of socialization, family background, marital status, kids
2.	Role Model	The person, thing or concept that inspires the head teacher
3.	Education	The experiences of the head teacher in term of schooling and formal or informal training for professional roles
4.	Work Experience	The experiences of the head teacher as an employee/worker in past jobs
5.	School System	The current school system in which the head teacher operates, private or public system?
6.	Shareholders	The relationship of the head teacher with the teachers, parents, staff, students, board of trustee and supervisors in the current school system
7.	Economy	The impact of the current state of the economy on the operations of the head teacher in running the school
8.	Government	The impact of the current policies and system of government in Pakistan on the head teacher's operations
9.	Security	The extent to which the security of the school is an important issue for the smooth running of the school to the head teacher
10.	Culture	The head teacher's perceptions regarding the values, traditions and attitudes of the people of Pakistan and their impact on how the head teacher runs the school.
11.	Time	Factors that have caused changes in attitudes and behaviours of the head teachers over time.
12.	Leadership behaviour	How the head teacher claims to behave in the school while on duty as a head. The 5 leadership behaviour categories are derived from the MLQ for transformational leadership: Intellectual Stimulation, Individual consideration, Inspirational Motivation, Idealized Influence(behaviour), Idealized influence (attitudes)
13.	Gender issues	The head teacher's perceptions regarding gender related issues.

CODEBOOK FOR INTERVIEWS (EMERGENT)

No.	CODE	MEANING
14.	Unforgettable incident	Incident or event that had a major impact on the thinking, opinions and attitude of the head teacher
15.	Leadership style indicator	The head teacher's view about how a head teacher should behave, and hence implicitly the head teacher may follow that behaviour
16.	Barriers	Factors that the head teacher considers as limiting or as obstacles to effectively perform the role as a school head
17.	Needs	Factors perceived by the head teacher as being absolutely essential in order to operate effectively as a school head. (different from barriers)
18.	Opportunities	Factors that the head teacher identifies as opportunities for further improvement in running the school, factors that can assist in multiplying the school's resources.
19.	Resources	Factors that the head teacher perceives as being strengths that assist the head teacher in effectively leading the school

