Leadership and their Preferred Decision Model in Public Sector Institution of Higher Education in Sind

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Abstract

The study is based on quantitative methods to find out the relation of Leadership styles with decision models. In this study the researcher is using correlation analysis and analysis of variance. The quantitative approaches are used to develop facts. For the testing of hypothesis, the Pearson correlation coefficient, the ANOVA and the two-way analysis of variance has been used. Researcher depicts points in developing more applicable and significant relations of leadership styles with decisions models in enhancing the quality of public sector education institutions, for this purpose a survey is conducted to collect data. It is inappropriate to suggest that the existing leadership styles and decision models are adequate; therefore the new relation will be suggested in this study. The relation of leadership styles with decision-making model would create significant impact on the educational performance of higher education institutions in Pakistan. This study will provide ideas for decision makers to integrate educational strategies with quality education and overall performance of the educational sector and society. This paper will contribute in fulfilling the gaps that are creating problems in higher education institutions in Pakistan.

Keywords: Consideration, Initiation; Environment; Public Sector; Higher education

Introduction

In public sector government owned organization in Pakistan suffer from lack of appropriate polices in respect of administration and the role of their employees in performance of assigned task to achieve efficiency and desirable level of governance. Many of these problems and issues are associated with prevailing condition of both internal and external environments. In matters of governance the organizational goals, objectives of employees and the service conditions have strong relationship with those who lead the various teams in their functions and duties perform toward achievements of the goals for which an organization has been established. The

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understanding of the bonds of leaders in their administrative positions and the status of the employees as members of the teams is crucial to any reform for the improvement of environment and performance towards the required goals. The problem of smooth functioning and effective performance lies in the leadership styles and decisions-making in these public sector organizations. The public sector institutions for higher education are example where governance problems are largely owed to the bonding issue between leaders and their teams. The study in hand proposes to bring out the basic dimension of this relationship that is leadership styles and associated decision-making model for delivery of services in the educational institutions in the province of Sind Pakistan, where the internal environments and competitions among the employees are static.

In the prevailing situation leadership clash and entangled decisions making have given rise to a dilemma constituting the basis of organizational inefficiency, and as a result the problems range from inefficient utilization of organization resource to not successfully guiding the team members and achieving the organizational goals. Therefore, leaders should have vision and potential to motivate the followers in making the right decision, which is the best course of action selected by the leader in the available alternative avenues in the prevailing environment(Blanchard, Zigarmi et al. 1993). Significant and efficacious decisions of the leaders arise from negotiation and compatibility of leader's judgment with the behavior's maturity of the followers. In the contemporary business environments we are witnessing changes and shifts from traditional activities to non conventional functional performance as a result of fast changing social cultures personal attitudes and behaviors giving rise to vastly different paradigm of complex situations that of necessarily require comprehension of the ways the decisions are made (Basi 1998).

Literature Review

To be able to perform as effective leaders they should posses the ability to present the organizational goals in a way that followers themselves would prefer to achieve them. They must have an ability to organize the resources and skills for better performance of the team (Bande, Fernández-Ferrín et al. 2016). The leadership concept is highly important for the organization and is the integral aspect of strategic management (Hesselbein and Cohen 1999). Hessselbein and Cohen (1999), have identified three aspect of a leading role: 1) Firstly, leadership is not only just performing action but is very much related with perception and attitude. The skills and competencies of a leader are the factors that define a leader not the abilities which are

learned. Secondly, followers are the main agents on which the success of a leader depends. It is the duty of a leader to find employees who are worthy to invest-in and develop a competent work force of highly motivated capable personalities, 2) a leader must provide clear path that makes the way for the achievement of the common goal and spending time with those employees or subordinates who are worthy of this and try to work effectively with people who are within and outside the organization and, 3) for a good leader communication within and outside the outside the organization is imperative for developing conducive environment in a situation where relation between work place and external environments are widely dynamic and transient. A leader must be capable of visualising the prospects and future of the organization in order to plan ahead (Rohmann and Rowold 2009). The studies on leadership focuses the changing role and style of leaders which reflect the core view of leadership and the need for its understanding (Silverthorne and Wang 2001).

Situational Theory of Leadership
According to (Blanchard, Zigarmi et al. 1993), Dynamic and effective leadership is the one major attribute of the successful organization that sets them apart from not so successful entities. Approaches to situational leadership are aligned with the contingency theories (Fiedler 2015). For example, the "terms task-behavior" and "relationship-behavior" described the concepts that are much related with "initiating structure" and "consideration" of the Ohio State studies of Hersy and Blanchard (1970), which are similar to "task" and "relationship" in contingency model (Fiedler 1970).

        In the situational model of Hersy and Blanchard, the leader must fit his or her leading style according to the requirement (Lussier and Achua 2015). Behaviour of a leader should be contingent with the situation(Blanchard 1985). Leader and followers' relation is the main essence of situational leadership theory; leaders should make their followers mature (Robbins 2001). As (Hersey and Blanchard 2001), the guidance and direction of interaction with each other in the situational leadership (task behaviour), the social and emotional support exhibited by the leader (relationship behaviour) show that the subordinates have an attitude of readiness to meet the specific goal and role of the organization. For the leaders this concept was more effective in their daily interaction with others (Tatum, Eberlin et al. 2003). Situational leadership theory has been viewed in two dimensions: one is task behaviour and the other is relationship behaviour, task behaviour focuses on the duties and responsibilities of an individual or group (Hersey and Blanchard 1970). On the other hand, relationship behaviour contrarily exerts force on the

relationship behaviour of the leaders who engage in two-way or multi-way communication(Hersey and Blanchard 2001). Situational leadership is a combination of four leadership styles that depend upon the task and relationship behaviours like "low task-low relationship", "high task-low relationship", "high task- high relationship", and "low task-high relationship" (Hersey and Blanchard 1969).

Situational Leadership Styles
In 1970, after careful examination of leadership Hersey and Blanchard theoretical research on leadership theory, apart from clarifying the theory they also developed a model of leadership. Consideration behaviour and initiating structure were two different styles that emerged from the data and analysed by Hersy and Blanchard in 1970. Based on these two dimensions four styles of leadership were developed wherein a leader may put himself / herself, (1) Low consideration-high structure (2) high consideration-high structure (3) high consideration-low structure (4) low consideration-low structure(Blanchard, Zigarmi et al. 1993). The group of followers for whom any of the four situational leadership styles is appropriate is considered and identified on the basis of maturity. When the maturity of the group evolves, the leadership commences from high task and low behavior, moves to high task and high behavior, and moves towards low task and high behavior, and ends with low task and low behavior (Hersey and Blanchard 1969). These models are also referred to as "Telling" (TEL), 'Selling" (SEL), "Participating" (PAR), and "Delegating" (DEL) (Weber and Karman 1991). By combining followers' ability and willingness four levels of follower's maturity and the leadership styles are produced(Fernandez 2017). On the basis of this, telling style (TEL) is associated with low willingness-low ability of the followers, because in this case they need specific guidance from the leaders. The selling style (SEL)is exercised when followers show high willingness and low ability which also requires direct guidance. The participating style (PAR) may be adopted for the followers showing low willingness but high ability and so need to be more participative. Delegating style (DEL) is practiced when followers are conscious of their duties and accept responsibility which shows high willingness and high ability on the part of the followers.

Research Methods
Leadership Behaviour Description Questionnaire (LBDQ XII) of Ohio State University, USA and General Decision Making Scale (GDMS) Questionnaire were used to collect required information. The General Decision Making Scale (GDMS) is the most used

instruments designed by (Scott and Bruce 1995), for studies conducted in military, education and private organization. The sample of the population was selected by choosing random sampling and multistage sampling. A survey is conducted in the public sector higher education institutions in the Sind province. The 10 public sector higher education institutions were chosen and 200 questionnaires were distributed out of which 114 were collected. The questions in questionnaire are concerned with two dimensions of leadership namely consideration and initiating structure and five models of decision-making. In table 1 the frequency distribution of the collection of questionnaire is shown.

As explained earlier, the purpose of the study is to find the relationship between the leadership styles and decision-making models that are being currently practiced by the decision makers in public sector higher education institution in the Sind province. To acquire understanding of leadership characteristics and behaviour information, demographics characteristics like age, gender, job experience and educational qualification was obtained. These characteristics were linked with the leadership styles and decision-making models of Situational Leadership which is described by Hersy and Blanchard based on initiating and consideration constructs were considered to match with the General Decision Making Models of Scott & Bruce at different level of leadership.

The different leadership styles are defined (by the authors) as under. 1) Telling is the leadership style depicted by High Task with Low Relationship behaviour. Leaders of this class lead their subordinates or team members by giving definite instruction to perform tasks and monitor their performance closely. 2) Selling leadership style is indicated by High Task and High Relationship behaviour. Leaders of this category provide clear directions and focus on performance (Blanchard 1985). 3) Participating style is indicated by "Low Task – High Relationship" behaviour. These leaders develop close interaction with the team and participate through sharing ideas for decisions-making, do not keen on task as on the relationship. 4) Delegating Style is shown by "Low Task – Low Relationship" behaviour. Leaders of this type delegate authority to their subordinates and have less emphasis on interactive relations, but do emphasise on monitoring.

When a decision situation arises a decision needs to be made. Decision-making is the habitual and learned behaviour that exhibits response pattern of an individual towards the situation (Scott and Bruce 1995). Five different categories of decision making models have been suggested by (Scott and Bruce 1995), and these are: (a) Rational (RAT) decision-making model involves logical evaluation of alternatives using experiments, or through the use of experiment or

trial error process; (b) Intuitive (INT) is the one arising from leaders' feeling, sentiments and hunches; (c) dependent (DEP) decision-making model seeks direction and help from others; (d) avoidant (AVO) decision-making model prefers to defer decisions; (e) spontaneous (SPO) model is a style that is more tilted towards the quick or spur of the moment decision-making.

Table 1: Table of Frequency Distribution of Job's Titles

Decision Makers	Frequency	Percent	Valid Percent	Cumulative Percent
Registrar	1	0.88	.88	.88
Dean	10	8.8	8.8	9.68
HOD/Chairman	50	43.86	43.86	53.54
Deputy Registrar	12	10.52	10.52	64.06
Controller Examination	7	6.14	6.14	70.2
Director Admission	4	3.50	3.5	73.7
Director QEC	6	5.26	5.26	78.961
Director Project	5	4.39	4.39	83.35
Member Senate	8	7	7	90.35
Member Syndicate	5	4.39	4.39	94.74
Member Academic Council	6	5.26	5.26	100.0
Total	114	100.0	100.0	

Hypotheses o f the Research
To evaluate the relationship between leadership styles and preferred decision-making models used by decision makers of higher education institutions in Sind province.
H1. There is significant relation between decision makers' leadership styles (TEL, SEL, PAR, and DEL) and preferred decision-making models (RAT, INT, DEP, AVO, and SPO).
H2.There is significant difference in leadership styles used in the higher education institutions (TEL, SEL, PAR, and DEL) based on the demographic variables (gender, age, title, salary, education level, current institution experience and total experience).
H3. There is significant difference in decision-making models used in the higher education institutions (RAT, INT, DEP, AVO, and SPO) based on the demographic variables (gender, age, title, salary, education level, current institution experience and total experience).

H4.There is significant difference in decision-makers' leadership styles and different dimensions of demographic categories based upon different dimensions of decision-making models in the institutions.

Analysis
After collecting the responses, all the information has been put in statistical package of social sciences edition 16 for window XP. To understand the different aspect of the data, descriptive and inferential techniques of statistic such as the means, frequencies, percentages, standard deviations, and coefficient were produced after the variables went through analyses. After the descriptive analysis, the researcher used a t-test, one-way analysis of variance (ANOVA), Tukey's test, Pearson correlation coefficient and two-way ANOVA to test the mean differences and their significance as well.

Table 2: Relation with Decision-making and Leadership Styles

		Intuition	Dependent	Rational	Spontaneous	Avoidant
Task Oriented	Pearson Correlation	$-.176^{**}$	$-.225^{**}$	$-.330^{**}$	$-.176^{**}$	$.160^{**}$
	Sig. (2-tailed)	.001	.000	.000	.000	.000
Relationship Oriented	Pearson Correlation	$-.125^{**}$	$.350^{**}$	$.163^{*}$	$-.168^{**}$	$-.079$
	Sig. (2-tailed)	.000	.000	.017	.000	.249

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

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

As depicted in Table-2, significant negative correlation between (initiating structure) Task-Oriented and intuition *(r = - .176)*, and between (consideration) Relationship-oriented and intuition *(r = -.125)*. Significant negative correlations were also found between task-oriented (initiating structure) and dependent (r = -.225), relationship oriented (consideration) and dependent has positive correlation *(r = .350)*, the correlation between the task-oriented (initiating structure) and rational decision model has negative one (*r* = -.330), and relationship-oriented (consideration) and rational has positive correlation *(r = .163)*. The decision makers of higher education institutions' have negative correlation with spontaneous decision model (*r= -.176*). On the other-hand the task oriented dimension has positive correlation with avoidant decision model (*r=.160*), similarly the relationship-oriented (consideration) with spontaneous (*r= -.168*) and avoidant (*r= -.079*) has negative correlation.

Table 3: Variance Analysis of Leadership Styles with Decision Makers

Leadership Styles	Selling	Telling	Participating	Delegating	Analysis	Remarks
Gender	0.139	0.543	0.330	0.374	p>0.05	Not Significant
Age	0.205	0.468	0.210	0.104	p>0.05	Not Significant
Education	0.145	0.447	0.153	0.236	p>0.05	Not Significant
Salary	0.230	0.198	0.182	0.372	p>0.05	Not Significant
Job Title	0.192	0.401	0.364	0.196	p>0.05	Not Significant
CurrentInstitute Experience	0.416	0.328	0.147	0.361	p>0.05	Not Significant
Total Experience	0.126	0.358	0.348	0.170	p>0.05	Not Significant

In Table 3, gender, age, education, salary, job-title, current institute experience, and total experience depicted that there is no significant difference found in leadership styles in public sector higher education institutions. Participative style is the most utilized style that is being used in the higher education institutions. Culture of the public sector institution is the core factor that moves the decision makers towards the participative leadership style. In this culture the delegation of responsibility is more as compare to private sector institutions. The policies of the Public sector institutions are made by the government on the basis of the decision maker's recommendations. That is why there were no difference was found (P>0.05) in leadership styles in higher education institutions of Sind province, in relation of different demographic factors.

Table 4: Variance in Decision Models of Decision Makers

Decision Making Models	Intuition	Dependant	Rational	Avoidant	Spontaneous
Gender	0.803	0.094	0.629	0.595	0.974
Age	0.005 **Significant P<0.05**	0.303	0.303	0.300	0.036 **Significant P<0.05**
Education	0.883	0.560	0.326	0.343	0.975
Salary	0.263	0.576	0.567	0.928	0.188
Job Title	0.883	0.560	0.326	0.343	0.975
Current Institute Experience	0.294	0.970	0.138	0.022 **Significant P<0.05**	0.745
Total Experience	0.134	0.695	0.702	0.012 **Significant P<0.05**	0.743

In Hypothesis Three, the results in Table 4, showed significant difference in the intuition and   spontaneous   decision-making models based on age. With multiple comparisons, results show that   decision maker in higher education institutions aged 51-60 years used the intuitive decision-making   model   more   than other age groups. In intuition decision making model there is a difference in their decision making model based on the age mean. The mean of 3.30 for the age group of 40 or under, the   mean   of 2.61for the age group of 41-50 and the mean of 2.55 for the age group of 51-50. Similarly in   spontaneous   model   the   mean   age difference is 3.11 for the age group of 40 or under and the mean of 2.48 for the age group of 51-60.

        Decision-making situation has definite observable future on which the quality of decisions depends(Vroom and Jago 2007). The results of the current study indicated that age influenced on situation where different observable features are affecting the decision makers which is why in the model intuition affects different age groups even the youngest age group as well. On the other hand in avoidant decision making model, the difference is found only in the current and total experience group of 0-5 and 16-20 experience groups.

Table 5: Two way ANOVA of Decision Models with Leadership Styles and Demography

Decision Making Models	Gender*LS p>0.05	Age*LS p>0.05	Education*LS p>0.05	Salary*LS p>0.05	Job Title*LS p>0.05	Current Experience*LS p>0.05	Total Experience*LS p>0.05
Intuition	.328	.355	.957	.270	.837	.682	.591
Dependent	.849	.171	.577	.901	.145	.369	.572
Rational	.671	.157	.305	.679	.899	.136	.083
Avoidant	.987	.335	.872	.257	.253	.433	.879
Spontaneous	.271	.154	.229	.531	.879	.432	.682

In Table 5, it is found that decision model intuition, dependent, rational, avoidant and spontaneous with leadership styles and gender do not affect the intuition model. Similarly all the demographic variables have no significant affect on any decision models. However all decision models having significant relation with leadership styles that is shown in the figures below.
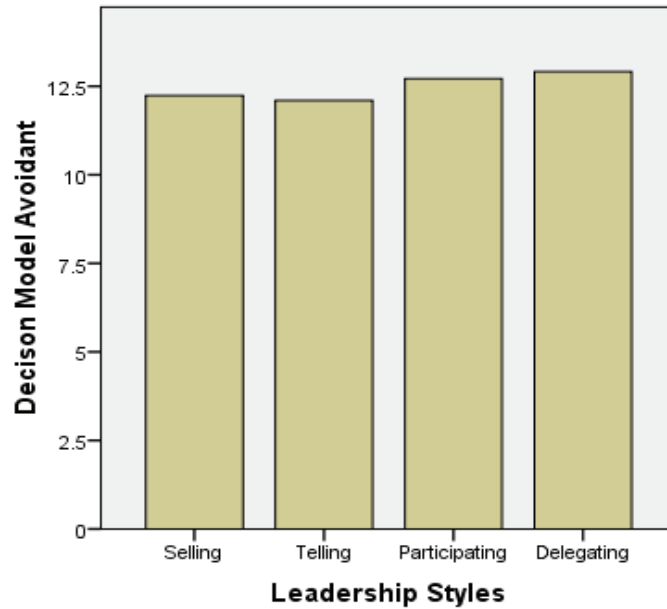
Figure 1. Avoidant Decision Model with Leadership Style
In Figure 1, through multiple comparisons, significant difference was found among decision makers' leadership styles base on the avoidant decision-making model. On the basis of the demographic variables it is found that decision makers in higher education institution use the avoidant decision-making model and prefer to use the delegating leadership style (p < 0.05).
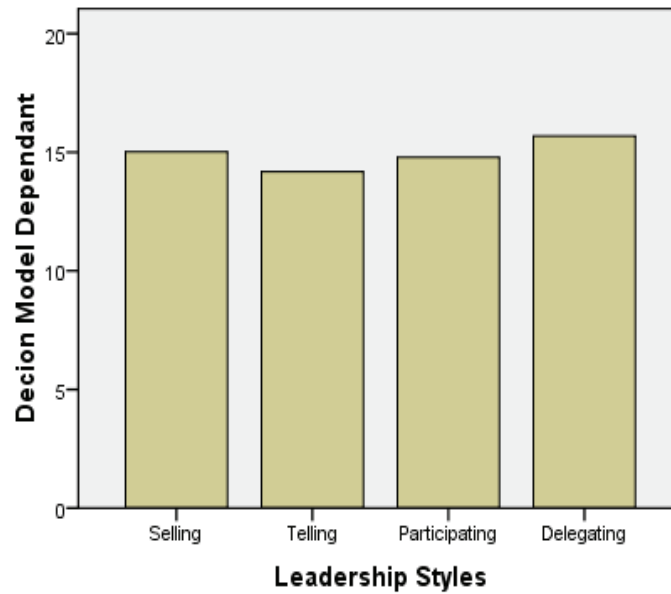
Figure 2. Dependant Decision Model with Leadership Styles

In Figure 2, through multiple comparisons, significant difference was found among decision makers' leadership styles based on the dependent decision-making model. On the basis of the demographic variables it found that decision makers in higher education institution use the dependent decision-making model and prefer to use the delegating leadership style.

Figure 3. Intuition Decision Model with Leadership Styles

In Figure 3, through multiple comparisons, significant difference is found among decision makers' leadership styles based on the intuition decision-making model. On the basis of the demographic variables it found that decision makers in higher education institution use the intuition decision-making model and prefer to use the selling leadership style where $p < 0.05$.
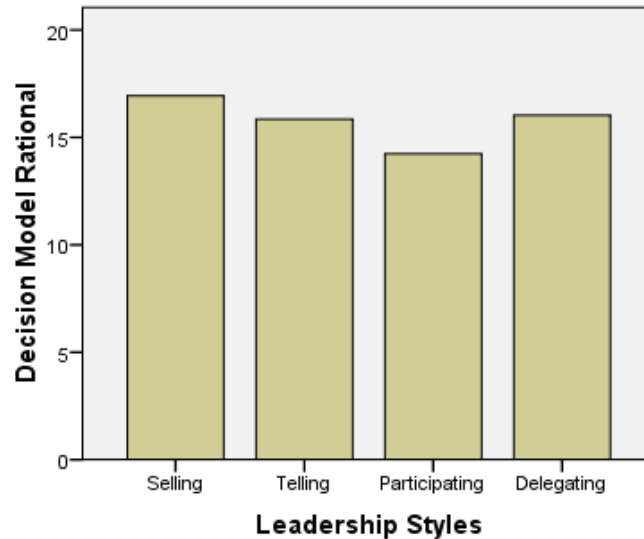
Figure 4. Rational Decision Model with Leadership Styles

In Figure 4, through multiple comparisons, significant difference is found among decision makers' leadership styles based on the rational decision-making model. On the basis of the demographic variables it found that decision makers in higher education institution use the rational decision-making model and prefer to use the selling leadership style where $p < 0.05$.
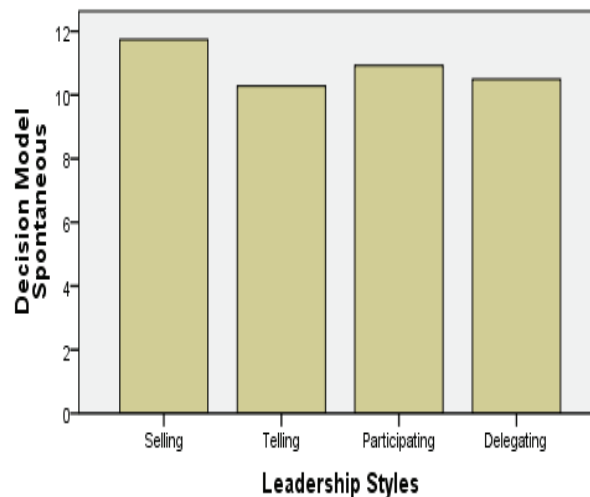

Figure 5. Spontaneous Decision Model with Leadership Styles

In Figure 5, through multiple comparisons, significant difference is found among decision makers' leadership styles based on the spontaneous decision-making model. On the basis of the demographic variables it found that decision makers in higher education institution use the spontaneous decision-making model and prefer to use the selling leadership style where $p < 0.05$.

Discussion and Conclusion

The research results show that the decision makers' leadership styles had significant relationship with decision-making models. It was assumed that the delegating leadership style and selling was widely used in higher education institution, because the culture, political and technical environment of the public sector institution changed the decision maker's ability and willingness to handle the static environment. However, this study found that the delegating and selling leadership style had a more significant relationship with decision- making models than the other leadership styles (TEL, and PAR). Many decision-makers in higher education institutions who used the delegating leadership style prefer to use the avoidant, and dependant decision-making models. On the other hand selling leadership style has also been preferred to practice with rational, intuition and spontaneous decision-making models by the decision makers of higher education institutions. Generally, the decision makers have two or three leadership styles and decision-making models in changing situations; however there is no one best leadership style. One important point that emerged from this study is that the demographic characteristics were found to be unrelated or to have no significant difference in leadership styles. Decision makers of higher educations' effectively used one or more styles depending on the competence and commitment of the individual employee.

Selling leadership; this style depicts the decision makers of higher education institutions are more inclined towards the high task and high relationship and contrarily delegating leadership; is the second extreme that prefers low task and low relationship. The above results provided a lead for discovering different decision making models which show a profound understanding of the situations, maturity of the leaders and skills when making important decisions. Delegating leadership style was preferred the avoidant and dependant decision-making models. Those choosing selling leadership style prefer to adopt rational, intuition, and spontaneous decision-making. Researcher recommends the following ideas for public sector higher education institution in Sind province, Pakistan. It is imperative for the institution to help in improving the competencies and leadership qualities of its employees. Suitable training program are therefore needed on a regular basis.

As it is evident from the decision making model adopted by the leaders should develop strong relationship with the employees or the team to gain loyalty and faithfulness towards motivating employees to achieve desired results. Studies on decision making have now become important in the national context where governance has become of late a major issue calling for institutional governance across the country. There are some obvious limitations in this type of research. In higher educational institutions in Pakistan, the functionaries at the strategic level are drawn from diverse cultural background which is hardly reflected in the demographic data of this kind of research. The influence of cultural traits of a leader cannot be over emphasized with respect to the decision making behavior of the leaders and their interaction with their immediate social environment. The sample size may be a further limitation to assess the nature of leadership styles in different environmental situations that generally emerged when an organization or institutions is a process of change and development. This study is confine to public sector and as such its scope is grossly limited by exclusion of the private sector intuitions of higher learning where the management and leadership guidance take place in entirely different milieu.

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