PERCEIVED LEADERSHIP PRACTICES AND GENDER DIFFERENCES AT UNIVERSITY LEVEL: A PHENOMENOLOGICAL STUDY

By

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NATIONAL UNIVERSITY OF MODERN LANGUAGES ISLAMABAD

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Candidate of Master of Education at the National University of Modern Languages do hereby declare that the thesis PERCEIVED LEADERSHIP PRACTICES AND GENDER DIFFERENCES AT UNIVERSITY LEVEL: A PHENOMENOLOGICAL STUDY submitted by me in partial fulfillment of MPhil degree, is my original work and has not been submitted or published earlier. I also solemnly declare that it shall not, in the future, be submitted by me for obtaining any other degree from this or any other university or institution.

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DEDICATION

This Research work is dedicated to

My Beloved Holy Prophet

HAZRAT MUHAMMAD (SAW)

ABSTRACT

Thesis Title: Perceived Leadership Practices and Gender Differences at University Level: A Phenomenological Study

This study explored the perceived leadership practices and gender-based challenges in public sector universities. The objectives of the study were to examine the perceived contemporary leadership practices in a selected indigenous academic context., investigate the Five Practices of Exemplary Leadership in the light of gender-based differences, explore the gender-based challenges faced by male and female heads of the departments, A census population of 47 male and female heads were taken from the public sector universities. Study as designed as Transformative mixed method a questionnaire with 5 point Likert scale and a semi-structured interview was concurrently used for data collection. Statistical and deductive thematic analysis interprets the results and concluded that male and female were equally practicing leadership in public sector universities and they were facing many of the leadership challenges but social stereotyping ,conflict in digital skills, resistance to innovations, incompetence, personalty conflict and personal clashes as gender based challenges. Study recommended that higher educational organizations need to address leadership challenges through a gender-aware lens and promote gender-based leadership roles by creating a more equitable and empowering workplace for all employees to make their leadership practices exemplary.

Keywords: Exemplary practices, Leadership Practices, Educational Leaders, Gender Differences, Workplace Environment, Gender-based Challenges

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LIST OF ABBREVIATIONS

Abbreviation	Term
NUML	National University of Modern Languages
IIUI	International Islamic University
FJWU	Fatima Jinnah Women's University
PMASAAUR	Pir Mehr Ali Shah Arid Agriculture University Rawalpindi

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CHAPTER 1

INTRODUCTION

It is a historic debate about whether leadership is instinctual or something that can be attained through academic and administrative practices. There is another perception about leadership that:the people who are gifted with extraordinary leadership instincts maintain and develop them to structure their towering societal statures in different capacities and contexts. Albert Einstein said, that human is blessed with two types of minds one is a sacred mind and the other is a rational mind; in worldly life, we consider the sensible mind more practical and faithful to the organization compared to the sacred mind; although the sacred mind is a gifted mind which commonly ignored and has not given the due importance." In a world of rational approaches, such heavenly gifts have a marginal space in academic and cultural discourse, however, no one can deny the importance of achieving excellence and gifted attributes by getting proper professional training through academic and administrative practices. Culturally and operationally a good leader is a sum of both instincts and institutions. Here a logical question hinders the linear discourse; how to measure leadership qualities? and are there some agreed-upon tools to gauge a universal standard of leadership? According to Fredrik Radande, (2013), leadership is not a position it is a mindset set and in this regard we all are leaders. It can be inferred that we all possess the qualities of being leaders in all walks of life however he gives a comparison table which substantiates the differences between Formal Leaders and Mindset Leaders. The difference between Formal Leaders and Mindset leaders is the center of leadership perception that lays bare the psychological backdrop of the leadership practices. This is how Fredrik Radande (2013), compares the difference between formal leaders and

Mind Set Leaders. The formal leaders are the leaders who are formally assigned a leadership job title and they will also be given the responsibility to use the authority to lead the employees and organization at the same time. The formal leaders will be accountable for the assigned responsibilities and authority to the higher bodies of management. On the other hand, the mindset leaders reflect the leadership mindset by proactively taking the responsibilities everyone will be assigned responsibilities and specific in-person authority will be given to the mindset leaders (Ardnander, 2013).

Historically speaking Women have been kept away from the mainstream socio-cultural discourse for many reasons. This was not merely practiced in the low-rated third world, but in the West and the United States as well. The traditional identity of the cultural landscape was fraught with male chauvinism. Men with extreme valour playing with guns and swords, slaying their political opponents, and creating space for their landlords, had created a one-sided impact on people's psyche in general. During the Victorian age, 60% of women were illiterate. In 1886 the first-time women got access to university education only nine women got permission to get admitted to the University of London which was an immense movement for women in British history, University of London, (2022).

Timeline of women's education.(2022). In *Wikipedia,* the prime purpose of presenting this evidence is to foreground the real-time situation of womenfolk in the West and America. The most advanced regions in many fields and the leadership roles for women may easily be assumed. The struggle for gaining leadership roles in general and in academia is certainly a great achievement. Moving to our region while exploring our neighboring country India the facts are quite surprising according to Global Accounting Firm Grant Thorton 2021, India had been ranked third for women working in senior management positions. Contrary to this Menakshi Gandhi and Kakoli Sen

claim in their article that his women in India are restricted to some specific managerial posts but to allowed to approach higher leadership posts. (Gandhi, M., & Sen, 2021).

This reflects that even though Indian women have been allowed to gain key roles in academia and another field however the supreme leadership roles have not been granted to any of the women yet. This does not question the abilities of women to serve but perhaps the notion of patriarchal supremacy which does not allow women to reach such leadership roles. Smith (1983) quoted in his research article Plato and Aristotle on the nature of Women that Aristotle states, as regards to the sexes, the male is by nature superior and the female inferior, the male ruler and the female subject. Beauvoir (1935) describes women in her book The Second Sex, as "one is not born, but rather becomes a woman" Feminism is almost a dead debate after deconstructing toxic masculinity in the core since we are living in the post-feminist era. However, in third-world countries like Pakistan where the economic situation is grave and basic human rights are not thoroughly given to both genders, the neutrality of socio-cultural meta-narratives is considered suspicious for multiple reasons, the debate is still alive and subscribed to. In 2016, during the election campaign in the United States, Ms. Hillary Clinton, the first female candidate for president, faced strong criticism due to her gender. "According to the Public Religion Research Institute, 52 percent of white men hold a 'very unfavorable view of Clinton" (Beinart, 2016). The fear of a female president by the majority of patriarchs reflects the general tendency of resistance against women even in the United States of America. In Pakistan, several key leadership roles women made headlines across the globe such as taking charge of Ms. Benazir Bhutto as the first female Premier of the Muslim World, Lieutenant General Niger's promotion, and Ms. Ayesha Farooq who became the first-ever female jet fighter pilot in Pakistan.

According to the World Bank, the national estimate of the female labor force in Pakistan is 21% of the total force. (The World Bank, 2022). It substantiates a general perception of women as the ones who have fewer opportunities to serve their countries in various positions. But where the females are performing leadership goals in academic contexts, it is assumed that their academic expertise may be better than the opposing binary but not the leadership qualities. Mostly the women's roles are guided and they rely upon their male colleagues' inferences. The agency to make decisions to choose jobs is fractured through men's intervention resultantly their decision powers are marginally formed. Research studies highlighted the complexities in defining gender which is not just a difference in male and female as biological being but rather a societal being or a cultural being. The research aims not only to reckon the above-mentioned discursive comparison of the leaders either formal or mindset as a rational list of the attributive binary of the same signification, but it also foregrounds a multiplicity of instinctual leadership qualities that everyone is gifted with. Out of the chaos of discursive knowledge available on millions of pages, several authors have textually targeted a few agreed-upon qualities of leaders which further the debate on leadership in different fields of life.

1.1   Philosophical Perspective of Research

The philosophy of the research refers to the belief of the researcher towards the contribution and advancement in knowledge. it focuses on the nature of the research, sources used for the data collection, and the outcomes of the research for further implication in different fields. (Tsung, E.E. R, 2016). It has been observed that most of the researchers intentionally hide the discussion about the philosophical perspective of the research before the execution of the actual research process. (Cresswell,2009). It is being concluded after reviewing the literature and many related researches that

discussion about the philosophical background of the research set the basis for the clear understanding and designing of the practical research. The philosophical perspective of the research provides the logistics for the selection of research design, strategies for inquiry, and research methods. (Cresswell, 2009). The discussion about the philosophy of the research helps explain the basis of the knowledge associated with research design, the nature of the study, the assumption, and the implication of the research work. (Dudovskiy. J,2022).

Philosophical bases of research Study

Philosophical perspective
Pragmatism

Research Method
Phenomenology

Research Approach
Transformative Mixed Method

Data Collection and Data Analysis
Concurrent Method
Deductive Thematic Analysis
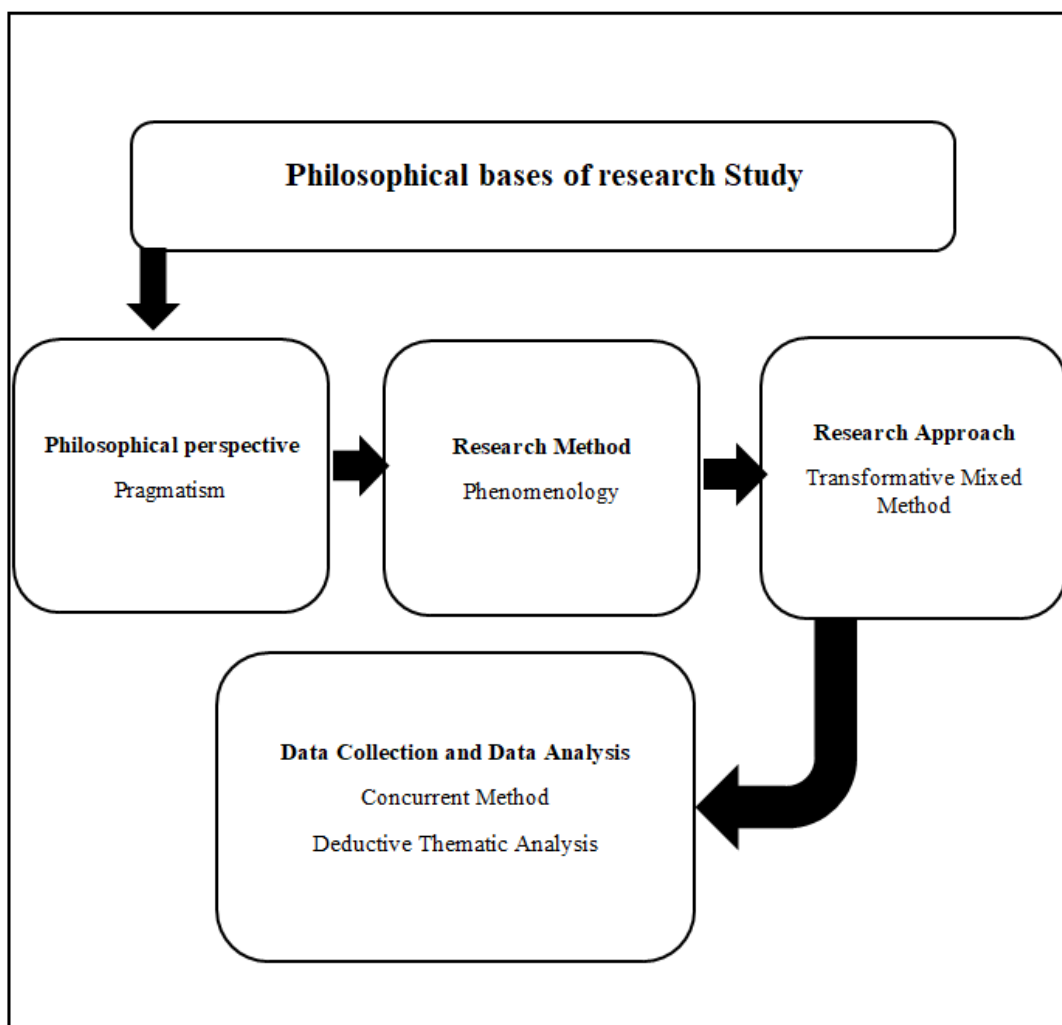
Figure1: Philosophical Perspective of research

Pragmatism highlights three aspects in the process of designing research studies. It includes actions, situations, and consequences. It is concerned with the application of

all the available strategies and the sources that work best to get the specific issue resolved. (Cresswell,2009). The pragmatic worldview stressed the use of all techniques of inquiry and methodologies to get a detailed understanding of the phenomenon of the study. Therefore, pragmatism provides a strong basis for the current study to select the research design, research strategies, and method of research for data collection and interpretation of results.

Research method refers to all the scientific processes and procedures including different approaches, strategies' models, and techniques used to collect detailed information about the phenomenon of the research. It includes the form of data collection analysis and interpretation that the researcher designs for re (Creswell, 2009). Phenomenology is known as the philosophy as well as the methodology of an inquiry. It is not just restricted to an approach of inquiry it is also used when extensive subjective data is required from the subject of the study from their lived experiences about the phenomenon of the research. In social sciences, it is used when the direct experience of the subject is required phenomenological study provides the theoretical basis to understand the phenomenon in a better way (Qutoshi, S.b, 2016). The descriptive type of phenomenology provides the basis for the current research to collect the subjective reality of the leaders currently practicing the five exemplary leadership practices the challenges they face and the strategies they adopt to face the challenge in the public sector universities.

Strategies for inquiry are also known as the approach of research. In this regard, it includes both the approaches of research whether qualitative or quantitative, and mixed methods and all the relevant models and methods which provide the specific direction and guidelines to design the process of research. (Creswell, 2009). The Transformative Mixed method is used to understand the Complexity of the social

reality. Ideally, it is used when the socially and historically marginalized groups are involved in the process of research. In the Transformative mixed method, researchers develop a theoretical framework to get detailed information about the phenomenon. Researchers design Concurrent methods to be used to collect data. (Creswell, 2013). This study was designed to collect the data through the Concurrent method. It is helpful to collect quantitative and qualitative data at the same time. According to Flick , U. (2022) the simultaneous collection of qualitative and quantitative in natural setting is very helpful get the inside to the targeted research and to understand the complexities of research as compare to the other methods. Concurrent data collection can further help to triangulate the results for the provision of more clear findings and the results of research. According to Creswell, J.W.(2017) The methodological triangulation can be helpful to answer the research related questions from different perspective by the use of quantitative and qualitative data. This philosophical perspective of the research provides the clear understating about the designing of the parameters of the present research.

1.2   The Rationale of the Study

Research studies highlighted several research gaps for further research to get insight into the variables of the present research study. The following are the areas highlighted that are still covered and need to be explored to facilitate gender-based leadership practices. Eagly, A.H (2023) highlighted women's representation in leadership roles, it is suggested that there is a need to explore effective strategies for promoting gender diversity in leadership, the research gap found that most of the studies are often focused on the leadership behavior, styles, identities and experience in organizations, there is a need to study the gender equality in the top leadership position in the educational organization. Cole, E.R. (2009) has highlighted the inter sectionality

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needs to be examined in the multiple forms of marginalized and prevailed people to shape leadership dynamics. Shockley. K.M (2022) has highlighted the work-life balance and family responsibilities. This study highlighted the research gap that women are supposed to bear continuous burden of household responsibilities that affect their career growth and aspiration in leadership, this aspect demands a research study to examine measures to be taken by the organization to support women in batter way to analyze their responsibilities and practice leadership and how organizational policy provision can help in pursuing their leadership roles effectively. Smith, S.L. (2022) suggested a research study in the field to consider the role of organizational culture, politics, and practices in shaping gender dynamics. This area has been highlighted by many of the researchers, however, there is a need to assess the effectiveness of diversity, initiatives, mentorships, flexible working hours, and many of the other interventions that aim to promote gender and inclusivity in organizations

Kouzes & Posner (2023) found in their research study that "when we talk about the five exemplary leadership practices it means the leaders in their organizations are making extraordinary things happen. This model of the best practices of leadership suggests the five main Practices: The best Leaders always model the way for others, inspire a shared vision, challenge the process, enable others to act, and more importantly encourage the heart.

As the writers contextualized a set of five leadership practices, it is taken as a universal set of practices equally effective for both genders and for all the cultural backdrops of the roles of leaders. The structural binary of genders is more than a physical binarism rather it's a positional and cultural construct in different regions and social backgrounds. You can't expect the same efficiency from one gender performing the role of a leader in a particular context.This study aim to exaimed the gender-based

leadership practices in the public sector universities and further explore the challenges encountered by the leaders of both genders in fulfilling their respective positional roles.

1.3   Statement of the Problem

There have been different leadership theories to enable individuals to perform their innate leadership qualities in a well-formed and well-structured way. There are different goals for each leader depending upon the guidelines contextualized by the organizations; managerial leadership, recursive leadership, strategic leadership, and marketing leadership, are the different forms of leadership that have their separate positional modalities. Besides all such forms, there is a dire need to deconstruct the myth of academic leadership which is a non-existing phenomenon in terms of gender neutrality in different cultural and academic contexts. Men and women not only at leadership levels adopt different practices particularly the Five Practices of Exemplary Leadership, which is commonly taken as an institutionalized standard set of practices equally valid and workable for both genders, however, marginalized gender is normally given general administrative positions which keep them aside from the central decision-making process. The main concern of the researcher was to find the space in the Five Practices of Exemplary Leadership tenets and fill them according to the gaps located through the procedural findings. This research was planned to design the indigenous set of practices in the light of results make them equally workable anatomy of practice for both genders. This study aims to further the debate by collecting data from both genders, male and female, working at different academic Organization and reaching a solidified conclusion about the hindrances and challenges, particularly women face while performing their duties at higher level.

1.4   Theoretical Bases of Research Study

A trait is particularly defined as a specific attribute, characteristic, ability, quality, or tendency that someone or something has. (Collins,2022). Particularly this Trait theory demonstrates individuals' tendency to operate their innate abilities to achieve their goals with lesser effort and in less time distinguishes them from other people. It has been observed that the gender difference alters the roles of the leaders. The same practices are assumed differently based on gender. The patriarchal structure disallows any such trait that equals marginalized feminine attitude to the central and powerful equivalence.

The set of traits is inversely expected when the leadership is evaluated in terms of gender. As Kouzes, J.& Posner, B. (2023) shifted the concept of classical theories into modern functional trait theory and suggested the ten primary traits of the leaders(Honest, Intelligent, Fair minded, Inspirational,Competent,supportive,Broad-minded,Straightforward,Dependable,Forward-thinking)in their trait theory of leadership. This trait theory further shifted to the great sophistication of modeling leadership and got a place among the functional leadership models with the name "Five Practices of Exemplary Leadership" . The present study was focused on exploration of the gender differences and leadership challenges. This study was planned to determine the applicability and universality of the model developed by Kouzes and Posner, based on leadership practices by methodically locating the challenges in decision-making and execution of leadership powers in the institutions.

1.5   Conceptual Framework

The research postulate revolves around the Five Practices of Exemplary Leadership Model (Kouzes, J.& Posner,B.2023) with a special focus on their

application in academia. Research study about this model assumes that its application and accuracy vary from society to society and organization to organization.
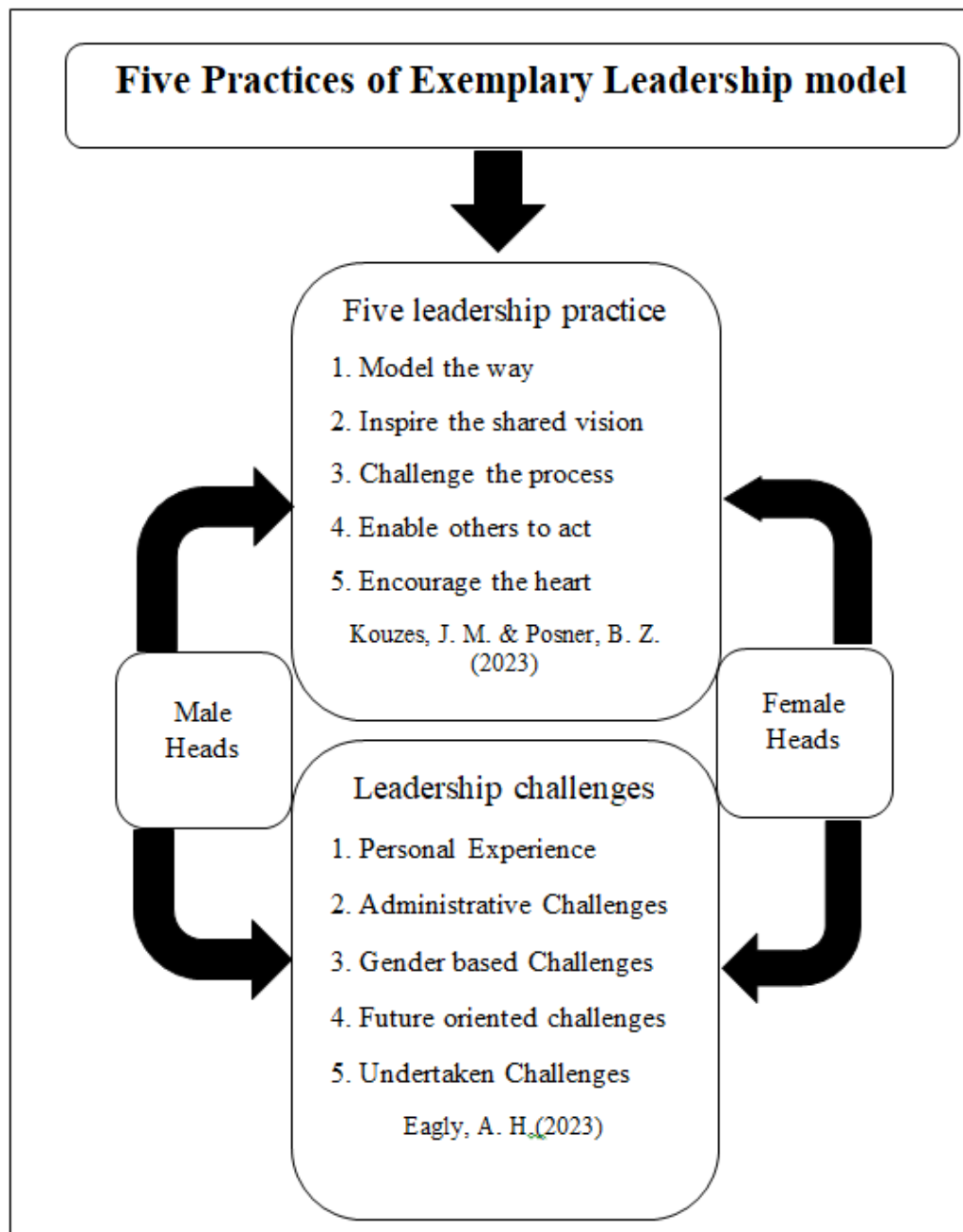
Figure 2: Conceptual Framework of the Study.

In the Pakistani context, the terms gender, women, man, leadership, and independent opinion need to be understood differently. The biological term women have different meanings in our context. A woman is defined in an orthodox way and dubbed as a submissive and non-resisting social actor. The same attributes are expected

from the women performing leadership roles. Many of the challenges that women face but don't register their authority for the cultural baggage that they always carry on their shoulders. This research was aimed at the validation and signification of the model in the light of research findings and further aim to highlight the leadership challenges faced by male and female leaders in the public sector universities and the strategies adopted by both the leaders to undertake leadership challenges.This conceptual framework is extended and has discussed in methodology section to execute the research for data collection procedures and analysis.

1.6   Operational Definitions

Following were the internationalized definitions of the key terms used in the study to understand the conceptual idea and Operationalization of the research.

1.6.1   Leadership Practices

A specific personal leadership behavior of the leaders when they display five core practices, they experience their best and those practices help them to face the leadership challenges. How do the leaders practice five exemplary practices in their educational organizations and how do they face different challenges regarding these practices?

1.6.2   Gender

The difference in role assignments, setting expectations, and the provision of facilities to males and females in different social and cultural setups. To what extent male and female educational leaders are facing different kinds of challenges while practicing exemplary leadership roles in public sector universities?

1.6.3 Model the Way

The behavioral examples are set by the leaders as examples for others to follow. Exemplary leaders set the standards of excellence give a clear understanding of the value system and level of commitment to their values and provide opportunities to others to improve their self and excel. How male and female leaders set their value system and encourage and motivate others to follow.

1.6.4 Inspire the Shared Vision

Visionary leaders work on the vision before others ask. They also help others to find opportunities to excel in the future. Exemplary leaders always reflect on their past and prospect their future to handle the present. The commonality of passion, interest, and commitment makes it possible to see the future with the same angle to promote individuals, teams, and the organization.

1.6.5 Challenge the Process

The behavior of an exemplary leader who searches for opportunities to take risks to encourage positive change in the organization and to look forward to the different innovative ways and techniques to improve the organizational status. Leaders to take the steps to challenge the process to accept the change.

1.6.6 Enables Others to Act

The specific behavior of the leader and the ability to encourage others for mutual respect, Cooperative, and collaborative activities. Leaders put extra effort into providing opportunities for others to excel and develop a relationship of trust among the workers and the leader to develop themselves and their organization as well.

1.6.7 Encourage the Heart

The encouraging and constructive behavior of the leaders to celebrate and appreciate others' small a*nd big achievements. Leaders do practice recognizing the*

individual and the group contribution and have a frequent check on the performance and the progress towards the achievement of others' future targets. Leaders help them in finding constructive opportunities to excel as an individual and as part of the organization.

1.6.8 Leadership challenges

The administrative problems, behavioral issues, and gender-based difficulties faced by the heads of the departments during their job experience in general and as well as part of their job or positional role.

1.6.8 Challenges undertaken strategies

The challenge undertaken strategies are all the ways, techniques, styles, and methods used by the leaders to handle the challenges regarding administration, behavioral or motivational, and gender-related issues by their creativity or objectively to meet the organizational standards.

1.6.9 Contemporary Leadership

The contemporary leadership practices refers to the current leadership practices which integrate the principles of different leadership theories and styles to meet the complexities of current leadership challenges.it help the leaders to achieve their shared organizational goals and sustainable success by utilizing their abilities such as flexibility, emotional intelligence, innovations and inclusivity.

1.7 Research Objectives

Following were the targeted objectives:

1. To examine the perceived contemporary leadership practices in a selected indigenous academic context at the university level.

2. To investigate the Five Practices of Exemplary Leadership in the light of gender-based differences at the university level.

3. To explore the gender-based challenges faced by male and female heads of the departments at the university level.

4. To analyze the strategies adopted to undertake leadership challenges by the male and female heads of the departments at the university level.

1.8   Research Questions

In the light of the Five Practices executed by the leaders as mentioned by Kouzes, and Posner (2012), The present study aims to evaluate the context-based practices of the leaders performing the pivotal roles at key positions in five public universities. Researcher would also locate their personally coined methods of practitioner anomalies (if any) in a standard set of practices, to achieve a high level of leadership results. The following research questions are constructed to attain my research targets.

Q1.   What is a standard set of practices that the leaders at key positions in public sector universities, follow to achieve their institutional goals?

Q2.   How far are the five practices of exemplary leadership gender biased at different public sector universities?

Q3.   How do the leaders approach the different administrative challenges at higher levels in public sector Universities?

Q4.   How do the leaders approach different gender-based positional challenges?

Q5.   How do the leaders redesign the set of known five exemplary leadership practices to align them with their current positional situation?

1.9   Hypothesis of the study

The following Null hypothesis was formed:

H0: There is no statistically significant difference between the perceived Exemplary leadership practice of male and female leaders in public sector Universities.

1.10   Significance of the Study

Gender differences can easily be identified as a colossal gap between the natural binary of human beings. For ages, this has been expanding despite the human instinct to develop societies and maintain culture. In a feminist position, the society, norms, language, and entire cultural design are patriarchal which disallows women to flourish and cement their identity equivalent to men. Unfortunately, the situation is not good at the global level in general and in South Asia in specific. In developed countries, the gender gap is a little better but the marginal segment of the society is still facing multiple challenges such as health, economy, employment, wages, wealth accumulation, politics, and education. According to World Economic Forum's Global Gender Report (2022). This report surfaces the innate patriarchal structure that has a massive influence on the societal and political structures of the communities, which never allows the communities to achieve 100% gender parity. While focusing on South Asian countries, particularly Pakistan, the stats are disappointing and horrific. Out of 146 countries, Pakistan is in 145th place just a point above Afghanistan. These stats reflect how depressed and marginalized the women of Pakistan are leading their lives. South Asia has been ranked lowest as the gender gap there is 62%. Thinking as a traditional reader the sound centuries-old patriarchy has penetrated every field of life that it has become almost impossible to lessen the gap. At the present pace, it will take 197 years to achieve gender parity in South Asia as per the report. The best-performing country in the region is Bangladesh standing at 71st position. The country with the same magnitude of issues and the youngest of all South Asian nations, gets this position not out of chance or luck but of their political behavior towards women and gender parity.

Keeping in view these facts the women leaders in Pakistan who face multiple challenges need not only gender parity in all walks of life.

The debate on leadership characteristics has been a part of the academic and administrative discourse for decades. Different leadership theories have been devised and Five Practices of Exemplary Leadership as a model has gotten the status of meta-narrative in the realm of leadership discourse irrespective of ethno political and socioeconomic backdrops. A research study may be helpful to provide structural space for future leaders to incorporate the indignity and ideological narratives in Five Practices of Exemplary Leadership and completely discard them according to their contexts.

Five Practices of Exemplary Leadership is not a context-oriented model such as traditional feminism does not apply to certain socio-political contexts. This research will benefit future researchers in aligning cultural norms and practices with contemporary leadership practices. It would also lay bare the gender-based implications of the practices which may carve a futuristic path for the leadership researchers to establish their claims.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The main purpose of the literature review is to review and critically analyse the available literature related to the main variables of the study, their interplay and significance in the general and specifically in academia. The review literature was planned to give a critical perspective to highlight the research gaps and locate the ares for further research. By keeping in mind the target area of research the perceived leadership practices and the gender differences variety of sources of literature and research based finding have been gone through to target the objectives and the main research question following areas were covered to design an intellectual discussion and critical perspective to enrich the research findings:

2.1 Conceptual understanding of Leadership

Leadership in a dynamic and the complex term as the same time which is actually encompassing by variety of theories ,styles ,philosophies, practices and situations.

2.1.1 Definition of Leadership

Different anthers and researchers defined leadership differently but almost all highlighted the common characteristics of leaders in their definitions. According to Northouse , P.G ,2018 "Leadership is the process of encouraging others to effort for the fulfillment of their needs and wants by providing resources and facilities target the common goal through collaboration and teamwork".Kouzes. J.M; Posner. B.Z (2012). highlighted the common characteristics of leaders in their research study such as they define leadership as an " Art of activating people to struggle for the achievement of

common and share aspirations, common individual, group and organizational Goals".
According to YUKL,G.(2013). "Leadership is the process of leading toward the achievement of organizational goals through the potential efforts of people by encouraging them through the adjustment in society".

All of the above discussed definitions reflects that the leadership is a combination of different characteristics and skills of the leader to motivate, encourage and empower the individuals or the team to achieve the common individual ,group and organizational goals by social adjustment and organizational productivity.

2.2   Theoretical perspective of Leadership

Leadership theories are playing a vital role in developing the clear, contextual and detailed understanding about the true nature of leadership. Leadership theories are also helpful in locating the research gaps in the fields and highlighting the further areas of researcher for contemporary research in the field. However the contemporary researcher in leadership recognize that variety of leadership theories can be helpful to understand the complex nature of leadership practice rather than practicing a single leadership theory,So variety of the combinations of Classical and modern theories can be used to make the leadership practices more effective.It is important for understanding the leadership practice in its true nature to have an overview of the classical and modern theories of leadership.

2.2.1 Classical perspective of leadership Theories

The classical Leadership theories has set the bases for the modern and contemporary leadership theories Most of the classical theorists like Max weber, Frederick Tyler, Henri Foyal had developed the key concept of the leadership theories. Let's have an overview of the prominent classical theories to understand the bases of leadership Practices. A leadership theory had developed by in 1800 by Thomas Carlyle,

1800 this theory addressed the inherent traits or the characteristics of the leaders that make them different and prominent from the others. Like intelligence, confidence, sociability and the Integrity etc are considered as the prominent traits of the leaders. This theory was criticized for the over simplification of leadership and neglecting the situational Factors. A theory named "Great man theory" (1840) has developed and proposed that leaders are born not made. This focus on the innate qualities of the leaders that make the leaders different from others so only fewer individual can be the leaders who are by birth leaders. Due to the experimental support this theory was fallen out but it has set the bases for the other sub future theories.(Specter, B.A.2016).The behavioral theory was developed in 1940 by B. Robert & Mouton. J. This theory focus on the actions of the leaders rather than their innate traits .The researcher worked under this theory highlighted that leaders are made not born, they distinguish the effective an ineffective behavior of the leaders and proposed that leaders can learn how to be an effective leader. In 1960s another theory has developed" Contingency Theory this theory highlighted the connection between the traits, behaviour and the situational aspects of leadership. Fiedler's Contingency model was proposed on this theory. This model proposed that Leadership effectiveness depends on situational variety, Tasks Structure, Leaders sense of responsibility and leaders position power. Another theory of leaderships proposed that the exchange of relationship of manager and followers and can use rewards and punishment to motivate the people in 1947 by Max Weber named Transactional theory. Transformational theory of leadership was developed by James V. Downton in 1973. This theory highlighted that leadership refers the way the leaders inspire and motivate the team to achieve the extra ordinary outcomes. All of the above discussed classical theory highlighted different perspectives of the leadership and also

it reflects the gradually changing nature and demand of the leadership roles and practices from trait to practice.

2.2.2 Modern perspective of leadership theories

The modern theories of leadership actually work on the already set basis of the classical theories evolve around the psychological, sociological and organizational aspects of leadership to meet the current needs of the time. In these day modern theory are being practiced with the combinations of classical theories to understand the complexities of leadership challenges and the targets of contemporary leadership practices. Transformational leadership theory has set the bases as the modern theory in leadership field. Transformational theory of leadership was developed by James V. Downton in 1973. This theory highlighted that leadership refers the way the leaders inspire and motivate the team to achieve the extra ordinary outcomes. All of the above discussed classical theory highlighted different perspectives of the leadership and also it reflects the gradually changing nature and demand of the leadership roles and practices from trait to practice. Transactional theory of leaderships proposed that the exchange of relationship of manager and followers and the use of rewards and punishment to motivate the people and to achieve the organizational goals. In 1947 by Max Weber has developed this theory. Transactional theory is a classical theory but remain relevant in modern theories. Servant leadership theory was proposed by Robert .K &Green. Lin 1970 with the emphasis of role of leaders as the servant of the followers. This address the achievement of goals through the commitment, empathy and humility on the part of leader as servant of the employee and social well being. In 2003 George. B has given a theory named Authentic Leadership with the focus on the quality of leaders as authentic, transparent and self aware and align with the organizational values and beliefs. Adoptive leadership theory was proposed by Ronald.

H. & Marty, L. (2000). This theory highlighted the quality of leadership to and skill to navigate the challenges and complexities and the selection of appropriate and suitable techniques to handle the situations. In 1975 a leadership theory was proposed "that the leaders develop a unique relationship with every member in the organization to ensure greater interest, loyalty and performance. Shred leadership theory by Pearce, &, Conger. (2000) and Distributed Leadership by Peter, G. (2000). both of the theory were proposed that shared and distributive responsibilities among the members can encourage collaboration , team work to achieve the organizational goals. All of the above discussed modern theories of leaders ship highlighted the common aspect of leadership theories to meets the modern needs and the challenges such as the collaboration, team work, shared values and beliefs, commitment. Relationship, social adjustment, future targets and so on.

2.3   Educational context of classical leadership theories

Research studies indicated that different classical and modern theories are being considered and practiced in educational organizations. Stogdill, R.M(1948) suggested that Trait theory of leadership can be more manifested in this belief that the individuals can excel with personal traits as a leader in the educational organizations. According to Carlyle, T. (1840) stressed that The great man theory can be helpful to assess the leadership styles of educational leaders in educational organization at all the levels. Behavioral classical theories can be helpful to assess the organizational behaviour of the educational managers, leaders and teachers for the development and success of the organization. (Mangus, A.R 1943). An other the classical theory highlighted the situational factors and their impact in organization, In educational context the contingency theory deals situational factors in the educational organizations this can be helpful to identify the effective leadership styles in different educational environment

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and settings. (Fiedler,F.E,1967).Bureaucratic leadership theory emphasis that the hierarchical system of organization can be helpful for organizational success, In educational context this study can be helpful to observe and measure the productivity of the organizations in centralized systems and the hierarchical set ups.(Joosse,P,2014).All of the above theories reflects that some of the important factors to consider in the educational organization but this the fact that classical theories are not widely practices in the contemporary educational settings due to their some of the limitations in leadership context. But classical theories provides the strong bases of research for the contemporary researcher in the educational organizations.

2.4   Modern Leadership theories and Educational organizations

Modern theories of leadership are very helpful these days in addressing the complexities of dynamic educational setups. Contemporary leadership practices , Management procedures and the future challenges of the educational organizations can be explored by the help of the research bases provided by the modern leadership theories. Researches highlighted the areas and the relevant theories needs to study in educational organizations. According to(Bass, B.M,1985) suggested that Transformational leadership theory can be helpful to assess the organizational change, cultural collaboration , promotion of academic excellence and stability and improvement in the educational organizations. In shared leadership theory collaborative approach was emphasis to use for shared leadership to re-frame the organization specifically in educational organizational context the collaborative decision making, addressing inclusivity, ownership and commitment. (Prarce, C.C &Conger, J.A .2012). According to Hawkins, J.R.(2015) this theory is very helpful for professional in the field of teaching and academia leadership because it emphasis the others needs and provision of cultural collaborations in educational organizations through training and

promotion of shared collaborative culture. According to authentic leadership the focus of theory on trust building and values and ethical principles this theory can be helpful in educational setting at higher education level to assess and explore the research areas such as trust building, conducive environment production, effective communication for organization productivity. Einola,K(2021). Distributive theory focuses on achievement of educational goals by encouraging the collaboration, cooperation and creativity; shared responsibilities and shared values can also be helpful to target the academic goals in educational organizations. (Daud, Y; Yusoff, Z.J.M, 2015). According to Nelson, T;& Squires, V.(2017) explored that the adaptive leadership theory is helpful in dealing with the complexities of the challenges , managing changes in educational organizations and encouraging innovation in procedures and system. All the modern theories above highlighted their implications in the educational organizations to mange the leadership practice along with the complexities and future challenges to cope up for organizational productivity. These leadership theories provide a theoretical bases for contemporary leadership researchers and practitioners to meet the organizational challenges effectively with decision making and inclusivity.

2.5 Gender

Gender is not just restricted in its definition as the biological difference between the male and female but it is highly influenced in its definition by the socially constructed roles, interactions, behaviour and expectations associated with both male and female.

The research studies conducted in this area had highlighted that gender identity is not just influence by the biological factors but also influenced by societal and cultural factors. Risman, B.J(2018) had discussed that gender is shaped by social interactions, Institutions and power dynamics rather than solely determined by biological

differences. Feber, A.L (2018) has stressed that defining importance of examining gender as social construct that evolve over time and varies in cultures and the contexts. That reflects changing nature of gender in its definition which is highly influenced by different factors such time, society, culture, role, expectations, job,etc.

2.6   Gender Roles, Biases and discrimination

Research studies highlighted the complexities in defining the gender that it is not just a difference in male and female as biological being rather a societal being or a cultural being. The unequal treatment, stereotyping and the discrimination refers to the gender biases. There are many life aspects where these biases can be observed in different societies. According to Else-Quest, N.m(2010) gender stereotyping influence both male and female in their choice of getting education and career, girls are being discouraged to choose Science , Technology, engineering and Mathematics and male are force to choose traditional masculine roles. World economic forum, J.(2020) indicated that gender discrimination at the work place take various form, like unequal pay, limited career advancement opportunities and harassment. Women are used to earn less than man for a similar task .the gender pay gap is 16 percent on average.

Gender bias can also be observed in health care sector a study conducted by Haffman, T. A.(2016) reported that healthcare providers often estimate women's pain compared to man's pain leading to disparities in pain management and treatment.On the basis of the research finding it is concluded that to address the gender discrimination it required that in all sphere of life diversity and inclusion must be supported and promoted by individuals, institutions and the societies etc.

2.7   Leadership and Gender based studies in Pakistan

The research studies conducted in Pakistan in leadership and gender context will contribute to understand the gender dynamic and leadership in Pakistan. The research

in this area have gained attention in the recent years, this reflects the growing interest in the need in understanding the interplay of gender and leadership practices in the diverse Socio-culture of Pakistan. A study has been conducted in Pakistan by Kousar, R; Tahir, N.A.(2019).The study aims to investigate the gender differences in perceived leadership effectiveness in Pakistani organizations. The study concluded that the leadership behaviour and competence was perceived differently. Fazal, S; Naz, s. (2019) with the purpose to identify the disparities in perceptions of male and female regarding gender based differences in educational Sectors. Ali, R. (2020) has highlighted the experience of women highly impacted by the social and cultural factors The findings reveals that women leaders confront that gendered leadership discourse , with stereotyping and harassment and overwhelming personal and professional commitment. Women got strong support from their family and housemaids to fulfil their professional requirements and challenges. Bhatti,A.(2021) suggested that the universities policies gender aspects of the academic society must be given the due attention to support the gender diversity. After the review of the research studies conducted in Pakistan it has been concluded that most of the research work in the leadership and gender related studies in focused to the leadership behaviour, styles, roles and gender identities oriented in the educational organization. No such research has been conducted to explore the leadership practices and Gender based leadership challenges at university level.

2.8   Research Gaps in Gender based leadership studies

Recent research studies highlighted the several research gaps that highlight the areas for further research to get the insight about the variables of the present research study.

Following are the areas of were highlighted which are still cover and need to be explored to facilitate the gender based leadership practices. Eagly A.H; & Chin, J.L.(2023) highlighted the women representations in leadership roles, It is suggested that there is a need to explore effective strategies for promoting gender diversity in leadership, the research gap had been found that most of the studies are often focus on the leadership behaviour, styles and identities in organizations, There is a need to study the gender equality in the top leadership position in the educational organization. Cole, E.R.(2009)has suggested that intersectionality need to be exaimed the multiple forms of marginalized and prevailed people to shape leadership dynamics. Shockley, K.M.(2022) has highlighted the work life balance and family responsibilities. This study highlighted the research gap that women are baring a continuous burden of household responsibilities that effect their career growth and aspiration in leadership, this aspect demands for a research study to examine measure to be taken by the organization to support women in batter way to analyse their responsibilities and practice leadership., how organizational policy provision can help in pursuing their leadership roles effectively. Smith, S. L(2023) suggested a research study in the field to consider the role of organizational culture, politics and practices in shaping gender dynamics. This area has been highlighted by many of the researchers, however there is a need to assess the effectiveness of the diversity, initiatives, mentorships, flexible working hours and many of the other intervention that aimed to promote gender and inclusivity in organization.   Powell, G.N;& Butterfield.(1994)has suggested a longitudinal and a comparative study to explore the leadership dynamics; most of the leadership studies are cross sectional or context oriented which cause limiting the track changes over time or compare leadership trajectories across different groups. Longitudinal studies, Identify the factors that facilitate or hinder women advancement

in leadership roles and assess the impact of policy interventions and organizational initiatives to promote gender equality in leadership roles.

2.9   Critical summary of the review

The women of a developing country where women face multiple issues and insecurities, the ones who are educated after their commendable struggle to get good jobs, are still underrepresented. Patriarchy is a major source of keeping women away from the mainstream developmental apparatus, however, administrative efficiency and feminine agency have also been excessively stereotyped that women themselves are reluctant to surface their innate cognitive faculties in competitive environments. A surprising fact about women is that they are not only facing representation challenges in developing countries but in developed countries also. Lauren, T.G. (2013), asserts that in recent times women have faced personal oppression in leadership roles at higher education levels. Here systematic oppression symbolizes the male-oriented system and societal order of marginalization, whereas personal oppression signifies women's perception of their abilities and faculties. This personal bracketing is the sum of tradition, resistance, and the misuse of revealed theological position. The concept of self-deception refers to the condition or feeling of restricting yourself to a certain feeling or condition same as putting yourself in a box where no outer factor is allowed to intervene which leads towards a restricted perspective about something (The Arbinger Institute, 2002).

The perception based on self-belittling and the sum of poor judgment is not only translated to the women through different cultural narrative techniques but also the literature in any form. In academia the leadership itself is unfortunately considered as a faculty that needs no certain training, neither courses nor tests are conducted to determine the leadership qualities of both genders; males and females. Walter, H.

Gmelch & Jeffrey. L. Buller, (2015), substantiate their claim about the leadership as 'The same story state of affairs is likely to be true of the deans as well, most of them got higher position due to their community work (Walter, 2015). It is an evident fact that rarely do we find cases in academic settings where the leadership roles are specifically assigned to the leadership-qualified people. A dictatorial model for the execution of the functionality of an organization is inappropriate for long-term gains. The concept of leadership is not just restricted to some selected attributions of the personality; It is directly linked with the behavior of the leader, who applies his /her skills and displays a suitable behavior to make the process of decision-making effective.

According to Jim Kouzes and Barry Posner (2012), Leadership is all about observable behavior and a set of skills and abilities. They explain the behavior skills and abilities of the best leaders who practice leadership when they are at their personal best. It has been discovered and given in the book that when the leaders do their personal best, they do practice the five practices of exemplary leadership then these practices provide the basis to handle the leadership challenges. The framework of the practices explains the first as to effectively model the way. The leaders set their own value system and must decide what is accepted for them as leaders. Educational leaders must know how they display their behavior as leaders.

The concept of leadership challenges refers to the efforts of the leaders and how they encourage others or motivate others for teamwork and the quality of work for the development and progress of the organization. Leaders faced a variety of challenges while doing five exemplary practices in their organizations. The first practice can be observed as the value transformation of the leaders into their value system this process of transformation is termed Model the Way. The leaders will set an example to others through his /her personality or personal behavioral examples. This further leads towards

the link of everyone's belief for the common interest or the learning or organization 's performance. Successful leaders always provide opportunities for others to test their value system by observing their actions and behaviors (Kouzes & Posner, 2010).

The second practice the theorists suggested is that the leaders; inspire a shared vision. So, for effective and exemplary leadership leaders must help their workers or subordinates to understand the system of the organization and about future opportunities to excel in the field to develop their skills and promote the organizational system. Leaders faced challenges while helping others to create a future on shared and articulated interests. Educational leaders can easily make the difference between what exists and what will be the future of the individual, group, and organization as well. This is helpful to make others' future good as compared to their past and current conditions leaders satisfy their minds and hearts by providing them the opportunities regarding a successful future. The leaders need to share the vision to increase the productivity level of the organization and the employees at the same time (Kouzes & Posner, 2023). Exemplary leaders always challenge the process or the way. When leaders change. It is important on the part of the leaders that they should encourage them to change and provide a strong basis for the future and value system it will be very easy to address or challenge the process when leaders can manage the change. Successful leaders always show their competencies and skills in recognizing their responsibilities. This reflects that the leaders who excel in different organizations must challenge the restricted and static system to encourage the workers by providing information about the opportunities to grow.

Kouzes and Posner, (2012) suggested that collaboration and teamwork are the strengths of organizational success and individual satisfaction. The leaders need to enable others to act positively for the success of the organization to encourage a system

of mutual respect. Cooperation, Coordination, and Collaboration are the main prerequisites of organizational success. At the last, the author and the researcher suggested that leaders must practice encouraging the heart by celebrating their efforts and by making them like a hero. Educational leaders must support others and appreciate them for their achievements either personal or professional. It is concluded that exemplary leaders always display behavior that is always in favor of subordinates and organizational promotion, development, and success. To achieve success and sustainability at the organizational level the team's work and the collaboration among the team members is very essential. Successful leaders always make efforts to build the teams in the organization through trust and confidence. The relationship of trust and respect is very important for personal and organizational success according to the shared vision as a team. In this regard, every leader should put efforts into finding and creating opportunities for trust-building among members and for future progress through that trusting relationship.

According to Fredrik Radande, (2013), that leadership is not a position it is a mindset and in this regard we all are leaders. It can be inferred that we all possess the qualities of being leaders in all walks of life however he gives a comparison table which substantiates the differences between Formal Leaders and Mindset Leaders. The difference between Formal Leaders and Mindset leaders is the center of leadership perception that lays bare the psychological backdrop of the leadership practices. This is how Fredrik, A. (2013), compares the difference between formal leaders and Mind Set Leaders. The formal leaders are the leaders who are formally assigned a leadership job title and they will also be given the responsibility to use the authority to lead the employees and organization at the same time. The formal leaders will be accountable for the assigned responsibilities and authority to the higher bodies of management. On

the other hand, the mindset leaders reflect the leadership mindset by proactively taking the responsibilities everyone will be assigned the responsibilities, and specific in-person authority will be given to the mindset leaders (Ardnander,2013).

According to the Kouzes and Posner (2023). Employee motivation is important and considered a crucial factor for the success of the organization. This significant phenomenon of the organization should be properly and appropriately developed and handled by the leaders. Leaders always motivate and encourage their workers for their future targets and they also appreciate them for their success and achievement in public and person. Leaders always use different techniques of rewards to motivate and appreciate their workers such as pay increments, bonuses, promotions, and appreciation and acknowledgment in the community. Recognition and appreciation for basis should be an organizational norm.

There have been different leadership theories to enable individuals to perform their innate leadership qualities in a well-formed and well-structured way. There are different goals for each leader depending upon the guidelines contextualized by the organizations, so managerial leadership, recursive leadership, strategic leadership, and marketing leadership, are the different forms of leadership that have their separate positional modalities. Besides all such forms, there is a dire need to deconstruct the myth of academic leadership which is a non-existing phenomenon in terms of gender neutrality in different cultural and academic contexts. The main concern of the researcher would be to find the space in the Five Practices of Effective Leadership tenets and fill them according to the gaps unearthed though the procedural findings.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter focuses on the description and detailed elaboration of methods and the procedures used to design and conduct this study. This study aimed to explore the lived leadership experiences of heads of the departments in public sector universities. It further aims to examine the difficulties and challenges faced by male and female leaders and explore the ways how leaders approach these challenges.

3.1   Research Design

This study was designed as a Transformative mixed method with the theoretical bases of phenomenology. The Transformative Mixed method is used to understand the Complexity of the social reality. Ideally, it is used when the socially and historically marginalized groups are involved in the process of research. In the Transformative mixed method, researchers develop a theoretical framework with different approaches to get detailed objective and subjective information about the phenomenon. Transformative mixed method was an appropriate approach to design this research as the aim of the study was to explore the perceived contemporary leadership practices of male and female heads of the departments in the public sector universities of Rawalpindi and Islamabad. Phenomenology is known as the philosophy as well as the methodology of an inquiry. It is not just restricted to an approach of an inquiry it is also used as a method of research when extensive subjective data is required from the subject of the study from their lived experiences about the phenomenon of the research. In social sciences, it is used when the direct experience of the subject is required phenomenological study provides the theoretical basis to understand the phenomenon in a better way (QuToshi, S. b,2016). The descriptive type of phenomenology was used

to provides the basis for the current research as the descriptive phenomenology help to explore the lived experiences of the individual to describe the subjective reality of the leaders currently practicing the five exemplary leadership, facing leadership challenges and they way they undertake those challenges at their leadership positions.

3.2.   Population Selection

The concept of population in research refers to the selection of an ideal group of people to generalize the result of the research study that can be further divided into target and accessible populations (L.R. Gay, 2012). In other words, the selection of the population depends on the design, nature, and purpose of the research study. The main aim of the research was to explore contemporary leadership practices and gender-based leadership challenges in public sector universities of Rawalpindi and Islamabad. Four public sector universities were selected among the 17 chartered universities of Rawalpindi and Islamabad. According to Anderson, M.(2015) Census population to take all of the individuals under particular category to take the complete demographic information to facilitate decision making. A census population was used to select the population of the study. Detailed information was collected about the participant of the research from the official websites of the selected universities. Total 47 heads were working under the faculties of management sciences and Social sciences in four public sector universities. All 47 including 32 male and 15 female heads of the department working in the faculty of social sciences and management sciences in four selected public sector universities were taken as the population of the study.

Table No. 3.1 *Gender based population Selection*

S.No.	List of Universities	Male	Female	Total

1.	NUML	6	4	10
2.	IIUI	13	7	20
3.	FJWU	7	4	11
4.	ARID	6	0	06
	Total	32	15	47

The above table indicates that there were 47 heads currently serving in the faculty of social sciences and management Sciences in four public sector universities of Islamabad and Rawalpindi.

3.3   Sample Selection

There are no specific hard and fast rules to select the sample size. It depends on the nature of the study and the requirements of the data collection. For the selection of sample size for a qualitative study, two indicators were used first one is the relevant characteristic of the population in sample size and the other is the nature of the information which is required from the representative of the population (L.R. Gay, 2012). Four public sector universities located in Rawalpindi and Islamabad were selected as the population. 47 heads of the departments from the selected faculties were taken as a sample of the study which was 100 % of the total population and was an optimal number of participants for a mixed-method survey study. Two universities from Islamabad Capital Territory National University of Modern Languages (NUML) and Islamic International University Islamabad (IIUI). Two public sector Universities from Rawalpindi were taken as samples (Pir Meher Ali Shah Arid Agriculture University, Rawalpindi (ARID) and Fatima Jinnah Women University, Rawalpindi (FJWU). Two faculties were selected from each university (Faculty of Social Sciences and the Faculty of Management Sciences). A total of 47 departments were functional under two faculties in the selected universities. The main reason for the selection of samples from these universities was the exploration of the local academic context of the research.

Among 47 functional departments of the Faculty of Social Sciences and Management Sciences, there were 32 male heads and 15 female heads. Who were currently serving as heads in different disciplines.

3.4 Instrumentation

The process of constructing a research tool for data collection is called Instrumentation. This Descriptive phenomenological study was designed as a Transformative mixed method and conducted with concurrent method which is helpful to understand the complexity of the nature of the phenomenon of the research by the use of quantitative and qualitative data at the same time. It focuses on the information collection from the groups that are historically marginalized; Therefore, by the use of this approach, researchers can get access to subjective and quantitative information for detailed analysis and rich outcomes to understand the social reality and social change also. As the nature of the study was mixed method both the tools questionnaire and a semi-structured interview were used to collect the information from the male and female heads of the departments in public sector universities.

3.4.1 Extension of Conceptual Framework and Instrumentation

The conceptual framework was further extended to design the research instrument. The model of Five exemplary practices was explained by determining the six behavioral indicators to each category of exemplary practices for better understanding and exploration of the five exemplary leadership practices of heads of the departments in public sector universities.

The below figure shows that the extension in the conceptual framework for the development of the research instrument (questionnaire consisted of 5 Constructs and 30 items were developed from five exemplary practices. Six items were developed for each exemplary practice.

For example, the first Construct exemplary practice "Model the way "can be explored through six indicators to make the items for the questionnaire (Leadership Philosophy, Organizational Values, Setting Personal example, shared beliefs, Rules and Regulations, Decision making, and Feedback). The second Construct is "inspired the shared vision "(Teams' Aspirations, Future trends, Articulation of Plans, Challenge current procedures, Forecast Future success, Recognize Teams') Third Construct is "Challenge the process "(Practice Shared value, Freedom of decision Making, Innovations and advancement, Risk Taking for quality work, Achievement of shared Vision Cooperative Relationship) Fourth Construct "Enable Others to Act" (Team involvement in planning, Team interaction, and learning, Encouragement, and support, Communicate expectations, Mutual trust, and respect, Delegation of responsibilities). The Fifth Construct was" Encourage the Heart" (Celebration of team Success, Enthusiastic Leadership, Encouragement in risk-taking, fostering high Expectations, Project ownership, Projection of Teamwork). the closed-ended questionnaire was developed with a 5-point Likert scale (strongly disagree, Disagree, Neutral, Agree, Strongly Agree) to check the leadership practices.
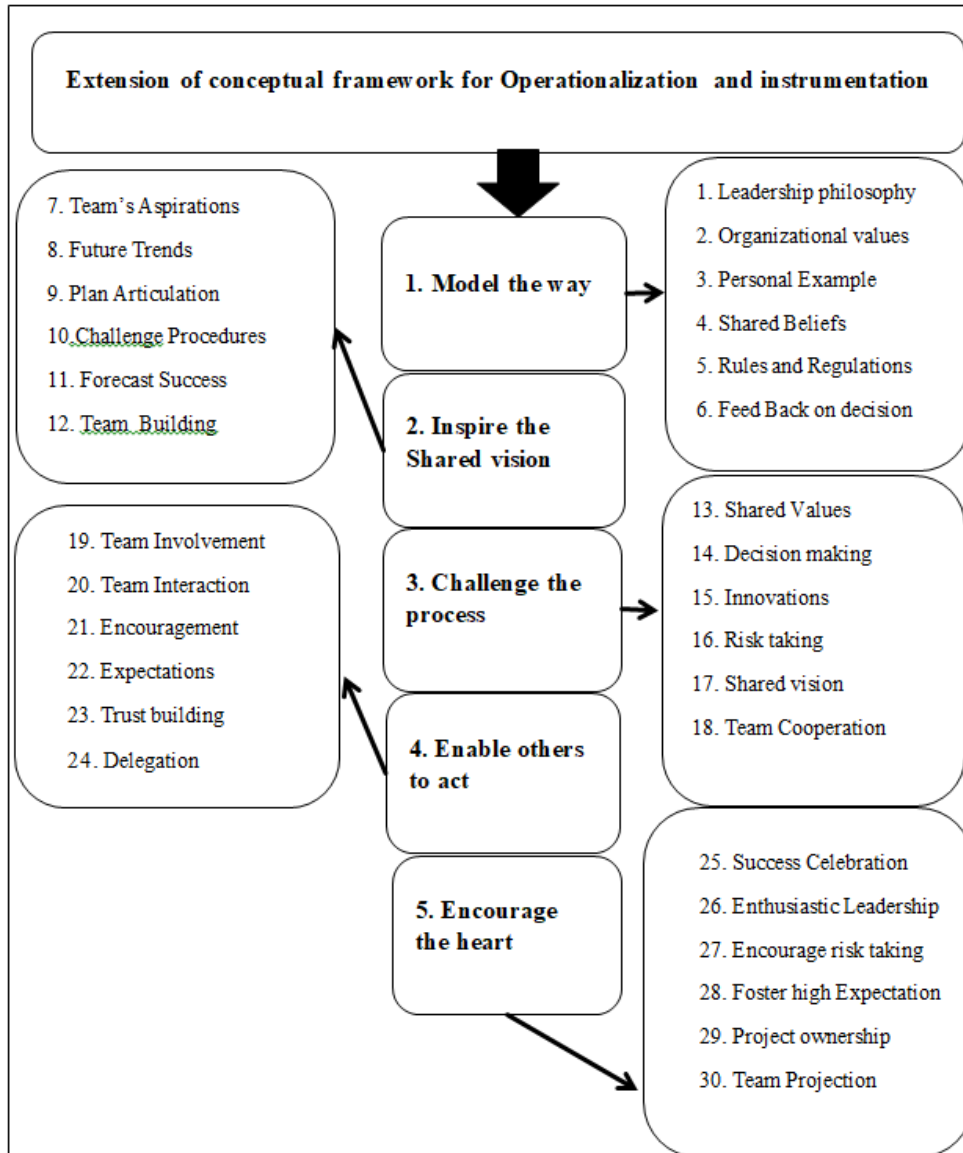
Figure 3: Extension of Conceptual Frame work

3.4.2 Construction of Interview Constructs

A semi-structured interview was used to collect the subject information about the lived experience of the heads of the departments working in the public sector universities of Rawalpindi and Islamabad. A semi-structured interview was based on the predetermined conceptual framework. The purpose of the interview was to achieve the study objectives and to answer the research question to understand the phenomenon in a better way.

The interview was planned to target the objectives of the study and to answer the research questions. Five main constructs were developed to explore the gender-based leadership challenges:

1.   Personal leadership Experience

2.   Administrative Challenges

3.   Gender based challenges

4.   Evolving needs related challenges

5.   Challenges undertaken strategies

First construct was to explore the self perceptions of male and female heads about the Exemplary leadership practices and their own leadership experience in the current educational organizations. The second construct was about the challenges faced by the both the heads regarding administration and the third was about the challenges faced by male and female regarding gender in the academic organizations. The fourth challenges was to explore the challenges regarding the evolving leadership needs and the future targets to achieve. The fifth construct was about the ways and the strategies adopted by the heads to undertake the challenges faced by them regarding gender, administration and future trends. 15 open-ended questions were designed to target the constructs of the interview. (What is your opinion about exemplary leadership practices? Do you face any administrative difficulty when you set your example? What challenges do you face regarding your gender when discussing beliefs? How do you handle gender-based challenges when you model your way? What difficulties do you face regarding future trends as a Male / Female leader? How do you handle the challenges regarding gender and administration? How do you find innovative ways for your team and organizational productivity? What difficulties do you face regarding team building? How do you undertake challenges regarding future investments as a

Male/Female leader? How do you support and appreciate your team? How do you perceive taking risks for plans based on your gender? Do you face administrative challenges regarding the project you lead? How do you perceive your leadership experience as a Male/ Female leader in this position? What support and cooperation do you require from the administration? As a Male/Female leader, what would you suggest to future leaders to make their leadership practices exemplary and extraordinary? All of the above statements were designed after a detailed review of related literature and according to the objectives of the study. All the statements were developed to answer the main research question through these five constructs with 15 questions of the interview protocol.

3.4.3 Validity and Reliability of the Instruments

After the detailed literature review related to the five exemplary leadership practices as mentioned in the conceptual framework 30 indicators were identified based on the objectives of the research study and the adopted theoretical framework. A questionnaire consisting of 40 items was developed based on the identified indicators. After the development of the instrument, it was validated by the experts in Education, Psychology, and language to ensure the validity (content, face construct, and criterion) of the instrument. The finalized questionnaire was restricted to 30 statements relevant to the study objectives. Six items were finalized for each exemplary leadership practice total items of the questionnaire were 30 with a 5-point Likert scale. (Attached-Annex-A). After the finalization of the number of items and measurement criteria, the questionnaire was proofread by an expert in language and literature to ensure the accuracy of grammar and sentence structure. (Attached-Annex-C). The interview was initially designed with 30 question statements based on the objectives of the study and the main research questions. The construct of the interview was focused on five agenda

points of an interview to design the interview protocol. After the validation by the experts, it was restricted to 15 question statements to achieve the objectives of the study. Both of the instruments were proofread by experts in language and translation to ensure the validity and accuracy of the content of the instruments. (Attached- Annex-B).

3.4.4   Pilot Testing of the instrument

After the proofreading, both of the instruments were pilot-tested to measure the reliability and validity of the instruments. For pilot testing the questionnaire was distributed among the 50 heads of the departments in public sector universities for data collection and interviews were conducted with 8 heads of the departments other than the sample size. For pilot testing researcher personally visited the respondents and collected the information from them. After the pilot testing interview was finalized for data collection from the male and female heads of the department working in the public sector universities of Rawalpindi and Islamabad. The data collected through pilot testing by the questionnaire was analyzed through SPSS to measure the reliability of the instrument. The reliability allows us to study the items and the properties of the measurement scale and all the items that compose the scale. (Cresswell, 2003). The reliability of the questionnaire was examined using "Cronbach's Alpha" reliability test. The researcher collected information from the 50 heads of the departments in the public sector universities other than the sample size and ran the reliability analysis through SPSS.

3.4.5   Reliability of the research tool

The reliability of the instrument helps the researcher to study the properties of the research instruments and all the items included in it. The researcher used Cronbach's Alpha reliability test to measure the number of commonly used measurements and the relationship among the items involved to make an instrument reliable to the number of

overall variances. The main purpose was to ensure that the tool used for data collection was an overall reliable tool. The researcher distributed 50 questionnaires among the heads of the departments working in the different public sector universities and the data collected through questionnaires were analyzed through SPSS through Cronbach's Alpha test. The table below reflects the values of the reliability analysis as a number of the constructs that make up the sub-scale and associated Cronbach's Alpha.

Table No. 3.2 Cronbach's Alpha Reliability of sample(n=50)

Variables (Constructs)	No. of items	Cronbach's Alpha
Model the way	6	0.81
Inspire the shared vision	6	0.80
Challenge the process	6	0.80
Enables others to act	6	0.82
Encourage the heart	6	0.83
Total	30	0.87

$\alpha = 0.05$

The Above table of Cronbach's Alpha Reliability analysis shows the sub-scale internal reliability of the items. The exemplary leadership practices consisted of 30 items with 5 main variables (Construct). The calculated internal reliability of test items of the first Construct (Model the way) was $\alpha=.813$, the second construct ($\alpha=.803$), the third Construct($\alpha=.801$), the fourth Construct ($\alpha=.826$), Fifth Construct ($\alpha=.834$). over the reliability of all the construct was ($\alpha=8.76$). All of the items and sub-scale of the instrument were reliable according to the criteria of Cronbach's Alpha reliability.

3.4.6   Ethical Considerations and Confidentiality

The consideration of ethical Principles and guidelines before the actual Conduct of the research or the data collection plays a significant role in the successful and reliable completion of the study. According to Cohen & Morrison (2007), the consideration of ethical Issues should be addressed before and during the conduct of the actual research. The present study was designed with the help of the following ethical considerations kept in mind throughout the research work:

3.4.6.1 Confidentiality

The names of the respondents and the institution name were kept confidential in this regard the participants were presented with the confidentiality agreement. The purpose was to ensure the confidentiality of the personal information of the respondents. (Attached- Annex- D).

3.4.6.2 Informed Consent

A formal consent letter was used to assure the confidentiality of their personal information along with the purpose and the nature of the study the use of the collected information for just research purposes within the same letter and the use of coded names for analysis and interpretation of the data to respect their privacy. (Attached-Annex-E)

3.4.6.3 Voluntary Participation

As the nature of the study and the tool was to collect subjective information about the personal experience of the respondents regarding their leadership practices the volunteer participation of the respondents was required so the volunteered respondents were allowed to withdraw at any time during the interview if they feel uncomfortable to share the personal experiences. As the interviews were recorded with consent most of the respondents were not allowed to record their interview instead, they were of the view to answer the interview questions in written form. The written

response was included by keeping in mind the nature and value of the responses. After the data collection through the interviews, the interviews were transcribed and finally, participants were presented with the written transcription for verification of the interview responses. The contact of the supervisor for any queries and the permission letter (Attached- Annex-F) granted by the department for data collection were also shared with the respondents.

3.4.7 Data Collection Procedure

Data collection is a process of collecting and analyzing information regarding the objectives of the research study and the research question by the use of designed research instruments. Concurrent method was used to collect the qualitative and quantitative data from the respondents at the same time. Researchers use questionnaires and semi-structured interviews for data collection. The main purpose of using concurrent data collection was to collect the detailed information from the respondent.

3.4.7.1 Survey

A survey as a research design was used for the data collection from the heads of the departments from the public sector universities. A survey as a research method is an appropriate research method used to collect numerical data or information about the perception of the respondents regarding the phenomenon of the research. The quantitative data was collected from the target sample by the use of a closed-ended questionnaire with a point 5 Likert scale, to ensure the reliability and accuracy of the collected information researcher personally visited the target sample and collected quantitative information from the heads about the exemplary leadership practices in the public sector universities of Rawalpindi and Islamabad.

3.4.7.2 Interview

A semi-structured interview was designed with 15 questions according to the objectives of the study and the research questions. The researcher personally collected the data from the volunteers. The Transformative mixed method approach was used with concurrent methods to collect the qualitative and quantitative data from the respondents. The qualitative data was collected with the consent of the respondents especially the respondents who volunteered to share their personal experiences. The researcher got the saturation level with the interview protocol with 20 respondents (10 male and 10 female respondents. As the total number f, the respondents as a sample were 47. All of the participants were informed before the data collection. After the confirmation on the phone, the researcher approaches the respondents along with the permission letter from the university for data collection. An interview protocol was used for this study according to the guidelines provided for the interview. The collected data was transcribed immediately after the interview.

3.5   Delimitations of the study

Delimitation of the study helps the researcher to narrow down the scope of the research study. The Delimitations are the main element of the research study which can be controlled. The following were the Delimitations of the study:

1.   This study was delimited to the public sector universities of Rawalpindi and Islamabad.

2.   It was delimited to the faculty of Management Sciences and the faculty of social sciences.

3.   It was delimited to both males and females currently working as heads of the department.

4. It was delimited to the indigenous academic Context of the university leadership

CHAPTER 4

DATA ANALYSIS

The chapter on data analysis deals with detailed presentation and interpretation of the results. This present study was designed to explore the perceived leadership practices and gender-based administrative positional challenges faced by male and female heads in public sector universities. The study was a descriptive phenomenology as the lived experiences of the heads were planned to be explored so this was executed with the Transformative mixed method approach which includes quantitative and qualitative data collection with the purpose to give a detailed analysis of the phenomenon of the study. Concurrent method was used to collect data simultaneously; quantitative data was collected with the questionnaire consisting of 30 items and qualitative data was collected with the semi-structured interview with 15 questions. Both of the tools were designed to achieve the objectives of the research study. This chapter is divided into three Sections. The First section was planned to analyze the demographic information collected through questionnaires from the heads of the departments working in the public sector universities. The second section deals with the gender-based analysis of exemplary leadership practices based on the information collected through the 5. Likert Scale. The third section was planned to analyze the response of the interview protocol to reach the current experiences of the heads of the department regarding leadership practices and the gender-based challenges at their current positions. The fourth section was the triangulation of qualitative and quantitative data analysis embed the finding of the research study.

4.1 Section 1. Demographic Analysis and Presentation

Demographic data is the most important information the background of the respondents of the study that helps to interpret the data and get the appropriate results. This section deals with the presentation of the demographic information (Gender, Academic Qualification, Professional Qualification, faculty, Total Job Experiences, and experience in Current organization) in the form of tables and interpretation.

Table No. 4.1 *Gender-wise demographic information*

Gender	No. of respondents	%
Male	32	68
Female	15	32
Total	**47**	**100**

The above table no. 4.1 shows the demographic details of the gender of the total respondents induced in the sample of the study. There were 68% of the heads were male and 32 % were female heads working in public sector universities.

Table No. 4.2 *Demographic information about Academic Qualification*

Academic Qualification	No. of Responses	%
M.Phil	4	9
Ph.D.	34	72
Post Doctorate	9	19
Total	**47**	**100**

The above table shows that in the selected d sample size there were 72 % of heads with the academic qualification of PhD while 19% with a doctorate and 9 % with an M. Phil were currently working as Heads of the Department.

Table No.4.3 *Demographic information about Professional qualification*

Professional Qualification	No. Of Respondents	%
B. Ed	17	36
M.Ed.	14	30
Any Other	16	34
Total	**47**	**100**

The above table no. 4.3 shows that 36% of the heads with a Professional Education of B. Ed were working in the public sector universities while 30 % with M.Ed. and 34% with another form of relevant professional degree and diploma.

Table No. 4.4 *Faculty-wise Demographic Information*

Faculty	No.of respondents	%
Faculty of Social Sciences	33	70
Faculty of Management Sciences	14	30
Total	47	100

The above table shows that 70% of the heads of the departments were working in the faculty of Social Science and 30 % were serving in the faculty of Management Sciences.

Table no. 4.5 *Demographic information about the Total job Experience*

Total Job Experience	No. of Responses	%
1-5	2	5
6-10	15	32
11-15	25	53
16-20	5	11
Total	47	100

The above table no. 4.5 shows that 53% of heads working in the public sector universities had 11to15 years of total job experience while 32% with 6 to 1 0 years, 11% with 16 to 20 and above years of experience, and only 5 % with 1 to 5 years of total job experience. The data shows that the heads were highly experienced majority were above that 10 to 15 years of experience in leadership.

Table No 4.6 *Demographic information about Current Job Experience*

Current Job Experience	No. Of the Responses	%
1-5	14	30
10-15	18	38
16-20	15	32
Total	47	100

The above table no. 4.6 shows that in public sector universities, 38% of the heads were working in the current universities for the last 10 to 15 years while 32% with current job experience of 16 to 20 and above years and 30 % with 1 to 5 years of job experience in the current organization. The data shows that most of the heads were serving the same organization from a range of 10 to 20 years of experience.

It has been analyzed from the presentation and interpretation of the demographic information that the majority of the heads working in the public sector universities were male and the percentage was double the female faculty. The majority of the heads were serving the faculty of social sciences because of the variety of the disciplines included in the faculty of social sciences as compared to the management sciences. Most of the heads had Ph.D. and post-doctorate qualifications and were professionally trained and qualified. Most of the heads working in the public sector universities were experienced employees and also were serving the current universities for the last 10 to 20 years.

4.2   Inferential Statistics

Objective no. 2. To investigate the Five Practices of Exemplary Leadership in the light of gender-based differences at the university level.

Research question No.1. What is a standard set of practices that the leaders at key positions in public sector universities, follow to achieve their institutional goals? Null Hypothesis: There is no statistically significant difference between the perceived leadership practice of male and female heads in public sector Universities.

The following table explains the difference between the perceived leadership practices regarding the clarity of their leadership philosophy of male and female heads in Public sector universities

Table No. 4.6.1 *Clarity of personal leadership philosophy*

Construct	Gender	N	Mean	SD	t	df	Sig	p
Leadership philosophy	Male	32	4.53	.567				
	Female	15	4.27	.458	1.579	45	0.30	.12

α=0.05

Table no. 4.6.1 indicates that the calculated at (45) =1.579 is less than the critical value (0.30) at 0.05 level while p= (.12). This indicates that the difference between the responses of male and female heads about the clarity of their leadership philosophy is not significant. The mean value of male= (4.53) and Female = (4.27) also reflects that the male heads were clearer about their leadership philosophy. Therefore, the formulated null hypothesis is fails rejected.

The following table explains the difference between the perceived leadership practices regarding the consensus around the shared organizational values of male and female heads in public sector universities.

Table No. 4.6.2 *Consensus around shared organizational values.*

Construct	Gender	N	M	SD	t	df	Sig	p
Organizational Values	Male	32	4.34	.545				
	Female	15	4.37	.617	.059	45	.582	.95

α =0.05

Table no. 4.6.2 indicates that the calculated at (45) =.059 is less than the critical value at 0.05 level while p= (.95). This indicates that the no significant difference between the responses of male and female heads about taking consensus around their organizational values. The mean value of male (4.34) and Female = (4.37) also reflects that both male and female heads always have consensus around their organizational Values. Therefore, the formulated null hypothesis fails to be rejected.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding setting a personal example as a leader before expecting the same from other team members.

Table No. 4.6.3 *Setting personal example before expectations*

Construct	Gender	N	M	SD	t	df	Sig	p
Setting Personal Example	Male	32	4.16	.677	.439	45	.254	.663
	Female	15	4.07	.594				

α =0.05

Table no. 4.6.3 indicates that the calculated at (45) =.439 is less than the critical value at 0.05 level while p= (.663). This indicates the no significant difference between the responses of male and female heads about setting a personal example. The mean value of male (4.16) and Female = (4.07) also reflects that male heads always set their example as leaders for others to follow. Therefore, the formulated null hypothesis fails to rejected.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities about the promises and the commitments followed by them.

Table No. 4.6.4 *Promises and commitments to be followed*

Construct	Gender	N	M	SD	t	df	Sig	p
Shared Beliefs	Male	32	4.19	.644	1.060	45	.636	.295
	Female	15	4.40	.632				

α =0.05

Table no. 4.6.4 indicates that the calculated at (45) =1.060 is less than the critical value (.636) at 0.05 level while p= (.295). This indicates the significant no difference between the responses of male and female heads about the promises and the commitments followed by them. The mean value of male (4.19) and Female = (4.40)

also reflects that the female heads were more concerned about the promises and the commitments they followed as compared to the male heads. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices regarding the responses of male and female heads in public sector universities about the application of agreed-upon rules and regulations.

Table No. 4.6.5 *Agreed upon rules and regulations*

Construct	Gender	N	M	SD	t	df	Sig	p
Rules and Regulations	Male	32	4.47	.671	.948	45	.910	.348
	Female	15	4.27	.704				

α =0.05

Table no. 4.6.5 indicates that the calculated at (45) =.948 is less than the critical value at 0.05 level while p= (.348). This indicates that the no difference between the responses of male and female heads about the application of agreed-upon rules and regulations is significant. The mean value of male (4.47) and Female = (4.27) also reflects that the male heads were more concerned about the application of agreed-upon rules and regulations. Therefore, the formulated null hypothesis is fails to reject.

The following table explains the difference between the perceived exemplary leadership practices of male and female heads in public sector universities about the effects of their decisions on others' performance.

Table No. 4.6.6 The decision affects others' performance

Construct	Gender	N	M	SD	t	df	Sig	p
Decision-making and feedback	Male	32	4.19	.644	.695	45	.328	.490
	Female	15	4.33	.724				

α =0.05

Table no. 4.6.6 indicates that the calculated at (45) =.695 is greater than the critical value at 0.05 level while p= (.490). This indicates that there is no difference between the responses of male and female heads about the effects of their decisions on others' performance. The mean value of male (4.19) and Female = (4.33) also reflects that the female heads were more concerned about the feedback after decision-making than knowing the effects of their decisions on others' performance. Therefore, the formulated null hypothesis is fails reject.

The following table explains the difference between the perceived leadership practices regarding the consensus around the shared organizational values of male and female heads in public sector universities.

Table No. 4.6.7 *Value needs and ambitions of people*

Construct	Gender	N	M	SD	t	df	Sig	p
Team's Aspirations	Male	32	4.72	.457	.357	45	.501	.72
	Female	15	4.67	.488				

α =0.05

Table no. 4.6.7 indicates that the calculated at (45) =.337 is less than the critical value at 0.05 level while p= (.72). This indicates that no difference between the responses of male and female heads about the value given by them to the needs and ambitions of the people is not significant. The mean value of male (4.72) and Female = (4.67) also reflects that the male and female heads give value to the needs and ambitions of their people. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the discussion about future trends and their consequences for individual, team, and organizational Productivity.

Table No. 4.6.8 *Discussion for future trends and consequences*

Construct	Gender	N	M	SD	t	df	Sig	p
Future trends	Male	32	4.38	.660	.187	45	.200	.853
	Female	5	4.33	.816				

α =0.05

Table no. 4.6.8 indicates that the calculated at (45) =.187 is less than the critical value at 0.05 level while p= (.853). This indicates that no significant difference between the responses of male and female heads about the discussion of future trends and their consequences in not significant. The mean value of male (4.38) and Female = (4.33) also reflects that the male heads were equally concerned about the discussion with the team regarding the future trends and their consequences on the individual, team, and organizational productivity. Therefore, the formulated null hypothesis fails to be reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the articulation of plans with the team members for participation in plans to increase organizational productivity.

Table No. 4.6.9 *Articulation of plans*

Construct	Gender	N	M	SD	t	df	Sig	p
Articulation of plans	Male	32	4.16	.515	1.314	45	.015	.196
	Female	15	4.40	.737				

α =0.05

Table no. 4.6.9 indicates that the calculated at (45) =1.314 is greater than the critical value at 0.05 level while p= (.196). This indicates no significant difference between the responses of male and female heads about the articulation of goals with team members for their participation in organizational plans for individual and organizational productivity. The mean value of male (4.16) and Female = (4.40) also reflects that the female heads were more concerned about the articulation of plans with

the team to ensure their participation to ensure the ownership of plans and success of the team for organizational productivity. Therefore, the formulated null hypothesis is fails reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the way they challenge the way of doing things by the team members in existing systems and procedures of their current organizations with assigned roles.

Table No. 4.6.10 *Challenge way of doing things*

Construct	Gender	N	M	SD	t	df	Sig	p
Challenge the current procedures	Male	32	4.31	.859	.352	45	.358	.727
	Female	15	4.40	.632				

α =0.05

Table no. 4.6.10 indicates that the calculated at (45) =.352 is less than the critical value (.358) at 0.05 level while p= (.727). This indicates that the difference between the responses of male and female heads about the way they challenge the ways people work in the organization is not significant. The mean value of male= (4.31) and Female = (4.40) also reflects that the female heads were more concerned about challenging the way they do things in the organization. Therefore, the formulated null hypothesis that there is no significant difference between the leadership practices of male and female heads fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in the public sector universities regarding the organizational future of the team and the data collected through the questionnaire was presented and analyzed in the table below.

Table No. 4.6.11 *Organizational Future of the Team*

Construct		Gender	N	M	SD	t	df	Sig	P
Forecast success	future	Male	32	4.50	.622	.180	45	.318	.858
		Female	15	4.47	.576				

α =0.05

Table no. 4.6.11 indicates that the calculated at (45) =.180 is less than the critical value at 0.05 level while p= (.858). This indicates no statistically significant difference between the responses of male and female heads about the organizational future of the team. The mean value of male= (4.50) and Female = (4.47) also reflects that the male heads both were concerned about the organizational future of their team. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the identification of individual contributions in teams for organizational Productivity. The data about this item was collected through the question is presented and analyzed in the table below.

Table No. 4.6.12 *Identification of individual contributions to the team*

Construct	Gender	N	M	SD	t	df	Sig	p
Recognize teams	Male	32	4.47	.621				
					1.085	45	.086	.284
	Female	15	4.67	.488				

α =0.05

Table no. 4.6.12 indicates that the calculated at (45) =1.085 is greater than the critical value at 0.05 level while p= (.284). This indicates that the difference between the responses of male and female heads about the identification is not significant. The mean value of male= (4.47) and Female = (4.67) also reflects that the female heads were more concerned about the recognition of individual contribution in the team. Therefore, the formulated null hypothesis is fails to reject.

Table No. 4.6.13 *People are abiding by the value*

Construct	Gender	N	M	SD	t	df	Sig	p
Practice shared value	Male	32	4.31	.535	.184	45	.75	.422
	Female	15	4.47	.743				

α =0.05

Table no. 4.6.13 indicates that the calculated at (45) =.184 is less than the critical value (.75) at 0.05 level while p= (.422). This indicates that the difference between the responses of male and female heads about the people abiding by the shared values is not significant. The mean value of male (4.31) and Female = (4.47) also reflects that the male and female heads both were equally concerned about the shared value at the workplace. Therefore, the null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the freedom of decision-making in the organization.

Table No. 4.6.14 *People make their own decisions*

Construct	Gender	N	M	SD	t	df	Sig	p
Freedom of decision Making	Male	32	4.47	.507	.893	45	.447	.667
	Female	15	4.46	.507				

α =0.05

Table no. 4.6.14 indicates that the calculated at (45) =.893 is less than the critical value at 0.05 level while p= (.667). This indicates that the difference between the responses of male and female heads about the freedom of deciding on the organization is significant. The mean value of male= (4.47) and Female = (4.46) also reflects that the male heads are more in favor of making free decisions in the organization. Therefore, the formulated null hypothesis is fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the use of new ways innovations and advancement for organizational Productivity.

Table No. 4.6.15 *New ways for betterment*

Construct	Gender	N	M	SD	t	df	Sig	p
Innovations and	Male	32	4.69	.471	.326	45	.148	.153
advancement	Female	15	4.47	.516				

α =0.05

Table no. 4.6.15 indicates that the calculated at (45) =.326 is less than the critical value at 0.05 level while p= (.153). This indicates the significant difference between the responses of male and female heads about the use of innovative and advanced ways. The mean value of male (4.69) and Female = (4.47) also reflects that the both heads were concerned about the use of innovative ways for the productivity of the organization therefore, the formulated null hypothesis is fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the admiration of the people taking risks for organizational productivity.

Table No. 4.6.16 *Admire the people taking a risk*

Construct	Gender	N	M	SD	t	df	Sig	p
Risk Taking for	Male	32	4.47	.567				
Quality Work					1.262	45	.942	.234
	Female	15	4.27	.458				

α =0.05

Table no. 4.6.16 indicates that the calculated at (45) =1.267 is less than the critical value at 0.05 level while p= (.234). This indicates that the difference between the responses of male and female heads about the admiration of people taking risks for

the quality of work is not significant. The mean value of male (4.47) and Female = (4.27) also reflects that the both heads admire and encourage the team members to take risks for the quality of work. Therefore, the formulated null hypothesis is fails reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the articulation of goals for people and the achievement of a shared vision.

Table No. 4.6.17 *Articulation of goals for people*

Construct	Gender	N	M	SD	t	df	Sig	p
Achievement of shared Vision	Male	32	4.31	.471	.931	45	.033	.357
	Female	15	4.47	.640				

$α$ =0.05

Table no. 4.6.17 indicates that the calculated at (45) =.931 is less than the critical value at 0.05 level while p= (.357). This indicates that the difference between the responses of male and female heads about the clarity of their leadership philosophy is not significant. The mean value of male= (4.31) and Female = (4.47) also reflects that both heads were equally concerned about the articulation of goals for the achievement of a shared vision. Therefore, the formulated null hypothesis is fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the development of cooperative relationships among the team members.

Table No. 4.6.18 *Cooperative relationship of the team*

Construct	Gender	N	M	SD	t	df	Sig	p
Cooperative Relationship	Male	32	4.56	.504	.184	45	.750	.855
	Female	15	4.53	.516				

$α$ =0.05

Table no. 4.6.18 indicates that the calculated at (45) =.184 is less than the critical value at 0.05 level while p= (.855). This indicates that the difference between the responses of male and female heads about the development of cooperative relationships is not significant. The mean value of male (4.56) and Female = (4.53) also reflects that both males and females were in favor of the development of cooperative relationships among the team members. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in the public sector universities regarding the involvement of the team members in the organizational planning and the data collected through the questionnaire was presented and analyzed in the table below.

Table No. 4.6.19 *Team involvement in planning*

Construct	Gender	N	M	SD	t	df	Sig	p
Team involvement in planning	Male	32	4.44	.564	.893	45	.447	.376
	Female	15	4.27	.704				

α =0.05

Table no. 4.6.19 indicates that the calculated at (45) =.893 is less than the critical value at 0.05 level while p= (.376). This indicates that the difference between the responses of male and female heads about the involvement of the team in organizational planning is not significant. The mean value of male= (4.44) and Female = (4.27) also reflects that the male heads were equally concerned about the involvement of team members in the process of planning and management. Therefore, the formulated null hypothesis is fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the interaction of team members and the development of learning from the experience of

each other through open interaction and frequent communication among the team members.

Table No. 4.6.20 *Team interaction and learning*

Construct	Gender	N	M	SD	t	df	Sig	p
Team Interaction and Learning	Male	32	4.41	.798	.326	45	.148	.746
	Female	15	4.33	.488				

$\alpha = 0.05$

Table no. 4.6.20 indicates that the calculated at (45) =.326 is greater than the critical value at 0.05 level while p= (.746). This indicates that the difference between the responses of male and female heads about team interaction and learning is not significant. The mean value of male (4.41) and Female = (4.33) also reflects that both heads were equally concerned about the interaction of team members and learning from each other's experiences. Therefore, the formulated null hypothesis is to fail reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the appreciation for the team's contributions in the form of encouragement and support.

Table No. 4.6.21 *Appreciation for the team's contribution*

Construct	Gender	N	M	SD	t	df	Sig	p
Encouragement and Support	Male	32	4.44	.564	1.262	45	.942	.213
	Female	15	4.20	.676				

α =0.05

Table no. 4.6.21 indicates that the calculated at (45) =1.262 is less than the critical value at 0.05 level while p= (.213). This indicates that the difference between the responses of male and female heads about the appreciation for the team's contribution in the form of encouragement and support is not significant. The mean value of male (4.44) and Female = (4.20) also reflects that both heads were concerned about the encouragement and provision of support to the team members as compared to the female heads. Therefore, the formulated null hypothesis is fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the clear communication of expectations to the team members.

Table No. 4.6.22 *Communicate Expectations*

Construct	Gender	N	M	SD	t	df	Sig	p
Communicate Expectation	Male	32	4.44	.716	.752	45	.314	.456
	Female	15	4.60	.632				

α =0.05

Table no. 4.6.22 indicates that the calculated at (45) =.752 is less than the critical value at 0.05 level while p= (.456). This indicates that the difference between the responses of male and female heads about the clear communication of expectations to the team is significant. The mean value of male= (4.44) and Female = (4.60) also reflects that the female heads were more concerned about the clear and proper

communication of expectations to the team members. Therefore, the formulated null hypothesis is fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the creation of an environment of trust and mutual respect in the workplace.

Table No. 4.6.23 *Creating an environment of mutual respect and trust*

Construct	Gender	N	M	SD	t	df	Sig	p
Mutual Trust and Respect	Male	32	4.47	.567	1.122	45	.551	.268
	Female	15	4.27	.594				

$\alpha = 0.05$

Table no. 4.6.23 indicates that the calculated at (45) =1.122 is less than the critical value at 0.05 level while p= (.268). This indicates that the difference between the responses of male and female heads about the creation of an environment of trust and mutual respect at the work pace is not significant. The mean value of male= (4.47) and Female = (4.27) also reflects that the male heads were more concerned about the creation of a trustworthy and respectful environment in the organization. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the delegation of responsibilities to the team members.

Table No. 4.6.24 *Delegation of responsibilities to the team*

Construct	Gender	N	M	SD	t	df	Sig	p
Delegation of responsibilities	Male	32	4.47	.567	1.054	45	.474	.298
	Female	15	4.27	.704				

$\alpha = 0.05$

Table no. 4.6.24 indicates that the calculated at (45) =1.054 is less than the critical value at 0.05 level while p= (.298). This indicates that the difference between the responses of male and female heads about the delegation of responsibilities is significant. The mean value of male= (4.47) and Female = (4.27) also reflects that heads were concerned about the delegation of responsibilities to the team members. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the celebration of the team's success. The data collected through the questionnaire was presented and analyzed in the table given below.

Table No. 4.6.25 *Celebration of the team's success*

Construct	Gender	N	M	SD	t	df	Sig	p
Celebration of Team Success	Male	32	4.47	.567	.952	45	.058	.346
	Female	15	4.27	.704				

α =0.05

Table no. 4.6.25 indicates that the calculated at (45) =.952 is less than the critical value at 0.05 level while p= (.346). This indicates that the difference between the responses of male and female heads about the celebration of the team is not significant. The mean value of male= (4.47) and Female = (4.27) also reflects that the male heads were more expressive in the celebration of teams' success. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding enthusiastic leadership for organizational productivity.

Table No. 4.6.26 *Enthusiastic leadership*

Construct	Gender	N	M	SD	t	df	Sig	p
Enthusiastic Leadership	Male	32	4.56	.619	.634	45	.595	.529
	Female	15	4.73	.458				

$\alpha = 0.05$

Table no. 4.6.26 indicates that the calculated at (45) =.634 is less than the critical value at 0.05 level while p= (.529). This indicates that the difference between the responses of male and female heads about the quality of leadership as enthusiastic leadership for organizational productivity is not significant. The mean value of male (4.56) and Female = (4.73) also reflects that both heads were equally concerned about the role of enthusiastic leadership for the productivity of individuals and organizations. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the encouragement to team members in risk-taking future projects.

Table No. 4.6.27 *Encouragement in risk-taking*

Construct	Gender	N	M	SD	t	df	Sig	p
Encouragement in risk-taking	Male	32	4.38	.660	.541	45	.295	.591
	Female	15	4.27	.594				

$\alpha = 0.05$

Table no. 4.6.26 indicates that the calculated at (45) =.541 is less than the critical value (.295) at 0.05 level while p= (.591). This indicates that the difference between the responses of male and female heads about the encouragement of risk-taking projects is not significant. The mean value of male (4.38) and Female = (4.27) also reflects that the male heads were more confident in the provision of support and encouragement to

the team members for future projects involving risks. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding high expectations fostered by the leaders to team members.

Table No. 4.6.28 Fostering high expectations

Construct	Gender	N	M	SD	t	df	Sig	p
Foster High Expectations	Male	32	4.59	.499	.383	45	.543	.704
	Female	15	4.53	.516				

α =0.05

Table no. 4.6.28 indicates that the calculated at (45) =.383 is less than the critical value (.543) at 0.05 level while p= (.704). This indicates that the difference between the responses of male and female heads about fostering high expectations among the team members is not significant. The mean value of male (4.59) and Female = (4.53) also reflects that the male and female heads were equally in favor of fostering high expectations among team members. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the feeling of ownership of the organizational projects.

Table No. 4.6.29 *Ownership of the projects*

Construct	Gender	N	M	SD	t	df	Sig	p
Project ownership	Male	32	4.19	.471				
					1.46	45	.213	.006
	Female	15	4.20	.476				

α =0.05

Table no. 4.6.29 indicates that the calculated at (45) =1.46 is less than the critical value at 0.05 level while p= (.006). This indicates that the difference between the responses of male and female heads about the feeling of ownership of the team members about organizational projects is not significant. The mean value of male= (4.19) and Female = (4.20) also reflects that heads were clear about the importance and development of ownership among the team regarding organizational projects. Therefore, the formulated hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding the proper projection of teamwork by the leaders.

Table No. 4.6.30 *Projection of team work*

Construct	Gender	N	M	SD	t	df	Sig	p
Projection of Teamwork	Male	32	4.49	.471				
	Female	15	4.53	.516	1.015	45	.148	.316

α =0.05

Table no. 4.6.30 indicates that the calculated at (45) =1.015 is less than the critical value (1.684) at 0.05 level while p= (.316). This indicates that the difference between the responses of male and female heads about the projection of teamwork by the leader is not significant. The mean value of male (4.49) and Female = (4.53) also reflects that both male and female heads were more concerned about the projection of teamwork on their part. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices regarding the first exemplary practice model the way and the comparative analysis of the responses of male and female heads in the public sector universities.

Table No. 4.6.31 *Gender based analysis of Leadership practice model the way*

Construct	Gender	N	M	SD	t	df	Sig	P
Model the way	Male	32	25.8	1.33				3.58
					.445	45	.065	
	Female	15	25.6	1.79				

α =0.05

Table no. 4.6.31 indicates that the calculated t' value at (45) = (.445) is less than the critical (1.684) value at 0.05 level while p= (3.58). This indicates that the difference between the responses of male and female heads about the model the way by the leader is not significant. The mean value of male (25.8) and Female = (25.6) also reflects that both male and female heads were concerned about the modeling their way on their part. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices regarding the Second exemplary practice inspired by the shared vision and the comparative analysis of the responses of male and female heads in the public sector universities regarding the six constructs presented with analysis in the table below.

Table No. 4.6.32 *Gender based analysis of Leadership practice inspired the shared vision*

Construct	Gender	N	M	SD	t	df	Sig	p
Inspired the shared vision	Male	32	26.5	1.79				4.87
					.819	45	.032	
	Female	15	25.9	.96				

α=0.05

Table no. 4.6.32 indicates that the calculated at (45) = (.819)is less than the critical value(1.684) at 0.05 level while p= (4.87). This indicates that the difference between the responses of male and female heads about inspiring the share vision not significant. The mean value of male (26.5) and Female = (25.9) also reflects that the

male and female both heads were concerned about the inspiring the shared vision. Therefore, the formulated null hypothesis is fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in the public sector universities regarding practice no.3 challenges the process with six construct-based analyses. The table below explains the overall analysis of the exemplary leadership practice.

Table No.4.6.33 *Gender based analysis of Leadership practice challenge the way*

Construct	Gender	N	M	SD	t	df	Sig	P
Challenge the process	Male	32	26.8	.96	.596	45	.067	3.5
	Female	15	26.6	1.45				

α=0.05

Table no. 4.6.33 indicates that the calculated at (45) =(.596) is less than the critical value(1.684) at 0.05 level while p= (3.5). This indicates that the difference between the responses of male and female heads about Challenging the process not significant. The mean value of male (26.8) and Female = (26.6) also reflects that the both of the heads were concerned about challenging the process in the organizations. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices of male and female heads in public sector universities regarding exemplary leadership practices. The fourth leadership practice to enable others to work is reflected in the table below explains six construct-based comparative analysis.

Table No. 4.6.34 *Gender based analysis of Leadership practice enable others to act*

Construct	Gender	N	M	SD	t	df	Sig	p
Enable others to act	Male	32	26.6	1.31	1.49	45	.020	5.8
	Female	15	25.9	1.98				

α =0.05

Table no. 4.6.34 indicates that the calculated at (45) =(1.49) is less than the critical value (1.684)at 0.05 level while p= (5.8). This indicates that the difference between the responses of male and female heads about enabling other to act is significant. The mean value of male (26.6) and Female = (25.9) also reflects that the both of the heads were concerned about enabling other to act. Therefore, the formulated null hypothesis fails to reject.

The following table explains the difference between the perceived leadership practices regarding the fifth exemplary practice Encourage the Heart and the comparative analysis of the responses of male and female heads in the public sector universities regarding the six constructs presented in the table below.

Table No.4.6.35 *Gender based analysis of Leadership practice encourage the heart*

Construct	Gender	N	M	SD	t	df	Sig	p
Encourage the Heart	Male	32	26.2	1.35				.215
					1.81	45	.064	
	Female	15	26.4	1.39				

α=0.05

Table no. 4.6.35 indicates that the calculated at (45) =1.81 is greater than the critical value (1.684) at 0.05 level while p= (.215). This indicates that the difference between the responses of male and female heads about the is significant. The mean value of male (26.2) and Female = (26.4) also reflects that the both of the heads were more concerned about encouraging the heart. Therefore, the formulated null hypothesis has fail to reject.

The following table explains the difference between the perceived leadership practices regarding the overall comparative analysis of the responses of male and female heads in the public sector universities regarding the six constructs presented in the table below.

Table No. 4.6.36 *Gender based analysis of the five exemplary Leadership practices*

Construct	Gender	N	M	SD	t	df	Sig	p
Five practices of Exemplary Leadership	Male	32	1.33	3.12				.070
					1.519	45	.792	
	Female	15	1.31	3.37				

α=0.05

Table no. 4.6.36 indicates that the calculated at (45) =(1.519) is less than the critical value(1.684) at 0.05 level while p= (.070). This indicates the no significant difference between the responses of male and female heads in their exemplary leadership practices The mean value of male (1.33) and Female = (1.31) also reflects that both heads are focused to exemplary leadership practices. Therefore, the formulated null hypothesis fails to reject.

Section 3. Qualitative Thematic Analysis

The present study was designed as a Transformative mixed method with concurrent method to be used for data collection. All of the participants were selected by obtaining proper consent from them for data collection. Among all the selected 47 participants 26 participants expressed their consent to interview. The quantitative data was collected from 47 participants while the qualitative data collection through interviews was restricted to the saturation level from the responses of males and females. Qualitative data was collected from 20 participants (10 male and 10 female). The following procedure was used for the thematic analysis of the collected data. Thematic analysis is used to analyse the qualitative data by developing themes and pattern to get the insight to the research. Terry,G. (2017). The define procedure of thematic analysis including eight steps were followed to analyse the data.

4.3 Demographic description of the participants

The objectives of the study were to explore the Leadership practices and gender based leadership challenges at the University Level. The qualitative data was collected to understand the practical leadership experience of male and female leaders/ heads working in the Department of Social Sciences and Management Sciences. It further aimed to explore their positional challenges regarding administration and gender and the way they handle positional challenges. This section presents the main findings from the data collected through the semi-structured interviews with male and female heads as the research participants. The participants of this descriptive phenomenological research were selected by obtaining their consent for data collection. Each participant was presented with a consent form for data collection and an agreement of confidentiality for keeping their information confidential. Only those who volunteered were selected as participants. To keep their identity confidential Codes were used for the presentation of data.

Table No. 4.7.1 *Demographics of Male heads in public sector universities*

Participants (Volunteer)	Age	Marital Status	Academic Qualification	Professional qualification	Service grade	Total experience	Current Experience
M1	42	Married	Ph.D.	M.Ed.	BPS-19	16 years	16 years
M2	49	Married	Ph.D.	M.Ed.	BPS-19	22 years	18 years
M3	52	Married	Ph.D.	B. Ed	BPS-20	23 years	21 years
M4	47	Married	Ph.D.	M.Ed.	BPS-20	18 years	15 years
M5	43	Married	Post Doc	Others	BPS-19	21 years	8 years
M6	42	Married	Ph.D.	B. Ed	BPS-19	15 years	10 years
M7	55	Married	Ph.D.	M.Ed.	BPS-19	23 years	19 years
M8	45	Married	Post Doc	M.Ed.	BPS-21	18 years	18 years
M9	50	Married	Ph.D.	B. Ed	BPS-19	20 years	16 years
M10	47	Married	Ph.D.	Others	BPS-19	17 years	10 years

The above table reflects the demographics of the male participants of the study. All the selected 10 male heads were of the ages range from 42 years to 55 years and all were married. With academic qualifications ranging from Ph.D. and Post Doctorate

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with professional qualifications of B. Ed and M.Ed. Their total job experience ranges from 15 to 23 years while their current experience in the organization ranges from 8 years to 21 years. All of the male participants were working on PBS-19 to 21. It is concluded based on the above information that all of the selected male participants who volunteered were academically and professionally highly qualified with rich total Job experience and the current experience in the organization as heads.

Table No. 4.7.2 *Demographics of Female heads in public sector universities*

Participants (Volunteers)	Age	Marital Status	Academic Qualification	Professional Qualification	Service Grade	Total Experience	Current Experience
F1	47	Married	Ph.D.	M.Ed.	BPS-19	18 years	8.5 years
F2	45	Married	Ph.D.	Others	BPS-19	10 years	4 years
F3	47	Married	Post Doc	M.Ed.	BPS-19	21 years	15 years
F4	43	Married	Ph.D.	M.Ed.	BPS-21	21 years	20 years
F5	51	Married	Postdoc	Others	BPS_20	17 years	8 years
F6	48	Married	Ph.D.	M.Ed.	BPS-19	11 years	3 years
F7	53	Married	Post Doc	M.Ed.	BPS_21	19 years	6 years
F8	49	Married	Ph.D.	B. Ed	BPS-19	21 years	11 years
F9	44	Married	Ph.D.	B. Ed	BPS-19	16 years	16 years
F10	47	Married	Ph.D.	M.Ed.	BPS-20	10 years	7.5 years

The above table reflects the demographics of the female participants of the study. All the selected 10 female heads were of the ages range from 43 years to 53 years and were married. All of the participants were educated with academic qualifications ranging from Ph.D. and Post Doctorate with professional qualifications of B. Ed and M.Ed. Their total job experience ranges from 10 to 21 years while their current experience in the organization ranges from 4 years to 20 years. All of the participants were working on PBS-19 to 21. It is concluded based on the above information that all of the selected female participants who volunteered were academically and professionally highly qualified with rich total Job experience and current experience in the organization as heads also.

4.4   Deductive Thematic Analysis

The following were the common themes generated from the responses of the male and female heads working in public sector universities.

4.4.1   Thematic Analysis of the leadership experience of female heads

4.4.1.1 Perception about Leadership practices

Goal Oriented forward-looking and disciplined practices

Democratic decision making

Trust Building in Team Building

Innovative practices and self-reflection

Personal Philosophy of Leadership and Commitment

4.4.1.2 Perception of Leadership Experience

Focus on quality experience rather than gender

Dedication and consistency

Stereotyping and personality Clashes (support from male)

Empathy and Compassion for males to learn

Incompetence and conflict

4.4.2   Administrative Positional Challenges

4.4.2.1 Administrative Difficulties faced by female heads

Conflict of interest and role clarity

Poor time management and delaying tactics

Impatience and fear of failure

Resistance to its new ideas and innovations

Traditional mindsets and pressure groups

4.4.2.2 Administrative difficulties regarding future project

Poor Budgeting and Lack of Accountability

Gender discrimination in resource allocation

Poor communication and inefficient communication system

Delaying tactics and poor time management

Incompetence in technical skills

4.4.2.3 Difficulties regarding future trends (as female)

Gender-based conflict in digital skill Practices

Gender-based stereotyping in leadership roles

Lack of communication and less interaction

Issues regarding the mental health of the team members

Impatience and lack of confidence

4.4.2.4 Gender-based challenges recording Belief

Lack of access to resources as female

Gender-based social and cultural biases (stereotyping)

Stereotyping in team building

Not fairly treated and being respected as a female

Gender hated raising strong political issues in the workplace.

4.4.2.5 Challenges regarding team building

High expectations and lack of trust in team building

Interpersonal communication-based issues

Diversity in the team and lack of cooperation

Role ambiguity and overlapping skills

Personality clashes and junior-senior Dilemma

4.4.3 Challenges Undertaking Strategies

4.4.3.1 Challenges regarding modeling the way

Empathetic attitude toward gender

Trust building and effective communication

Self-awareness and self-reflection regarding expectations

Decisive Collaborative Approach

Gender-based Delegation of Responsibilities and Authorities

4.4.3.2 Coping with challenges regarding future trends

Clear vision, Patience, and teamwork

Strategic planning and partnership

Gender-based role management in plans

Availability of resources Ans moral support

Encouragement to participate in the future and lessen the workload.

4.4.3.3 Handling challenges regarding administration and gender-based

Encouraging diverse hiring and promotion practices

Supporting under-presented groups in career development

Promoting a culture of equality and respect

Managing gender roles in team building

Open communication to reduce stereotyping and biases at work..

4.4.4 Suggestion for future leaders

4.4.4.1 Innovative ways for organizational Productivity

Innovative ways for organizational Productivity

Knowledge upgradation and teamwork

Community collaboration and research work

Setting clear goals and expectations

Development of advanced professional competence

Embracing digitization and automaton

4.4.4.2 Team cooperation and support

Upraising their grades

Acknowledgement from high authorities

Financial rewards to increase motivation and ownership

Regular feedback, appreciation, and word recognition

Fostering a positive work environment

4.4.4.3 Risk Taking for plans

Clear vision, confidence, and a positive approach

Risk assessment on facts not gender-based

Future exploration is always risk-oriented

Objective-based risk assessment

Provision of equal opportunities for plans

4.4.4.4 Required support and cooperation from the administration

More women assume administrative positions

Support in the provision of resources

Clear communication and fast circulation of information

Constructive and problem-solving feedback

Authority in decision making

4.4.4.5 Guidelines for Future Leader

Effective Communication and Conflict Resolution

Work-life balance and mental health of team members

Appreciate diversity and encourage an inclusive environment

Change management and evolving needs

Team building and empowerment

Embrace digitization and automation

Above thematic analysis of the responses of female heads working in public sector universities reflects that female heads regarding their perception of the exemplary leadership practices and their own experiences about leadership practices in their organizations, gender-based challenges regarding administration, the coping strategies, and their suggestion for future leaders. Themes were developed through open coding and deductive themes.

4.5   Thematic Analysis of the leadership experience of Male heads

4.5.1   Perception about Leadership practices

Fostering growth and unity in team building

Foresighted prediction of success and challenges

Effective decision-making as a leader

No communication gap lets to temper relationships

Being empathetic and emotionally intelligent

4.5.2   Perception of Leadership Experience

Navigating traditional expectations in team building

Balance assertiveness with exclusivity

Self-esteem and boosting others' abilities

Professional and academic development

Embrace diversification and foster an inclusive culture

4.5.3 Administrative Positional Challenges

4.5.3.1 Administrative Difficulties faced by female heads

Lack of resources and delaying tactics

Ensuring consistency and maintaining accuracy

Lackluster approach of team members

Different mindsets of team members

Managing lots of quires

4.5.3.2 Administrative difficulties regarding future project

Resource management and budgeting

Challenges are associated with career growth

Diversification and versatility in coping with challenges

Timeline issues and undue delays

Management of stakeholders' expectations

4.5.3.3 Difficulties regarding future trends (as male)

Lack of cooperation from team members both male and female

Encourage collaboration and address stereotyping

Difficulties in catching up with technology

Lack of motivation and personality clashes

Females are more inclined to cosmetic changes but more responsible.

4.5.3.4 Gender-based challenges recording Belief

Stereotyping and gender biases

Difficult to assign rough tasks to female

Females expect to be treated politely and should assigned easy tasks.

The societal sense of taboos is a hindrance for female leaders.

Difficulties to assign out-of-the-time roles to both males and females.

4.5.3.5 Challenges regarding team building

Trust building and conflict resolution

Reconciling the diverse personalities/Clashes

Lack of an optimistic approach

Delegation and rotation of responsibilities

Deep-rooted personal perception against gender

4.5.4 Challenges Undertaking Strategies

4.5.4.1 Challenges regarding modeling the way

Self-confidence and teamwork

Promotion of an inclusive and supportive environment

Equal opportunities and open dialogue

Fostering a culture of mutual respect

Empathy and Freedom of Speech (Communication)

4.5.4.2 Coping with challenges regarding future trends

Embracing evolving market trends

Fostering inclusive decision-making

Navigating traditional networks and adopting changes

Optimism of leader and team

Risk assessment and inclusive decision-making

4.5.4.3 Handling challenges regarding administration and gender-based

Promotion of diversity and Inclusion in practices

Navigating gender issues and encouraging specialized training to deal with

Social Networking to change the traditional mindsets.

Encourage equality and mutual respect

Delegation of power to manage the conflict

4.5.5 Suggestion for future leaders

4.5.5.1 Innovative ways for organizational Productivity

Fostering the culture of technology and research

Advanced approaches to streamed line the system

Active listening and valuing team ideas

Solution-oriented innovative ideas/ technologies

4.5.5.2 Team cooperation and support

Equal opportunities and recognition of contributions

Regular acknowledgment and constructive feedback

Recognition publicly and admire the commitment

Show empathy and take them for lunch

Use praising words generously

4.5.5.3 Risk Taking for plans

No role of gender in risk-taking just assessment

Task and team-oriented decision making

Societal norms and expectations-based decision

Gender is not associated with risk assessment

Calculated risks are hard

Risk-taking is essential for discovering future opportunities

4.5.5.4 Required support and cooperation from the administration

Effective communication system

Timely addressing of issues regarding operation and system

Professional attitude to do needful

Avoid delaying tactics

A positive and forward-looking approach

4.5.5.5 Guidelines for Future Leader

Inclusive leadership

Continuous learning and adopting evolving trends

People with broad and cosmopolitan approaches should lead.

Prioritize empathy, and integrity to meet the trust and collaboration

Time management

Behavior management

Thematic analysis of the responses of male heads working in public sector universities. This analysis explain the responses of male heads regarding their perception of exemplary leadership practices and their own experiences about leadership practices in their organizations, gender-based challenges regarding administration, the coping up strategies, and their suggestion for future leaders. Deductive thematic analysis was further used to group the common themes from the responses of male and female heads and with the triangulation of quantitative and qualitative data has been discussed in discussion section.

CHAPTER 5
SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the presentation of the summary, and main findings of the research study. It also contains a discussion section that presents the similarities and the differences in the response concerning the research objectives and the research questions, moreover, this chapter provides the conclusions based on the findings of the study. Recommendations based on the conclusions of the research study and the future research possibilities are also part of this chapter.

5.1   Summary

This study aimed to explore the perceived leadership practices and gender-based challenges in selected indigenous public sector universities. The present study was designed as a phenomenological study with a Transformative mixed-method approach to target the objectives of the study were to examine the contemporary perceived leadership practices in a selected indigenous academic context at the university level. To investigate the Five Practices of Exemplary Leadership in the light of gender-based differences at the university level. To explore the the gender based challenges faced by the male and female heads at public sector universities.To analyze the strategies adopted to undertake leadership challenges by the male and female heads of the departments at the university level. The main research questions were developed to be answered through the findings of the research. For quantitative data collection census population was taken through the websites of the public sector universities and all 47 heads working in the public sector universities were taken as samples of the study. For the qualitative data collection the participants who volunteered were taken and it was

restricted till reached the saturation level. The quantitative data was collected through a self-developed questionnaire and with 5. Likert scale and analyzed with an independent sample t-test to compare the gender differences in leadership practices qualitative data was collected through semi-structured interviews and interpretive data analysis was used to emerge the themes to explore the responses of male and female heads with the positional roles in public sector universities.It is concluded that demographically male heads were more in number than the female heads of the departments in the Faculty of Social Sciences and Faculty of Management Sciences at the university level. Both genders were academically and professionally highly qualified and experienced in their fields. Keeping in view the gender aspect regarding the perception and self-experience of the heads. It is concluded that male heads perceived leadership as an ability of leaders to be emotionally intelligent and communicate organizational values and beliefs to the team effectively. Female leaders perceived exemplary leadership practices as self-reflection based on their leadership style. Mutually both were of the view that leadership is perceived as the skill of a leader as trust building in the team, democratic decision making, and innovation and advancement in the organization for team empowerment and organizational productivity.Both leadership may contribute to create an inclusive and supportive environment by fostering diversity, advocating for gender equality and supporting each other's professional development.It may be recommended that higher educational organizations need to address leadership challenges through a gender-aware lens and promote gender-based leadership roles by creating a more equitable and empowering workplace for all employees.

5.2   Findings

The findings of the study are presented as follows:

Quantitative Analysis

Objective no. 1-To examine the contemporary perceived leadership practices in a selected indigenous academic context at the university level.

1. The table no. 4.1 shows the demographic details of the gender of the total respondents induced in the sample of the study. 68% of the heads, were males and 32 % were female heads working in public sector universities.

2. The table no. 4.2 shows that in the selected d sample size there were 72 % heads with the academic qualification of PhD while 19% with a doctorate and 9 % with the M. Phil were currently working as Head of the Department.

3. The above table no. 4.3 shows that 36% of the heads with a Professional Education of B. Ed were working in the public sector universities while 30 % with M.Ed. and 34% with another form of relevant professional degree and diploma.

4. The above table shows that 72 % of the heads of the departments were working in the faculty of Social Science and 28 % were serving in the faculty of Management Sciences.

5. The above table no. 4.5 shows that 53% of heads working in the public sector universities had 11to15 years of total job experience while 32% with 6 to 1 0 years, 11% with 16 to 20 and above years of experience, and only 5 % with 1 to 5 years of total job experience.

6. The above table no. 4.6 shows that in public sector universities, 38% of the heads were working in the current universities for the last 10 to 15 years while 32% with current job experience of 16 to 20 and above years and 30 % with 1 to 5 years of job experience in the current organization. The data shows that most of the heads were serving the same organization from a range of 10 to 20 years of experience.

7. Table no. 4.2.1 indicates that the calculated at (45) =1.579 is less than the critical value at 0.05 level while p= (.12). This indicates that the difference between the responses of male and female heads about the clarity of their leadership philosophy is not significant. The mean value of male= (4.53) and Female = (4.27) also reflects that heads were clear about their leadership philosophy. Therefore, the formulated null hypothesis fails to reject.

8. Table no. 4.2.2 indicates that the calculated at (45) =.059 is less than the critical value (.582) at 0.05 level while p= (.95). This indicates that the no significant difference between the responses of male and female heads about taking consensus around their organizational values. The mean value of male (4.34) and Female = (4.37) also reflects that both male and female heads always have consensus around their organizational Values. Therefore, the formulated null hypothesis fails to reject.

9. Table no. 4.2.3 indicates that the calculated at (45) =.439 is less than the critical value at 0.05 level while p= (.663). This indicates the no significant difference between the responses of male and female heads about setting a personal example. The mean value of male (4.16) and Female = (4.07) also reflects that heads always set their example as leaders for others to follow. Therefore, the formulated null hypothesis fails to reject.

10. Table no. 4.2.4 indicates that the calculated at (45) =1.060 is less than the critical value at 0.05 level while p= (.295). This indicates the significant difference between the responses of male and female heads about the promises and the commitments followed by them. The mean value of male (4.19) and Female = (4.40) also reflects that heads were equally concerned about the promises and the

commitments they followed . Therefore, the formulated null hypothesis fails to reject.

11. Table no. 4.2.5 indicates that the calculated at (45) =.948 is less than the critical value at 0.05 level while p= (.348). This indicates that the difference between the responses of male and female heads about the application of agreed-upon rules and regulations is not significant. The mean value of male= (4.47) and Female = (4.27) also reflects that heads were equally concerned about the application of agreed-upon rules and regulations. Therefore, the formulated null hypothesis fails to reject.

12. Table no. 4.2.6 indicates that the calculated at (45) =.695 is less than the critical value at 0.05 level while p= (.490). This indicates that the difference between the responses of male and female heads about the effects of their decisions on others' performance is not significant. The mean value of male (4.19) and Female = (4.33) also reflects that both heads were concerned about the feedback after decision-making to know the effects of their decisions on others' performance. Therefore, the formulated null hypothesis fails to reject.

13. Table no. 4.2.8 indicates that the calculated at (45) =.337 is less than the critical value (.501) at 0.05 level while p= (.72). This indicates that no difference between the responses of male and female heads about the value given by them to the needs and ambitions of the people is not significant. The mean value of male (4.72) and Female = (4.67) also reflects that the male and female heads give value to the needs and ambitions of their people. Therefore, the formulated null hypothesis fails to reject.

14. Table no. 4.2.9 indicates that the calculated at (45) =.187 is less than the critical value at 0.05 level while p= (.853). This indicates that no significant difference between the responses of male and female heads about the discussion of future

trends and their consequences in not significant. The mean value of male (4.38) and Female = (4.33) also reflects that the male heads were equally concerned about the discussion with the team regarding the future trends and their consequences on the individual, team, and organizational productivity. Therefore, the formulated null hypothesis fails to reject.

15. Table no. 4.2.10 indicates that the calculated at (45) =1.314 is less than the critical value at 0.05 level while p= (.196). This indicates that the difference between the responses of male and female heads about the articulation of goals with team members for their participation in organizational plans for individual and organizational productivity is not significant. The mean value of male (4.16) and Female = (4.40) also reflects that both heads were more concerned about the articulation of plans with the team to ensure their participation ensured the ownership of plans and the success of the team for organizational productivity. Therefore, the formulated null hypothesis fails to reject.

16. Table no. 4.2.11 indicates that the calculated at (45) =.352 is less than the critical value (.358) at 0.05 level while p= (.727). This indicates that the difference between the responses of male and female heads about the way they challenge the ways people work in the organization is significant. The mean value of male= (4.31) and Female = (4.40) also reflects that the female heads were more concerned about challenging the way they do things in the organization. Therefore, the formulated null hypothesis that there is no significant difference between the leadership practices of male and female heads fails to reject.

17. Table no. 4.2.12 indicates that the calculated at (45) =.180 is less than the critical value (.318) at 0.05 level while p= (.858). This indicates no statistically significant difference between the responses of male and female heads about the

organizational future of the team. The mean value of male= (4.50) and Female = (4.47) also reflects that the male heads both were concerned about the organizational future of their team. Therefore, the formulated null hypothesis fails to reject.

18. Table no. 4.2.13 indicates that the calculated at (45) =1.085 is less than the critical value at 0.05 level while p= (.284). This indicates that the difference between the responses of male and female heads about the identification is not significant. The mean value of male= (4.47) and Female = (4.67) also reflects that the both heads were concerned about the recognition of individual contribution in the team. Therefore, the formulated null hypothesis fails to reject.

19. Table no. 4.2.15 indicates that the calculated at (45) =.184 is less than the critical value at 0.05 level while p= (.422). This indicates that the difference between the responses of male and female heads about the people abiding by the shared values is not significant. The mean value of male (4.31) and Female = (4.47) also reflects that the male and female heads both were equally concerned about the shared value at the workplace. Therefore, the null hypothesis fails to reject.

20. Table no. 4.2.16 indicates that the calculated at (45) =.893 is less than the critical value at 0.05 level while p= (.667). This indicates that the difference between the responses of male and female heads about the freedom of deciding on the organization is not significant. The mean value of male (4.47) and Female = (4.46) also reflects that the male heads were in favor of making free decisions in the organization. Therefore, the formulated null hypothesis fails to reject.

21. Table no. 4.2.17 indicates that the calculates t (45) =.326 is less than the critical value at 0.05 level while p= (.153). This indicates no significant difference between the responses of male and female heads about the use of innovative and advanced

ways. The mean value of male= (4.69) and Female = (4.47) also reflects that the male heads were more concerned about the use of innovative ways for the productivity of the organization therefore, the formulated null hypothesis fails to reject.

22. Table no. 4.2.18 indicates that the calculated at (45) =1.267 is less than the critical value at 0.05 level while p= (.234). This indicates that the difference between the responses of male and female heads about the admiration of people taking risks for the quality of work is not significant. The mean value of male (4.47) and Female = (4.27) also reflects that heads admire and encourage the team members to take risks for the quality of work. Therefore, the formulated null hypothesis fails to reject.

23. Table no. 4.2.18 indicates that the calculated at (45) =.931 is less than the critical value at 0.05 level while p= (.357). This indicates that the difference between the responses of male and female heads about the clarity of their leadership philosophy is not significant. The mean value of male= (4.36) and Female = (4.47) also reflects that the heads were more concerned about the articulation of goals for the achievement of a shared vision. Therefore, the formulated null hypothesis fails to reject.

24. Table no. 4.2.19 indicates that the calculated at (45) =.184 is less than the critical value at 0.05 level while p= (.855). This indicates that the difference between the responses of male and female heads about the development of cooperative relationships is not significant. The mean value of male (4.56) and Female = (4.53) also reflects that both males and females were more in favor of the development of cooperative relationships among the team members. Therefore, the formulated null hypothesis fails to reject.

25. Table no. 4.2.21 indicates that the calculated at (45) =.893 is less than the critical value at 0.05 level while p= (.376). This indicates that the difference between the responses of male and female heads about the involvement of the team in organizational planning is not significant. The mean value of male= (4.34) and Female = (4.27) also reflects that both heads were more concerned about the involvement of team members in the process of planning and management. Therefore, the formulated null hypothesis fails to reject.

26. Table no. 4.2.22 indicates that the calculates t (45) =.326 is less than the critical value at 0.05 level while p= (.746). This indicates that the difference between the responses of male and female heads about team interaction and learning is not significant. The mean value of male (4.41) and Female = (4.33) also reflects that both heads were concerned about the interaction of team members and learning from each other's experiences. Therefore, the formulated null hypothesis fails to reject.

27. Table no. 4.2.23 indicates that the calculated at (45) =1.262 is less than the critical value at 0.05 level while p= (.213). This indicates that the difference between the responses of male and female heads about the appreciation for the team's contribution in the form of encouragement and support is not significant. The mean value of male (4.44) and Female = (4.40) also reflects that heads were equally concerned about the encouragement and provision of support to the team members as compared to the female heads. Therefore, the formulated null hypothesis fails to reject.

28. Table no. 4.2.24 indicates that the calculated at (45) =.752 is less than the critical value at 0.05 level while p= (.456). This indicates that the difference between the responses of male and female heads about the clear communication of expectations

to the team is not significant. The mean value of male= (4.44) and Female = (4.60) also reflects that heads were concerned about the clear and proper communication of expectations to the team members. Therefore, the formulated null hypothesis fails to reject.

29. Table no. 4.2.25 indicates that the calculates t (45) =1.122 is less than the critical value at 0.05 level while p= (.268). This indicates that the difference between the responses of male and female heads about the creation of an environment of trust and mutual respect at the work pace is not significant. The mean value of male= (4.47) and Female = (4.27) also reflects that both heads were concerned about the creation of a trustworthy and respectful environment in the organization. Therefore, the formulated null hypothesis fails to reject.

30. Table no. 4.2.26 indicates that the calculated at (45) =1.054 is less than the critical value at 0.05 level while p= (.298). This indicates that the difference between the responses of male and female heads about the delegation of responsibilities is not significant. The mean value of male (4.47) and Female = (4.45) also reflects that heads were concerned about the delegation of responsibilities to the team members. Therefore, the formulated null hypothesis fails to reject..

31. Table no. 4.2.28 indicates that the calculated at (45) =.952 is less than the critical value at 0.05 level while p= (.346). This indicates that the difference between the responses of male and female heads about the celebration of the team is not significant. The mean value of male= (4.47) and Female = (4.27) also reflects that heads were expressive in the celebration of the team's success. Therefore, the formulated null hypothesis fails to reject.

32. Table no. 4.2.30 indicates that the calculates t (45) =.634 is less than the critical value at 0.05 level while p= (.529). This indicates that the difference between the

responses of male and female heads about the quality of leadership as enthusiastic leadership for organizational productivity is not significant. The mean value of male (4.56) and Female = (4.73) also reflects that heads were equally concerned about the role of enthusiastic leadership for the productivity of individuals and organizations. Therefore, the formulated null hypothesis fails to reject.

33. Table no. 4.2.31 indicates that the calculated at (45) =.541 is less than the critical value at 0.05 level while p= (.591). This indicates that the difference between the responses of male and female heads about the encouragement of risk-taking projects is not significant. The mean value of male (4.38) and Female = (4.27) also reflects that both heads were equally confident in the provision of support and encouragement to the team members for future projects involving risks. Therefore, the formulated null hypothesis fails to reject.

34. Table no. 4.2.32 indicates that the calculates t (45) =.383 is less than the critical value at 0.05 level while p= (.704). This indicates that the difference between the responses of male and female heads about fostering high expectations among the team members is not significant. The mean value of male (4.59) and Female = (4.53) also reflects that the male and female heads were equally in favor of fostering high expectations among team members. Therefore, the formulated null hypothesis fails to reject.

35. Table no. 4.2.33 indicates that the calculated at (45) =1.268 is less than the critical value at 0.05 level while p= (.006). This indicates that the difference between the responses of male and female heads about the feeling of ownership of the team members about organizational projects is not significant. The mean value of male= (4.19) and Female = (4.20) also reflects that heads were clear about the importance

and development of ownership among the team regarding organizational projects. Therefore, the formulated hypothesis fails to reject.

36. Table no. 4.2.34 indicates that the calculates t (45) =1.015 is less than the critical value at 0.05 level while p= (.316). This indicates that the difference between the responses of male and female heads about the projection of teamwork by the leader is not significant. The mean value of male= (4.69) and Female = (4.65) also reflects that both heads were concerned about the projection of teamwork on their part. Therefore, the formulated null hypothesis fails to reject..

37. Table no. 4.2.31 indicates that the calculated t' value at (45) = (.445) is less than the critical (1.684) value at 0.05 level while p= (3.58). This indicates that the difference between the responses of male and female heads about the model the way by the leader is not significant. The mean value of male (25.8) and Female = (25.6) also reflects that both male and female heads were concerned about the modeling their way on their part. Therefore, the formulated null hypothesis fails to reject.

38. Table no. 4.2.32 indicates that the calculated at (45) = (.819)is less than the critical value(1.684) at 0.05 level while p= (4.87). This indicates that the difference between the responses of male and female heads about inspiring the share vision not significant. The mean value of male (26.5) and Female = (25.9) also reflects that the male and female both heads were concerned about the inspiring the shared vision. Therefore, the formulated null hypothesis is fails to reject.

39. Table no. 4.2.33 indicates that the calculated at (45) =(.596) is less than the critical value(1.684) at 0.05 level while p= (3.5). This indicates that the difference between the responses of male and female heads about Challenging the process not significant. The mean value of male (26.8) and Female = (26.6) also reflects that

the both of the heads were concerned about challenging the process in the organizations. Therefore, the formulated null hypothesis fails to reject.

40. Table no. 4.2.34 indicates that the calculated at (45) =(1.49) is less than the critical value (1.684)at 0.05 level while p= (5.8). This indicates that the difference between the responses of male and female heads about enabling other to act is significant. The mean value of male (26.6) and Female = (25.9) also reflects that the both of the heads were concerned about enabling other to act. Therefore, the formulated null hypothesis fails to reject.

41. Table no. 4.2.35 indicates that the calculated at (45) =1.81 is greater than the critical value (1.684) at 0.05 level while p= (.215). This indicates that the difference between the responses of male and female heads about the is significant. The mean value of male (26.2) and Female = (26.4) also reflects that the both of the heads were more concerned about encouraging the heart. Therefore, the formulated null hypothesis has fail to reject.

42. Table no. 4.2.36 indicates that the calculated at (45) =(1.519) is less than the critical value(1.684) at 0.05 level while p= (.070). This indicates the no significant difference between the responses of male and female heads in their exemplary leadership practices The mean value of male (1.33) and Female = (1.31) also reflects that both heads are focused to exemplary leadership practices. Therefore, the formulated null hypothesis fails to rejected.

43. *Gender Based Demographic Analysis*

It has been analyzed from the presentation and interpretation of the demographic information that the majority of the heads working in the public sector universities were male and their percentage was double that of the female heads. The majority

of the heads were serving the faculty of social sciences because a variety of disciplines were included in the faculty of social sciences as compared to the management sciences. Most of the heads held PhD and with post-doctorate qualification and all were professionally trained and qualified. Most of the heads working in the public sector universities were experienced employees and also, and they have been serving the current universities for the last 10 to 20 years.

44. **Thematic Analysis (Demographic information of male participants)**

The above table reflects the demographics of the male participants of the study. All the selected 10 male heads were of the ages range from 42 years to 55 years and were married. With academic qualifications ranging from Ph.D. and Post Doctorate with professional qualifications of B. Ed and M.Ed. Their total job experience ranges from 15 to 23 years while their current experience in the organization ranges from 8 years to 21 years. All of the male participants were working on PBS-19 to 21. It is concluded based on the above information that All of the selected male participants who volunteered were academically and professionally highly qualified with rich total Job experience and current experience in the organization as heads also.

45. **Demographic information of female participants**

The above table reflects the demographics of the female participants of the study. All the selected 10 female heads were of the ages range from 43 years to 53 years and were married. All of the participants were educated with academic qualifications ranging from Ph.D. and Post Doctorate with professional qualifications of B. Ed and M.Ed. Their total job experience ranges from 10 to 21 years while their current experience in the organization ranges from 4 years to 20 years. All of the participants were working on PBS-19 to 21. It is concluded based

on the above information that All of the selected female participants who volunteered were academically and professionally highly qualified with rich total Job experience and current experience in the organization as heads also.

46. **Gender-based themes on the responses of female heads.**

The grouping of the separately generated gender-based themes and sub-themes from the responses of the male heads. Leadership practices, Personal leadership experience, Administrative Challenges, Challenges in future project, Challenges in future trends, Challenges regarding beliefs, Challenges regarding team building, Challenges handling strategies, Challenges regarding future trends, Challenges regarding Administration and gender, Innovations for organizational productivity, Team cooperation and support, Risk-taking for plans, Support and cooperation from administration, Guidelines for future leaders. Sub-themes (Emotional intelligence, Effective Communication, Traditional Expectations in team building, Team empowerment for success, embracing diversity, and fostering an inclusive environment). (Ensuring consistency and accuracy, managing the number of queries, Management of stakeholder's expectations, Challenges associated with career growth, Lack of collaboration from both (male and female), Females are more inclined to cosmetic change and more responsible as leaders. Social stereotyping is a hindrance for females to leadership roles., Difficult to assign out-of-the-time roles to both genders. Delegation and rotation of responsibilities. Lack of optimistic approach Deep-rooted personal perception-based stereotyping. Fostering a culture of mutual respect, Provision of equal opportunities., Open dialogue to discuss diversity, Risk assessment regarding future trends, Inclusive decision-making, Teamwork and collaboration., A blend of micro and Macro management to handle conflict. Specialized training to handle gender-based

issues., Active listening and valuing team ideas. Solution-oriented innovative ideas and digitization., Provision of equal opportunities. Use praising words generously. Recognition of individual contribution in teamwork., Social norms and expectations-based decision making. Calculated risks are hard to handle sometimes. Timely addressing of issues regarding operation and system. Positive and forward-looking approach., People with broad and cosmopolitan approaches should lead. Practice empathy and integrity to develop trust and collaboration Emotional intelligence for team building.

47. **Gender-based themes based on the experience of male heads.**

The above data reflects the grouping of the separately generated gender-based themes, and sub-themes from the responses of the male heads. (Leadership practices, Personal leadership experience, Administrative Challenges, Challenges in future project, Challenges in future trends, Challenges regarding beliefs, Challenges regarding team building, Challenges handling strategies, Challenges regarding future trends, Challenges regarding Administration and gender, Innovations for organizational productivity, Team cooperation and support, Risk-taking for plans, Support and cooperation from administration, Guidelines for future leaders).Self-reflection ,Personal leadership philosophy ,Support from male rather female, Focus on quality rather gender ,Incompetence and personal Clashes ,Conflict of interest and role clarity, Impatience and fear of failure, Gender discrimination in resource allocation ,Poor communication ,Gender based stereotyping in leadership roles, Impatience and lack of confidence ,Poor communication ,Lack of access to resources as female ,Gender based issues raising political issues, Role ambiguity and overlapping skills, Interpersonal Conflict at work place, Personality clashes junior senior dilemma, Decisive collaborative

approach to decision making ,Gender based delegation of authority and responsibility, Availability of resources, Gender based role management in future projects, Encouragement for project and management of workload, Supporting underrepresented groups in career development ,Managing gender roles in team buildings, Set clear goals and expectations, Community collaboration and research work, Upraising their grades, Fostering positive work environment, Acknowledgement from high authorities or management, Clear vision, confidence and positive approach to take risk, Provision of equal opportunities, More female assume administrative positions, Autonomy in decision making, Embracing digitization and automation, Empowering team and team building, Appreciate diversity and encourage inclusivity at work place, Consider evolving needs of the society and change management.

5.3   Discussion

This Descriptive phenomenological study was designed to explore the perceived leadership and gender-based challenges in a selected indigenous academic context at the university level. It was designed as a Transformative mixed method to get insight into the phenomenon of research. The concurrent method was used to collect the data from the male and female heads of the department in the faculty of social sciences and management sciences by using a closed-ended questionnaire with a .5 Likert scale and semis structured interview. As study was mixed method and was analyzed with quantitative and qualitative analysis. For quantitative analysis, a Null hypothesis that there is no statistically significant difference in the perceived leadership practices of male and female heads in the public sector universities was formulated and an independent sample t-test was used for analysis. For qualitative data was analysed through deductive thematic analysis to get inside of the subjective data . In the light of

the Five Exemplary leadership Practices executed by the leaders as mentioned by Kouzes, and Posner (2023), The present study aims to exaimed the context-based practices of the leaders performing the pivotal roles at key positions in four public universities. Research was intended to also locate their personally coined methods of practitioner anomalies in a standard set of practices, to achieve a high level of leadership results. The following research questions were constructed to attain research targets. After going through the qualitative and quantitative analysis deductive themes were developed and analysed through the triangulation of data was used to enhance the validity and the consistency of the finding. The focus of the discussion was on the point of triangulation based on deductive themes, study objectives and the research questions. Qualitative and quantitative data was triangulated to interpret the deductive themes to ensure he consistency and clarity of the results.

Theme No.1: Leadership perception and Experience

It has been reveled from the quantitative and qualitative data that both of the heads were equally practicing leadership. Their perception about the exemplary practice reflects that male leaders were practicing leadership to accommodate the traditional Expectations in team building ,team empowerment for success , embracing diversity and fostering an inclusive environment .while female leaders were personally experience as self reflected and self regulated leaders. As the first theme was about the personal leadership experience of male and female heads the triangulation reflects that male heads were more focused on Goal Oriented, forward-looking, and disciplined practices, Democratic decision-making, Trust Building in Team building, Innovative practices, and self-reflection, Personal Philosophy of leadership and Commitment, As well as the leadership in the current positional role is concerned the female heads were more focused on quality experience rather gender, Dedication and consistency, they

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experienced Stereotyping and personality Clashes from the female while support from male further more male need to be Empathy and Compassion to learn. while male heads were more focused on their perceptions of exemplary leadership practices such as fostering growth and unity in team building, Foresighted prediction of success and challenges, Effective decision-making as a leader, having no communication gap to temper relationships, Being empathetic and emotionally intelligent. The personal experience of male heads was more concerned with Navigating traditional expectations in team building, Balancing assertiveness with exclusivity, Self-esteem and boosting others' abilities, Professional and academic development, embracing diversification, and fostering inclusive organizational Culture.

Theme No.2: Administrative difficulties in setting Personal Example.

Triangulation based deductive thematic analysis reflects that both of the heads set their personal examples to lead the team and the common challenges were also highlighted by them as ;Administrative Difficulties faced by female heads, Conflict of interest and role clarity, Poor time management and delaying tactics, Impatience and fear of failure, Resistance its new ideas and innovations, Traditional mindsets, and pressure groups. Gender-based Administrative positional Challenges, Administrative difficulties faced by male heads such as Lack of resources and delaying tactics, Ensuring consistency and maintaining accuracy, Lackluster approach of team members, Different mindsets of team members, Managing lots of quires. Female heads faced Challenges taking Strategies, Challenges regarding modeling the way, Empathetic attitude toward gender, Trust building and effective communication, Self-awareness, and self-reflection regarding expectations, coping with the challenges regarding future trends, Decisive collaborative Approach, Gender delegation of responsibilities and Authorities, Clear vision, Patience and teamwork, Strategic planning and partnership,

Gender-based role management in plans, Availability of resources Ans moral support, Encouragement to participate in future and lessen the workload.

Theme No.3: Challenges regarding Shared value and beliefs.

Both of the heads were equally practicing leadership regarding the shared values and beliefs and were facing gender-based challenges regarding Beliefs, such as lack of access to resources as female, Gender-based social and cultural biases , Stereotyping in team building, Not fairly treated and being respected as female, Gender hate raising strong political issues in the workplace. Gender-based challenges include Beliefs, Stereotyping, and gender biases, Difficulty assigning rough tasks to females, Females expecting to be treated politely and assigned easy tasks, Societal sense of taboos being a hindrance for female leaders, Difficulties in assigning the time roles to both male and female.

Theme No.4: Challenges regarding Future Trends

Difficulties regarding future trends (as female) Gender-based conflict in digital skill practices, Gender-based stereotyping in leadership roles, Lack of communication and less interaction, Issues regarding the mental health of the team members, Impatience, and lack of confidence. Difficulties regarding future trends (as male) Lack of cooperation from team members both male and female, encourage collaboration and address stereotyping, Difficulties to catch up with technology, Lack of motivation, and personality clashes, Females are more inclined to cosmetic changes but more responsible. Coping up challenges regarding future trends, embracing evolving market trends, fostering inclusive decision-making, navigating traditional networks and adopting changes, Optimism of leader and team, Risk assessment, and inclusive decision-making.

Theme No.5: challenges regarding Innovations

Resistance to new ideas and innovations, Traditional mindsets, and pressure groups were the main challenges faced by both male and female heads in public sector universities. Both of the leaders were handling these challenges by implementing the following strategies at their leadership positions such as Innovative ways for organizational Productivity, Knowledge upgradation and teamwork, Community collaboration, and research work, Setting clear goals and expectations, Development of advanced professional competence, Embracing digitization and automaton. Fostering the culture of technology and research, Advanced approaches to streamed line the system, Active listening and valuing team ideas, Solution-oriented innovative ideas/ technologies.

Theme No.6: Challenges regarding Team Building

Challenges regarding team building, High expectations and lack of trust in team building, Interpersonal communication-based issues, Diversity in the team and lack of cooperation, Role ambiguity, and overlapping skills. Challenges regarding team building, Trust building and conflict resolution, Reconciling the diverse personalities/Clashes, Lack of optimistic approach, Delegation and rotation of responsibilities. Deep-rooted personal perception against gender.

Theme No.7: Guidelines for Future investment

Guidelines for future leaders, Inclusive leadership, Continuous learning, and adopting evolving trends, People with broad and cosmopolitan approaches should lead, prioritize empathy, and integrity to meet trust and collaboration, Time management, and Behavior management. . Fostering a culture of mutual respect, Provision of equal opportunities., Open dialogue to discuss diversity, Risk assessment regarding future trends, Inclusive decision-making, Teamwork and collaboration., A blend of micro and

Macro management to handle conflict. Specialized training to handle gender-based issues., Active listening and valuing team ideas. Solution-oriented innovative ideas and digitization., Provision of equal opportunities. Use praising words generously. Recognition of individual contribution in teamwork., Social norms and expectations-based decision making.

Theme No.8: Guidelines for Team cooperation and Support

Following were the strategies suggested by both of the leaders to achieve the collaboration and cooperation from the team members such as Team cooperation and team support, Upraising their grades, Acknowledgement from high authorities, Financial rewards to increase motivation and ownership, Regular feedback, appreciation, and word recognition, Fostering a positive work environment.

Theme No.9: Handling Risk Taking

Fostering a positive work environment. Risk-taking for plans, Clear vision, confidence and positive approach, Risk assessment on facts not gender-based, Future exploration is always risk-oriented, Objective-based risk assessment, Provision of equal opportunities for plans. Required support and cooperation from administration, More women assume administrative positions, Support in the provision of resources, Clear communication and fast circulation of information, Constructive and problem-solving feedback, Authority in decision making,

Theme No.10: Leading future projects

Administrative difficulties regarding future projects, Poor Budgeting and Lack of Accountability, Gender discrimination in resource allocation, Poor communication and inefficient communication system, Delaying tactics and poor time management, and Incompetence in technical skills. Administrative difficulties regarding future projects, Resource management, and budgeting, Challenges are associated with career

growth, Diversification and versatility in coping up challenges, Timeline issues and undue delays, Management of stakeholders expectations.

The first question of this study was to explore a standard set of practices that the leaders at key positions in public sector universities, follow to achieve their institutional goals. The first question has been answered and it was found based on qualitative and quantitative analysis and on the bases of deductive themes and triangulation of data. The first theme was about the personal leadership experience of e male and female heads the triangulation reflects that male heads were more focused on Goal Oriented, forward-looking, and disciplined practices, Democratic decision-making, Trust Building in Team building, Innovative practices, and self-reflection, Personal Philosophy of leadership and Commitment, As well as their leadership in the current positional role is concerned the female heads were more focused on quality experience rather gender, Dedication and consistency, they were had experience Stereotyping and personality Clashes from the female while support from male furthermore male need to be Empathy and Compassion to learn. while male heads were more focused on their perceptions of exemplary leadership practices such as fostering growth and unity in team building, Foresighted prediction of success and challenges, Effective decision-making as a leader, having no communication gap to temper relationships, Being empathetic and emotionally intelligent. The personal experience of male heads was more concerned with Navigating traditional expectations in team building, Balancing assertiveness with exclusivity, Self-esteem and boosting others' abilities, Professional and academic development, embracing diversification, and fostering inclusive organizational Culture.

The second research question was how far are the five practices of exemplary leadership gender biased at different public sector universities?

(Emotional intelligence, Effective Communication, Traditional Expectations in team building, Team empowerment for success, embracing diversity, and fostering an inclusive environment). (Ensuring consistency and accuracy, managing the number of queries, managing stakeholder's expectations, Challenges associated with career growth, Lack of collaboration from both (male and female), Females are more inclined to cosmetic change and more responsible as leaders. Social stereotyping is a hindrance for females to leadership roles., Difficult to assign out-of-the-time roles to both genders. Delegation and rotation of responsibilities. Lack of optimistic approach Deep-rooted personal perception-based stereotyping. Fostering a culture of mutual respect, Provision of equal opportunities., Open dialogue to discuss diversity, Risk assessment regarding future trends, Inclusive decision-making, Teamwork and collaboration., A blend of micro and Macro management to handle conflict. Specialized training to handle gender-based issues., Active listening and valuing team ideas. Solution-oriented innovative ideas and digitization., Provision of equal opportunities. Use praising words generously. Recognition of individual contribution in teamwork., Social norms and expectations-based decision making. Calculated risks are hard to handle sometimes. Timely addressing of issues regarding operation and system. Positive and forward-looking approach., People with broad and cosmopolitan approaches should lead. Practice empathy and integrity to develop trust and collaboration Emotional intelligence for team building.

The third research question was to explore how the leaders approach the different administrative challenges at higher levels in public sector Universities.
Gender-based Administrative positional Challenges, Administrative Difficulties faced by female heads, Conflict of interest and role clarity, Poor time management and delaying tactics, Impatience and fear of failure, Resistance its new ideas and

innovations, Traditional mindsets, and pressure groups. Administrative difficulties regarding future projects, Poor Budgeting and Lack of Accountability, Gender discrimination in resource allocation, Poor communication and inefficient communication system, Delaying tactics and poor time management, and Incompetence in technical skills. Difficulties regarding future trends (as female) Gender-based conflict in digital skill practices, Gender-based stereotyping in leadership roles, Lack of communication and less interaction, Issues regarding the mental health of the team members, Impatience, and lack of confidence. Gender-based challenges regarding Beliefs, Lack of access to resources as female, Gender-based social and cultural biases. Stereotyping in team building, Not fairly treated and being respected as female, Gender hate raising strong political issues in the workplace, Challenges regarding team building, High expectations and lack of trust in team building, Interpersonal communication-based issues, Diversity in the team and lack of cooperation, Role ambiguity, and overlapping skills. Male heads faced Gender-based Administrative positional Challenges, Administrative Difficulties faced by Male heads, Lack of resources and delaying tactics, Ensuring consistency and maintaining accuracy, Lackluster approach of team members, Different mindsets of team members, Managing lots of quires, Administrative difficulties regarding future projects, Resource management, and budgeting, Challenges are associated with career growth, Diversification and versatility in coping up challenges, Timeline issues and undue delays, Management of stakeholders expectations. Difficulties regarding future trends (as male) Lack of cooperation from team members both male and female, encourage collaboration and address stereotyping, Difficulties to catch up with technology, Lack of motivation, and personality clashes, Females are more inclined to cosmetic changes but more responsible. Gender-based challenges include Beliefs, Stereotyping, and

gender biases, Difficulty assigning rough tasks to females, Females expecting to be treated politely and assigned easy tasks, Societal sense of taboos being a hindrance for female leaders, Difficulties in assigning the time roles to both male and female. Challenges regarding team building, Trust building and conflict resolution, Reconciling the diverse personalities/Clashes, Lack of optimistic approach, Delegation, and rotation of responsibilities. Deep-rooted personal perception against gender.

The fourth question of this study was to explore the ways that the leaders approach different gender-based positional challenges. Female heads faced Challenges taking Strategies, Challenges regarding modeling the way, Empathetic attitude toward gender, Trust building and effective communication, Self-awareness, and self-reflection regarding expectations, coping with the challenges regarding future trends, Decisive collaborative Approach, Gender delegation of responsibilities and Authorities, Clear vision, Patience and teamwork, Strategic planning and partnership, Gender-based role management in plans, Availability of resources Ans moral support, Encouragement to participate in future and lessen the workload. Handling challenges regarding administration and gender-based, encouraging diverse hiring and promotion practices, supporting underrepresented groups in career development, promoting a culture of equality and respect, and Managing gender roles in team building. Male heads faced Challenges undertaking Strategies, Handling Challenges regarding modeling the way, Self-confidence and teamwork, Promotion of inclusive and supportive environment, Promotion of inclusive and supportive environment, Equal opportunities and open dialogue, Fostering a culture of mutual respect, Empathy, and Freedom of speech(Communication). Coping up challenges regarding future trends, embracing evolving market trends, fostering inclusive decision-making, navigating traditional networks and adopting changes, Optimism of leader and team, Risk assessment, and inclusive

decision-making. Handling challenges regarding administration and gender-based, Promotion of diversity and Inclusion in practices, navigating gender issues and encouraging specialized training to deal with them, Social Networking to change the traditional mindsets, encouraging equality and mutual respect, and Delegation of power to manage conflict. The fourth research question was about how the leaders redesign the set of known five exemplary leadership practices to align them with their current positional situation.

Fifth research question was how do the leaders redesign the set of known five exemplary leadership practices to align them with their current positional situation? Both the leaders Innovative ways for organizational Productivity, Knowledge upgradation and teamwork, Community collaboration, and research work, Setting clear goals and expectations, Development of advanced professional competence, Embracing digitization and automaton, Team cooperation and support, Upraising their grades, Acknowledgement from high authorities, Financial rewards to increase motivation and ownership, Regular feedback, appreciation, and word recognition, Fostering a positive work environment. Risk-taking for plans, Clear vision, confidence, and positive approach, Risk assessment on facts not gender-based, Future exploration is always risk-oriented, Objective-based risk assessment, Provision of equal opportunities for plans. Required support and cooperation from administration, More women assume administrative positions, Support in the provision of resources, Clear communication and fast circulation of information, Constructive and problem-solving feedback, Authority in decision making, Guidelines for future leaders, Effective Communication and Conflict Resolution, Work-life balance and mental health of team members, Appreciate diversity and encourage inclusive environment, Change management, and evolving needs, Team building and empowerment, Embrace digitization and

automation while male heads were suggestion for future leaders, Innovative ways for organizational Productivity, Fostering the culture of technology and research, Advanced approaches to streamed line the system, Active listening and valuing team ideas, Solution-oriented innovative ideas/ technologies. Team cooperation and support, Equal opportunities and recognition of contributions, Regular acknowledgment, and constructive feedback, Recognition publicly and admiring the commitment, showing empathy and taking them for lunch, and use of praising words generously. Risk Taking for plans, no role of gender in risk-taking just assessment, Task and team-oriented decision making, Societal norms, and expectations-based decision, Gender is not associated with risk assessment/Calculated risks are hard, Gender is not associated with risk assessment/Calculated risks are hard. Required support and cooperation from administration, Effective communication system, timely addressing of issues regarding operation and system, Professional attitude to do needful, avoid delaying tactics, Positive and forward-looking approach. Guidelines for future leaders, Inclusive leadership, Continuous learning, and adopting evolving trends, People with broad and cosmopolitan approaches should lead, prioritize empathy, and integrity to meet trust and collaboration, Time management, and Behavior management.

5.4   Conclusions

Conclusions of the study were drawn based on the findings and discussion to achieve the objectives of the study and to answer the research questions. The first objective of the study was to examine the contemporary perceived leadership practices in a selected indigenous academic context at the university level.

Keeping in view the indigenous academic context regarding contemporary leadership practices. It is concluded that demographically male heads were more in number than the female heads of the departments in the Faculty of Social Sciences and

Faculty of Management Sciences at the university level. Both genders were academically and professionally highly qualified and experienced in their fields. Keeping in view the gender aspect regarding the perception and self-experience of the heads. It is concluded that male heads perceived leadership as an ability of leaders to be emotionally intelligent and communicate organizational values and beliefs to the team effectively. Female leaders perceived exemplary leadership practices as self-reflection based on their leadership style. Mutually both were of the view that leadership is perceived as the skill of a leader as trust building in the team, democratic decision making, and innovation and advancement in the organization for team empowerment and organizational productivity.   Keeping in view the self-leadership experience of the male and female heads it is further concluded that male and female both had common goal-oriented, foresighted, enthusiastic, compassionate, dedicated, and consistency-based leadership experience in their organizations as well as they were experiencing stereotyping and personality clashes frequently at their positional roles. Separately male heads' leadership experience highlighted team building to accommodate the traditional expectations, addressing diversity, and setting an inclusive work environment in the organization while female heads shared their experience as leaders that their male team members were very supportive as compared to the females. As leaders in the workplace female heads were more focused on the quality of work rather than gender. They had experience of incompetency and personality clashes in their organizations.

The second objective was to investigate the Five Practices of Exemplary Leadership in the light of gender-based differences at the university level. They were practicing the five exemplary leadership practices in same way in their current academic organizations. Statistically no significant difference has been found in the

five exemplary practices of male and female leaders. On the basis of item wise quantitative analysis a bit difference has been highlighted in the responses of male and female in five exemplary practices. Practice no 1(Model the way) Male leaders practiced leadership by their philosophy of leadership through the implementation of organizational rules and regulations while female leaders were more focused on leadership practices regarding the sharing of beliefs with others and freedom of decision-making to the team members. Practice no. 2(Inspire the shared vision)Both were practicing sharing of organizational vision with the team but female heads were more open to negotiation and articulation of plans with the team as compare to the male heads. Practice no. 3(challenge the process) Male heads were practicing innovative ways and advanced methods for organizational productivity through Risk-taking and freedom of decision making while female heads were more concerned about the sharing of vision and articulation of goals with their team. Practice no 4. (enable others to act) As compared to female heads male heads were more into engaging their team in organizational planning, frequent interaction and communication, trust building, delegation of responsibilities, and creating an environment of mutual respect. Practice no. 5(Encourage the heart) As compared to female heads male heads were more into increasing organizational ownership, celebrating team success, and encouraging risk-taking in projects while female heads were practicing team motivation and encouragement with enthusiastic leadership.

The third Objective of the study was to explore the gender-based challenges faced by male and female heads of the departments at the university level. Keeping in view the leadership practices and the challenges related to it which were commonly faced by the male and female heads both. It is concluded that both were facing five types of challenges as leaders at the university level. The first type of challenge was

administrative challenges; Both were facing many challenges such as delaying tactics and poor time management, Lack of luster approach and resistance to innovations, Traditional mindsets, pressure groups, and very common unavailability of resources. Individually male heads were facing a lack of consistency and accuracy in practices and managing several inquiries as administrative challenges while female heads were facing administrative challenges regarding conflict of interest, Role ambiguity, Impatience, and fear of failure in the team.

The second challenge was regarding the assurance of future success and excellence of the team through future projects. The common challenges faced by male and female heads in this regard were Poor budgeting and lack of resources, Time management and lack of accountability, technical skills-related issues, and diverse adaptation of problem-solving techniques. As well as gender is concerned male heads were facing challenges regarding the management of stakeholder expectations and challenges regarding career growth in future projects while female heads were facing gender discrimination in resource allocation and poor communication.

The third challenge faced by both of the male and female heads was regarding the future trends. Both were facing gender-based conflict in digital skills, mental health and personality clashes of the team, lack of collaboration, and stereotyping. Male heads were facing a lack of cooperation from both male and female members and cosmetic changes from the female regarding future projects while female heads were facing stereotyping in leadership roles, Impatience, lack of confidence, and poor communication.

The fourth challenge was regarding the beliefs that were commonly faced by both leaders. Both were facing social and cultural stereotyping, females to be treated respectfully, gender-based team building and Tough tasks should be assigned to male

members. Males specifically were facing social stereotyping for females as leaders and difficulty in assigning out-of-time roles to both males and females While female heads were facing a lack of access to the resources as female, gender-based political Issues.

The fifth challenge was regarding team building both of the heads in public sector universities were facing a lack of trust, High expectations, lack of communication and personal conflict, lack of cooperation, and diversity of interest in team building. Males were facing difficulties in delegation and rotation of responsibilities to both, Lack of optimistic approach, deep rooted personal perception-based stereotyping while females were facing role ambiguity and overlapping skills, Interpersonal conflict at work workplace. Personality clashes, Junior senior dilemma.

The fourth objective was to explore the strategies undertaken gender-based leadership challenges at the university level. Keeping in view the challenges regarding Gender and administration both heads were of the view to encourage diverse hiring, promote a culture of quality and mutual respect, and Open communication to reduce cultural and social stereotyping. Male heads were of the view to set a blend of micro and macro management and specialized professional training to handle gender-based challenges while females were in favor of handling challenges by supporting underrepresented groups in career development and managing gender roles in team building.

Both of the heads were undertaking the challenges regarding beliefs and teamwork with an empathetic attitude towards gender, Communication for trust building, and fostering an inclusive environment to support diversity, self-awareness, and self-confidence of the leader. Male heads are specifically more concerned about the culture of mutual respect, equal opportunities, and open dialogue to address diversity while female heads were specifically handling challenges with decisive and

collaborative decision-making, and gender-based delegation of responsibilities and authority.

Challenges regarding future trends and projects were handled by both heads by embracing trends and strategic planning, fostering inclusive decision-making, optimistic and diligent leadership, navigating traditional networks, and adopting a changing landscape. Male heads were more focused on the risk assessment regarding future trends, Teamwork, and collaboration while females specifically were handling challenges with the availability of resources, Gender-based role management in future projects, encouragement for future projects, and management of workload.

5.5   Recommendations

Recommendations were given based on the conclusions of the study. Keeping in view the perceptions about leadership practices and the current leadership experience and challenges faced by both genders in public sector universities.

1.   It may be recommended that male leaders create an active and inclusive environment in their institutions where to value inclusivity, collaboration, mutual respect, and freedom of choice in decision-making regardless of gender.

2.   Challenge the traditional gender norms at the workplace and encourage male members to participate in initiatives aimed at promoting gender equality and inclusivity. Provide support and mentorship to females for career growth and professional development at the workplace.

3.   Both of the heads need to Stay informed about gender-related issues and educate their self on best practices for fostering gender equality at workplace; Organize workshops, seminars and training sessions on gender diversity and inclusion for continuous professional development.

4. Lead by example by prioritizing work-life balance and encouraging a healthy equilibrium among team members. Recognize the family's responsibilities and support by flexible work arrangements when possible.

5. It may be recommended that female leaders cultivate self-assertiveness and confidence in their leadership styles .

6. Management may build a strong network and support system within and outside of the organization to seek mentorship, allies, and peer support for guidance, advice and encouragement for both leadership male and female.

7. Female academic leaders need to be proactive in advancing their own career and professional development, seeking out opportunities for growth, challenging assignments and actively pursue promotions in leadership roles.

8. Female academic leaders need to recognize and address imposter syndrome by acknowledging their abilities and achievements.

9. Both leadership may challenge gender stereotyping and biases at the workplace by demonstrating their competence, resilience and leadership effectiveness. They may lead by example to pursue leadership positions.

10. Both leadership may contribute to create an inclusive and supportive environment by fostering diversity, advocating for gender equality and supporting each other's professional development. It may be recommended that higher educational organizations need to address leadership challenges through a gender-aware lens and promote gender-based leadership roles by creating a more equitable and empowering workplace for all employees.

11. It is recommended that a culture of technology and automation be fostered to enhance individual and organizational productivity and streamline the existing systems, innovate and advance capacity building, meet the evolving industry

challenges, and brainstorm new and productive ideas. Promote Inclusion and solution-oriented innovative ideas, for catering community collaboration and research work.

12. Keeping in view the challenges regarding team building, cooperation, and collaboration. It may be recommended that the leaders admire the team's commitment and dedication and recognize them publicly, use praising words generously, and recognize their contribution to teamwork. Upraising their grades and financial rewards may be given to increase their ownership and commitment, show empathy to the team, and take them out for lunch to celebrate their success. Provide equal opportunities and foster a positive culture of mutual respect and creativity.

13. Keeping in view the challenges regarding the evolving need of future trends and future projects risk-taking plays a significant role in this regard. Risk-taking leads toward career growth and helps to explore the hidden opportunities for professional growth and experiences. It may be recommended that risk-taking regarding future projects be fact-faced, objective-oriented, task-oriented, and team-oriented. Provide equal opportunities to both genders in future projects to encounter risks. Sometimes calculated risks are hard to handle, so practice social norms, and expectations-based decisions with a clear vision, confidence, and a positive approach.

14. Keeping in view the challenges regarding the support and cooperation of administration faced by both the heads. It may be recommended that a digitalized system be set up to streamline the administrative processes and to ensure effective communication, provision of resources and support, feedback, problem-solving approach, and timely addressing of regarding operation and

system. Additionally, it may be recommended that more females may assume administrative positions to address gender discrimination and stereotyping in this regard.

15. Keeping in view the guidelines for future leaders to enhance their organizational productivity as leaders and for making their leadership practices exemplary. It may be recommended for individual and organizational productivity university management may encourage inclusive leadership for team building, adopt evolving trends, effective communication and conflict resolution, time management and behavior management, work-life balance, and the mental health of the team members.

16. It is further recommended that people with a broad and cosmopolitan approach may lead and practice empathy, integrity, trust building, cooperation, and emotional intelligence for team building. Empowering team, appreciating diversity, and encouraging inclusivity at the workplace. Consider the evolving needs of society and the change management.

5.6   Future Research Studies

1. Keeping in view the results of the present research study it is recommended that future research may be conducted to explore the leadership training need assessment in public and private sector universities.

2. Comparative research may be conducted on the exploration of digital competencies of male and female leaders and challenges regarding automation and technological transformation   in public and private sector universities.

3. A Gender based study may be conducted to explore the challenges regarding Emotional Stability and mental health of the educational leaders to target the inclusive leadership in public sector institutions at all levels.

4.   A comparative study may be conducted to explore the inclusive organizational culture and gender-based leadership challenges in public and private sector universities.

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APPENDICES

NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATIONAL SCIENCES

ML.1-4/2023/Edu   Dated: 31st January 2023

To: Rubana Saeed (23 MPhil/Edu/F21)

Subject: **APPROVAL OF MPhil THESIS TITLE AND SUPERVISOR**

1.   Reference to Letter No, ML.1-4/2023-Edu, dated 31-01-2023, the Competent Authority has approved the title/theme/Practical/Theoretical Implication and supervisor in 15th BASR meeting dtd 11th January 2023 on the recommendations of Faculty Board of Studies vide its meeting held on 25th October 2022

    a. **Supervisor's Name & Designation**
      Dr Wajeeha Shahid (Supervisor)
      Associate Professor
      Department of Educational Sciences, NUML, Islamabad.
    b. **Thesis Title**
      Perceived Leadership Practices and Gender Differences at University Level: A Phenomenological Study
    c. **Theme:** Educational Leadership
    d. **Theoretical Contribution:** Interdisciplinary Approach

2.   You may carry out research on the given topic under the guidance of your supervisor and submit the thesis for further evaluation within the stipulated time by 30th January 2024 for further processing as per NUML MPhil Timeline. (*Timeline attached*)

3.   As per policy of NUML, all MPhil/PhD thesis are to be run on Turnitin by QEC, NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own/other sources.

4.   Thesis is to be prepared strictly on NUML's format which can be taken from MPhil/PhD Coordinator.

Dr. Wajeeha Shahid
Head
Department of Educational Sciences

Distribution:

Ms. Robana Saeed (MPhil Scholar)

Dr. Wajeeha Shahid (Thesis Supervisor)

CERTIFICATE OF VALIDITY

Questionnaire: Perceived Leadership Practices

By

Rubana Saeed

M.Phil Scholar, Department of Educational Sciences National University of Modern Languages(NUML)

H-9, Islamabad, Pakistan

This is to certify that the questionnaire developed by the Scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess the leadership practices based on five categories (Model the Way, Inspire the Shared Vision, Challenge the Process, Enables Others to Act, Encourages the heart) and 30 items.

It is considered that the research instrument developed for the research above titled, is according to the study objectives and assumes adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with a fair amount of confidence.

Name _____

Designation _____

Institution _____

Signature _____

Date _____

CERTIFICATE OF VALIDITY

Questionnaire: Perceived Leadership Practices

By

Rubana Saeed

M.Phil Scholar, Department of Educational Sciences National University of Modern Languages(NUML)

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Name _Dr. Ghulam Behlol_

Designation _Dean, Faculty of Education_

Institution _FJWU, Rawalpindi_

Signature _____

Date _11th April, 2023_

CERTIFICATE OF VALIDITY

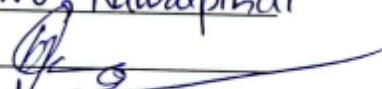**Questionnaire: Perceived Leadership Practices**

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H-9, Islamabad, Pakistan

This is to certify that the questionnaire developed by the Scholar towards her thesis has been assessed by me and I find it to have been designed adequately to assess the leadership practices based on five categories (Model the Way, Inspire the Shared Vision, Challenge the Process, Enables Ohers to Act, Encourages the heart) and 30 items.

It is considered that the research instrument developed for the research above titled, is according to the study objectives and assumes adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with a fair amount of confidence.

Name Dr. Sadaf Zameer Ahmed

Designation Assistant Professor

Institution Air University, Islamabad

Signature Sadaf Zamee

Date 20/6/2023

DEPARTMENT OF EDUCATIONAL SCIENCES
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

Dated: 21-03-2023
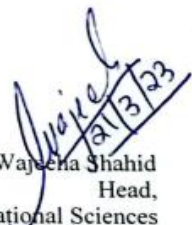
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WHOM SO EVER IT MAY CONCERN

Ms. Rubana Saeed D/O Raja Muhammad Saeed student of Mphil (Edu) Department of Educational Sciences National University of Modern Languages Islamabad is engaged in project of her Research Work.

She may please be allowed to visit your Institutions to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

Dr Wajeeha Shahid
Head,
Department of Educational Sciences

CONFIDENTIALITY AGREEMENT

Name of Signer: **Rubana Saeed**

During the course of my activity data Collection for this research: "**Perceived Leadership Practices and Gender Differences at Higher Level**", I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential and that improper disclosure of confidential information can be damaging to the participant. By signing this Confidentiality Agreement, I acknowledge and agree that:

1. *I will not disclose or discuss any confidential information with others, including friends or family.*

2. *I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential*

   information except as properly authorized.

3. *I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.*

4. *I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.*

5. *I agree that my obligations under this agreement will continue after termination of the job that I will perform.*

6. *I understand that violation of this agreement will have legal implications.*

7. *I will only access or use systems or devices I'm officially authorized to access and I   will not demonstrate the operation or function of systems or devices to unauthorized*

   individuals.

   Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

   Signature: _____ Date: _____

INTERVIEW COVER LETTER

Date: _____

To Whom It May Concern:

Perceived Leadership Practices and Gender Differences at University Level: A Phenomenological Study has been engaged in public sector universities in Rawalpindi and Islamabad and you are invited to participate in this research study. You were selected as a possible participant due to your association with these Institutions. Please read this form and ask any questions you may have before acting on this invitation to be in the study. This study is being conducted by Rubana Saeed an MPhil candidate at NUML. This study aims to locate the gender roles and challenges the leaders in the public sector universities of Islamabad face while performing their duties. If you agree to be in this study, you will be asked to participate in a possibly short interview. Your participation in this study is strictly voluntary. If you initially decide to participate, you are still free to withdraw at any time later without affecting those relationships. There are no risks associated with participating in this study and there are no short or long-term benefits to participating in this study. In the event you experience stress or anxiety during your participation in the study you may terminate your participation at any time. You may refuse to answer any questions you consider invasive or stressful. In addition, there will be no compensation provided for your participation in this study. The records of this study will be kept private. In any report of this study that might be published, the researcher will not include any information that will make it possible to identify you. Research records will be kept in a locked file, and only the researcher will have access to the records. If you have questions later, you may contact them via Cell- No. 0333-5256651. If you have questions about your participation in this study, you will receive a copy of this form from the researcher. Again, thank you very much.

QUESTIONNAIRE: PERCEIVED LEADERSHIP PRACTICES(PLP)

Dear Respondent,

I (Rubana Saeed) am an M. Phil scholar at the National University of Modern Languages Islamabad, working on my research work entitled "Perceived Leadership Practices and Gender Differences at University Level: A Phenomenological Study" as a degree requirement. I would be grateful to you if you could spare some of your precious time to complete the questionnaire given below. This questionnaire consists of two parts. Part I requires you to give the demographic information and part II consists of a 5-point Likert Scale related to five exemplary practices of leadership. It is ensured that your response-based information will be used only for research purposes, kept confidential, and not disclosed to any person or authority. Kindly mark the appropriate option in parts I and II.

Part I: Demographic Information

1. *Gender*

Male	Female

2. **Academic Qualification**

M.Phil	PhD	Post Doctorates	Any Other

3. *Professional Qualification*

B.Ed	M.Ed	Any Other

4. *Faculty*

Social Sciences(FSS)	Management Sciences(MS)

5. *Total Job Experience in Years*

1-5	6-10	11-15	16-20	Above

6. *Experience in Current Organization.*

1-5	6-10	11-15	16-20	Above

Part II: Please check and rate yourself what you actually do. Tick the statement using the following scale. 5 Strongly Agree **(SA),** 4. Agree**(A),** 3. Undecided**(UD),** 2. Disagree**(DA),** 1. Strongly Disagree**(SDA).**

S.No.	Leadership Practices Statement	Rating				
	I. Model the Way	SDA	DA	UD	A	SA
1.	I am quite clear about my own philosophy of leadership.	1	2	3	4	5
2.	I create consensus around shared organizational values.	1	2	3	4	5
3.	I set my personal example of what my colleagues expect.	1	2	3	4	5
4.	I follow through on promises and commitments.	1	2	3	4	5
5.	I ensure that people adhere to the rules and regulations that have been agreed upon.	1	2	3	4	5
6.	I ask for feedback about the decisions that I make to know their effect on others' performance.	1	2	3	4	5
	II. Inspire the Shared Vision	SDA	DA	UD	A	SA
7.	I do value the needs and ambitions of my people.	1	2	3	4	5
8.	I always discuss future trends and their consequences on the workplace.	1	2	3	4	5
9.	I clearly define the future targets for my team.	1	2	3	4	5
10.	I challenge my people's way of doing things at the workplace.	1	2	3	4	5
11.	I define the organizational future of my people as positive and prosperous.	1	2	3	4	5
12.	I clearly identify the individuals for their contribution to the success of teamwork.	1	2	3	4	5
	III. Challenge the Process	SDA	DA	UD	A	SA
13.	I ensure that the people are abiding by the values that have been agreed on.	1	2	3	4	5
14.	I appreciate that people make their own decisions.	1	2	3	4	5
15.	I appreciate the new ways the team adopts for the betterment of the organization.	1	2	3	4	5
16.	I admire the people when they take risks to do their jobs well.	1	2	3	4	5
17.	I explain to my people how they can achieve their long-term future interests by converting them to a shared vision.	1	2	3	4	5
18.	I develop cooperative relationships with the people I work with.	1	2	3	4	5

	IV. Enable Others to Act	SDA	DA	UD	A	SA
19.	When things do not work as per our expectations, I ask the people "What have you learned?".	1	2	3	4	5
20.	I keep my belief system open for others to know how I lead the team.	1	2	3	4	5
21.	I appreciate the members of the team and encourage them for their contribution.	1	2	3	4	5
22.	I can foresee the future the way I dream of.	1	2	3	4	5
23.	While leading a project I create an environment of mutual trust and respect.	1	2	3	4	5
24.	I always practice the delegation of responsibilities among the team members.	1	2	3	4	5
	V. Encourage the Heart	SDA	DA	UD	A	SA
25.	I do manage to find a way of celebrating the achievements of my team.	1	2	3	4	5
26.	I am exclusively eager and passionate about the future.	1	2	3	4	5
27.	I don't hesitate to take risks while doing things even if there is a chance of failure.	1	2	3	4	5
28.	As a leader, I ensure that the group members have clarity about goals and execution of plans and they have set their milestones for completing the project.	1	2	3	4	5
29.	I create a feeling of ownership about the project among the team members while doing their job.	1	2	3	4	5
30.	I keep on sharing the good work of my team with the other members of my organization.	1	2	3	4	5

Thank you so much for completing the survey.

INTERVIEW QUESTIONS

<u>Perceived Leadership Practices</u>

Demographic Survey

Age:_____ Gender:_____ Marital

Status:_____

Educational

Level:_____

Professional Qualification:

_____

Occupational Status:

_____

Current Service Grade:

_____

Overall Teaching Experience:

_____

Administrative Experience at University Level:

_____

Interview protocols:

1. *What is your opinion about exemplary leadership practices?*

2. *Do you face any administrative difficulty when you set your personal example?*

3. *What challenges do you face regarding your gender when discussing beliefs?*

4. *How do you handle gender-based challenges when you model your way?*

5. *What difficulties do you face regarding future trends as a Male / Female leader?*

6. *How do you handle the challenges regarding gender and administration?*

7. *How do you find innovative ways for your team and organizational productivity?*

8. *What difficulties do you face regarding team building?*

9. *How do you undertake challenges regarding future investments as a Male/Female leader?*

10. *How do you support and appreciate your team?*

11. *How do you perceive taking risks for future plans on the basis of your gender?*

12. *Do you face administrative challenges regarding the project you lead?*

13. *How do you perceive your leadership experience as a Male/ Female leader in this position?*

14. *What support and cooperation do you require from the administration?*

15. *As a Male/Female leader, what would you suggest to future leaders to make their leadership practices exemplary and extraordinary?*

Thank you so much for your cooperation.

Public Sector Universities of Rawalpindi and Islamabad

S.No	UNIVERSITY NAME	Social Sciences (FSS) List of Departments		Management Sciences(MS) List of Departments	
1.	**National University of Modern Languages, Islamabad(NUML)** **Female =4** **Male = 6** **Total = 10**	1.	Department of Educational Sciences	1.	Department of Accounting and Finance
		2.	Department of Applied Psychology	2.	Department of Economics
		3.	Department of International Relations, Peace and Conflict	3.	Department of Management Sciences
		4.	Department of Islamic thought and Culture		
		5.	Department of Media and Communication		
		6.	Department of Pakistan studies		
		7.	Department of Governess and Public Policy		
	Islamic International University Islamabad(IIUI) **Female = 07** **Male=13** **Total = 20**	1.	Department of Anthropology	1.	Department of Business Administration
		2.	Department of Media and Communication	2.	Department of Accounting and Commerce
		3.	Department of History and Pakistan Studies	3.	Department of Technology and Project Management
		4.	Department of Islamic Art and Architecture Studies		
		5.	Department of Psychology		
		6.	Department of Sociology		
		7.	Department of Politics and International Relations		

3.	**Fatima Jinnah Woman University Rawalpindi(FJWU)** **Female =4** **Male =7** **Total = 11**	1.	Department of Anthropology	1.	Department of Business Administration
		2.	Department of Behavioral Sciences	2.	Department of Commerce
		3.	Department of Communication and Media Studies	3.	Department of Economics
		4.	Department of International Relations ,defense and diplomatic Studies	4.	Department of Public Administration
		5.	Department of Education		
		6.	Department of Islamic Studies		
		7.	Department of Sociology		
4.	**Pir Mehr Ali Shah (Arid Agriculture University Rawalpindi** **Female= (0)** **Male (6)** Total= 6	1.	Department of Economics	1.	Institute of Management Sciences
		2.	Department of Sociology		
		3.	Department of Humanities		
		4.	Department of Education		
		5.	Department of Anthropology		

Total Universities = 04(Islamabad = 2, Rawalpindi = 2)
Total Departments = 47
        MS =14
        FSS= 33
Female Heads = 15
Male Heads = 32