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**COMPARATIVE ANALYSIS OF PUBLIC AND PRIVATE
UNIVERSITY HEADS LEADERSHIP STYLES IN PUNJAB PAKISTAN**

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Faire.**

Abstract

The study was conducted to see the leadership styles of heads of public and private universities of Punjab, Pakistan. The primary objective of the study was to compare the leadership style of public and private university heads as perceived by teachers. The study was delimited to teachers as well as autocratic, democratic, and laissez-faire leadership styles. A quantitative research design and survey method were used for data collection. A sample of 372 teachers

(270 public & 102 private) was taken by applying a simple random sampling technique. The data was collected by using a valid and reliable research instrument. The maximum data of the study were collected by the researcher herself whereas in some areas friends and relatives were consulted. The gathered data were analyzed by using the mean interpretation scale of Valdez (2020) and descriptive statistics mean and standard deviation as well. The study concluded that public university heads bear autocratic whereas private university heads bear democratic leadership styles. Similarly, the laissez-faire leadership style is not practicing as well as democratic and autocratic utilizing in both the university sectors.

Introduction

Leaders and the way they lead is one of the key factors that influence the improvement and betterment of workers in terms of performance, the level of commitment, motivation engaging the human power, and use of technological assets. Leaders always lead from the front and give directions to the workers to make their feelings and actions go side by side for the proper accomplishment of the targets. The leaders do not bind themselves in given rules and regulations of the organization but they move further in an appropriate way for the enhancement of their working area (NawoseIng'ollan&Roussel, 2017). The number of researches in the area of leadership is increasing over about ten years. Some factors lead to evolvement in this area such as differences in personal characteristics, worldwide changes, improvement in technology, and different styles of doing the tasks (Alonderiene&Majauskaite, 2016).

Robbins and Coulter (2005) define leadership as the agreement on a single definition is not possible as it is a broader term and has many dimensions. It is a process that involves three parts "Leaders, Followers, and Situation". Different researches that have been conducted under the category of leadership involves the act of exploring the influence of the leaders and their styles of leading on level satisfaction, commitment, cultural development, retaining and encouragement in organizational settings where the competition to beat others prevails (Yang & Islam, 2102; Shaw & Newton, 2014; Siddique et al, 2011; Behery& Al-Naser, 2016). Keeping in view the importance of leadership and its impact on the outcomes of the organizations, its importance cannot be ignored in the area of the higher education system, and (Bryman, 2007) also depicted that less research work has been done in this area. One of the studies has been conducted in the Iranian context (Sun & Yang, 2014).

Leadership is undeniably a topic of interest where research needed to be conducted for the sake of betterment. Several types of research have been done earlier in this area under a variety of professions, organizations, and cultural setups. But the number of researches focusing on teachers or educational leaders and the higher education system are very few (Bodla& Nawaz, 2010). There is a need to conduct sufficient researches keeping in view the shortage of research work related to leadership at higher level sectors as both public or private sectors of the higher education system need better leaders to lower the educational blunders in Pakistan.

Analysis of Leadership

As we know that the aspects of leadership cannot define in a universal definition due to its multidimensional nature. It is seen in individual behavior when experienced (Bryman, 2007). According to Maxwell (2007) and Bryman (2007) leadership assists a person to motivate people towards their goal and desire result of institutions. Some researchers include Millter et al. (20009) and Griffith (2005) described the work, qualities, and abilities of a leader. The development of leadership theories is not done immediately; it has been done in a long period. In the 20th century, leadership started with a theory namely Great Man theory and it focusing on unique traits of leadership, but later on, this theory has been criticized too much and some

other theories have emerged e.g. goal leadership theory, situational, team leadership, contingency, leadership styles and other.

Leadership Styles

To get a clear picture of leadership styles, one needs to have a close look at different leadership theories, because such theories have direct allegations for what type of leadership style a leader uses in managing their institutional activities. The word style is indirectly the same as how an institutional leader motivates their subordinates in an effective manner (Peterson & Hicks, 1996). Various styles of leading styles "autocratic, democratic, transformational, transactional and passive/avoidant leadership, servant leadership, democratic leadership, and charismatic leadership" have been invented and their worthiness for education has been proved in different regions of the world. As we know that nowadays several leadership styles are working in this modern world. Some of their primary leadership styles are listed below one by one concisely.

Autocratic

The Autocratic leadership style focuses on "Do as directed." In this style generally, a leader considers his/herself much smarter than other members and takes all the decisions with little influence from other team members.

Democratic

The democratic leadership style is different from autocratic styles; it focuses on "What do you think." A leader has a democratic leadership style that involves other team members and gives importance to their opinions before approving a final decision.

Laissez-Faire

The Laissez-faire leadership style is opposite from the autocratic style. It focuses on "Feel free to do work." A leader with having laissez-faire leadership style takes no strict action about ongoing matters and team members perform their activities without fear of leader restriction. Various styles of leading styles "autocratic, democratic, transformational, transactional and passive/avoidant leadership, servant leadership, democratic leadership, and charismatic leadership" have been invented and their worthiness for education has been proved in different regions of the world. In Pakistan, it can be observed that teachers and heads are still using the same old-fashioned authoritative style of leading especially in private sectors. So exploring the leadership style in public and private sectors of the higher education system in a comparative manner will be quite beneficial to know that whether these sectors are using the new styles of leadership, which are more powerful and vital for effective and efficient outcomes. Therefore, it is important to find out the leadership styles adopted by the department heads in the public and private sectors. Thus the title of the will be entitled as "comparative analysis of the leadership provided in public and private Universities of Punjab".

Objectives

To compare the leadership styles of heads in public and private universities of Punjab.

Hypothesis

There is no significant difference between public and private university heads leadership styles (Autocratic, Democratic and Laissez- Faire).

Significance of the Study

This study will guide further researchers in the given context for the furtherance of knowledge by exploring its aspects related to impact. Policymakers and administrators will get an idea of what sort of leadership styles are under practice by heads of the departments in terms of old and new leadership styles and formulate their plans and policies keeping in view those styles and improve them according to global standards.

Methodology

The study was conducted in comparative nature. The study followed a quantitative research design and survey method for data collection. The data was collected from teachers of public and private universities in Punjab. Therefore, the population of the study consisted of all the teachers of public and private universities of Punjab. The sample of the study was constituted of 372 (270 public & 102 private) university teachers. Similarly, the online sample size calculator Raosoft (2016) and simple random sampling technique were adopted for the selection of a sample from the population. The instrument consisted of items related to leadership styles i.e. autocratic, democratic, and laissez faire. The instrument was constructed in the light of relevant literature and made valid and reliable by using proper procedure. The reliability coefficient value was found .84 which is in an acceptable range. The maximum data was collected personally by keeping in view all the ethical considerations of research. However, in some areas friends and relatives' help was taken by giving proper guidance related to data collection of the study. The gathered data was analyzed by using statistics such as mean and standard deviation.

Analysis and Results

The data of the study were analyzed with the help of the mean range and interpretation scale used by Vadez et al. (2020) in their study use of social networking sites for the improvement of study habits of students in five countries. The leadership styles i.e. autocratic, democratic, and laissez-faire are presented having means and standard deviation values in the below tables.

Weight	Mean Range	Adjectival Rating	Interpretation
4	3.51–4.50	Always	Highly utilized
3	2.51–3.50	Often	Moderately utilized
2	1.51–2.50	Sometimes	Slightly utilized
1	1.0–1.50	Never	Not utilized

Valdez et al. (2020)

Table 1 Autocratic Style

Sectors	N	Mean	Standard Deviation	Interpretation
Public Teachers	270	4.16	.7520	Highly
Private Teachers	102	2.33	..81	Slightly

Table 2 Democratic Style

Sectors	N	Mean	Standard Deviation	Interpretation
Public Teachers	270	2.86	.7110	Moderately
Private Teachers	102	3.91	.80	Highly

Table 3 Laissez-Faire Style

Sectors	N	Mean	Standard Deviation	Interpretation
Public Teachers	270	2.45	0.512	Slightly
Private Teachers	102	1.33	0.516	Never

Table 1 indicates the result of views of public and private university teaches regarding the autocratic leadership style of their heads in the form of mean statistics. The mean values for public and private teachers are 4.16 & 2.33 respectively. Table 2 indicates the results of the democratic leadership style of heads. The mean values for democratic leadership style as perceived by the public and private teachers are 2.86 & 3.91 respectively. Similarly, table 3 shows the result of the laissez-faire leadership style of heads. The mean values for laissez-faire leadership style as perceived by the public and private university teachers are 2.45 & 133 respectively. Hence it is found from the calculation of all the three tables and the mean interpretation scale of Valdez et al. (2020) that the autocratic style is found highly in public and slightly utilized in private sector universities. The democratic style is found highly in private and moderately utilized in public universities. Whereas the laissez-faire leadership style is found slightly in public and rarely/never utilized in private sector universities of Punjab, Pakistan.

Conclusion and Recommendations

The conclusion of the study was drawn from findings of the study that were found with the help of proper utilization of statistics. After all, the study concludes that public sector institutions in Punjab, Pakistan bear an autocratic leadership style as the leader is the chief judge of the achievements of the member of the group. It is also concluded that in private sector universities, heads bear a democratic leadership style as the leaders need to help subordinates accept responsibility for completing their tasks. Whereas laissez-faire leadership style is not usual practices in both public and private universities as perceived by teachers, as well as the analysis, suggest a low value in both cases. The findings of the study are a resemblance to past research studies conducted by (Iqbal, 2005; Kunwar, 2020; Shah, 2003). The study entitled leadership styles in public and private organizations were conducted by Ali (2015) and found the same results as concluded by a particular study. So, the findings of the study are also supported by the findings of Ali (2015). It is recommended that all the heads teachers may be well known about the situation and his colleague's skills to use the best leadership style accordingly. Leaders may be used the democratic leadership style for better running of institutions because the democratic leadership style is most demanding and popular as the literature suggests.

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