

**LEADERSHIP STYLES AND QUALITY TEACHING
AT HIGHER EDUCATION LEVEL:
A CORRELATIONAL STUDY**

BY

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES
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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **“Leadership Styles and Quality Teaching at Higher Education Level: A Correlational 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 future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled, and the degree revoked.

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ABSTRACT

Title: Leadership Styles and Quality Teaching at Higher Education Level:

A Correlational Study

This study aimed to explore the impact of leadership styles on the quality of teaching in higher education. The research objectives were to evaluate the leadership styles of Heads of Departments (HODs), investigate quality teaching techniques, and examine the relationships between these variables. The study employed a mixed-methods approach using a convergent parallel design. The population of the study was comprised of 16 head of departments and 376 faculty members of universities. The sample size of the study was comprised of 16 Head of Departments and 188 faculty members of universities. Different sampling techniques were used to select the respondents of study. Two adapted questionnaire and a structured interview tool were administered to collect data. The validity of the instrument was established through expert opinion while reliability of instrument was obtained through Cronbach's alpha. The quantitative data were analyzed using means while the qualitative data were analyzed through thematic analysis. The findings of the study revealed that Directive Leadership is the most prevalent style among HODs, characterized by clear expectations and precise guidance, valued for enhancing decision-making and organizational efficiency. This style helped in establishing a structured framework of goals, aiding HODs in maintaining high standards. Conversely, Achievement-Oriented Leadership is the least common, with HODs less frequently setting challenging goals. Teachers highly valued student contributions to the learning process, as reflected in the highest mean value for Student's Contribution, while the Quality of Content has the lowest mean value, indicating a neutral stance. The strongest correlation is between Directive Leadership and Student's Contribution (.216**), and the weakest is between Achievement-Oriented Leadership and Quality of Content (-.004). Therefore, it is recommended that HODs may integrate participative leadership, set higher performance goals, and improve content quality. Promoting student-centered learning and diversifying leadership styles will enhance teaching. Institutions may offer leadership training to foster innovation, teacher engagement, and professional growth.

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LIST OF ABBREVIATIONS

AOL	Achievement Oriented Leadership Style
DLS	Directive Leadership Style
HoD	Heads of Departments
IIUI	International Islamic University Islamabad
LCAS	Leadership and Characteristics Assessment Scale
LEI	Learning Environment Indicator
LRI	Learning Resources Indicator
NUML	National University of Modern Languages
PLS	Participative Leadership Style
QCI	Quality of Content Delivery Indicator
QTI	Quality Teaching Indicator
SCI	Students' Contribution Indicator
SLS	Supportive Leadership Style
UNESCO	United Nations Educational, Scientific and Cultural Organization

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DEDICATION

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CHAPTER 1

INTRODUCTION

Quality education is the key to success at all levels of education system. It not only empowers students with the best knowledge but also inculcates in them the application of that knowledge in real life situation. Besides, students also fulfill the demands of labour market (Chand, 2024). The scenario of higher education has been facing continuous changes with regard to quality teaching (Cishe, 2014). Currently, to cope up with the modern world of science and technology students demand new teaching methods and effective teaching. Not only students but parents, policy makers they call for quality teaching and they want to get the return of their funds. Quality teaching is student-centered. In this regard not only teacher's pedagogical skills are important but also the teaching -learning environment that must be based on students' personal needs, students should be aware of the benefits of quality teaching for their future (Biggs, & Tang, 2011; Hattie, 2009).

Gosling and Bryman stated that leadership and leaders are important to bring improvement in teaching, learning, management and success of higher education Institutions. Leadership helps in achieving organizational objectives, encouraging and facilitating employees by different leadership styles (Jonathan Gosling, 2009).

Leaders are considered as role models, people having dynamic qualities and multidimensional personalities. In this modern era of knowledge leadership is regarded as the most significant and essential part in promoting quality teaching. Leadership and leaders help in providing such an environment which facilitate quality teaching. In this environment includes teamwork, interaction, cooperation, collaboration, encouragement and motivation towards learning (Scmidt, 2000). This helps learners to get quality education that provides them opportunities to prove their abilities and talents in different fields of life. Teaching is now no more than traditional way of memorizing and cramming everything but this concept has been changed and now there is shift from traditional teaching to creativity and innovation. Now a days students need to well equip themselves with the knowledge that can be applied in real life situation (Anderson, & Krathwohl, 2001) It is the utmost effort of leaders to provide such an environment in which skill-based knowledge is imparted. Universities in this regard are putting every best possible efforts who are able and having specific leadership characteristics. There

is a great change in higher education and its requirements due to fast competitive environment globally (Leithwood & Jantzi, 2005). Quality teaching will be enhanced if leadership plays its role effectively. The effective leadership by providing quality teaching learning environment will help in providing trained and skillful workforce. In this way they will contribute to the progress and development of the nation (Bush, 2011).

According to this theory of leadership whatever style of leadership is adopted should be conditional in nature (Bans-Akutey, 2021). The four leadership styles which were focused on this research have been extracted from the path goal leadership theory. The directive style is based on giving directions to the followers about what to do and how to do any task according to the given time and following the rules and regulations (House, 1971).

The supportive style provides a supportive and friendly environment where employees without any hesitation can access their leader. The participative style involves. Employees in the decision-making process. The achievement-oriented style focuses on excellence. The leader sets standards for the employees to follow and they are appreciated on giving quality in their work (Dunaetz, 2017).

Leaders should also be well aware of the characteristics and qualities of their employees. e.g., their abilities to perceive the task, desire for control, their potential, their need to support (Northouse, 2019). A leader should be flexible enough to incorporate his traits and characteristics with that of his employees (Goleman, Boyatzis, & McKee, 2013).

Leaders possess exceptional abilities and talents. Leaders who empower their employees by giving them confidence, by trusting in their abilities and potentials show positive results in quality teaching at higher education level. All the stakeholders demand quality in all aspects of education at university level. Universities can get the optimum results or feedback from the stakeholders by providing them quality teaching and by fulfilling their needs in education (Leithwood & Jantzi, 2005). In the context of education quality cannot be ignored in any case. Quality education is the need of the hour for the development of any society. Leadership gives strength to the teachers to promote quality teaching at higher education level. Sosik's point of view is that leadership is swap where incentives and awards are given for achieving the desired aims and goals by teachers. These initiatives help in increasing the performance of teachers and they are motivated and give their best in order to promote quality teaching at higher

education level (Jung, 2002).

Leaders' vision and strategic plans help in upgrading the quality teaching at higher education level. These plans provide quality assurance at university level. Leaders must have collaboration with the staff to enhance the culture of quality teaching learning; this will have a positive effect on education at university level (Bryman, 2007).

The importance of leadership in Quality teaching at higher education level cannot be denied. The more the leader will take initiative and set standards, the more the quality teaching will be promoted (Bass & Riggio, 2006). Leaders mainly provide the road map to their employees. There is a strong attachment of the leader's style used by the needs of departments and the overall effectiveness of the educational process of any department at university level. Leadership style includes special qualities used by leaders to create impact on the followers so that organizational aims and goals are attained (Goleman, Boyatzis, & McKee, 2013).

Many educational reforms have been seen according to the market trend at all levels of education but specifically at higher education level trends have changed in this regard like empowerment, organizational learning which expands leadership role towards improvement of learning and quality teaching. Karunes states that at university level there is great demand of leadership for quality teaching and for provision of conducive learning environment. The main challenge for the teachers at higher level is to create quality teaching learning environment which comes up to the standard of all stakeholders and results in quality teaching (Karunes, 2008).

According to Brockett, a learning environment is taken not in the sense of physical facilities but it includes nourishment of psychological and emotional aspects as well as growth and development of social and cultural norms of a student who is getting education. Leadership has to prove something much more than just formulating the objectives and selecting the curriculum (Brockett, 1991).

They have to focus on pedagogical skills of teachers as well as assessment. Besides, skill-based learning and hands on knowledge to be provided to the students (Biggs & Tang, 2011). Universities have to serve the purpose of workshops where students are provided with the environment to explore knowledge themselves with the assistance and guidance of teachers. Innovation in pedagogical skills develop culture of quality teaching at higher education level. There are certain qualities which make teachers extraordinary and such teachers know what to teach, how to teach, when to

teach and the most important how to improve (Shulman, 1987).

New forms of teaching learning have evolved the teaching methods at higher education level like distance learning, online learning, face to face, cross border learning programs have also introduced to promote quality teaching. Besides vocational training institutions are also playing vital role in preparing teachers for the future career by involving students in practical work. They have great importance in higher educational system. At higher education level in the current knowledge not only the number of students has increased but they are quite diversified. Their scope and demands are different. According to Chalmers that experience in teaching and specific teaching qualifications both are valuable for quality teaching (Chalmers, 2007).

Teachers should keep themselves abreast of current knowledge and trends of modern era. The knowledge to be imparted to the students must be updated; for these teachers should continuously be in research. This will enhance quality teaching at higher education level. Research and teaching both are interrelated to promote quality teaching. What teachers should know the best then they teach the best (Benowiski, 1991). Quality teaching can only be provided if quality is highly appraised. At University level quality teaching can only be enhanced if there is teamwork. The continuous improvement through team work is only done by an effective leader. A leader creates an organizational culture at university level which is the key to promote quality teaching. A leader develops a vision and a strategy, provides guidance, sets standards and facilitates and encourages teachers for quality teaching at higher education level (Schein, 2010).

Quality teaching at higher education level can be achieved by having a clear mission of the teacher and proper communication with his team, by empowering his staff with resources, information and knowledge of the best practices (Fullan, 2016).

Quality teaching at higher education level is a great challenge. It has vital importance overall in educational scenario as continuous change and transformation is taking place in this modern era of knowledge. Reliable teaching learning quality indicators are important to assess and evaluate quality teaching and to bring further improvement in this regard. Quality teaching covers various aspects like leadership roles, effective teaching methods, students learning outcomes, selection of curriculum, classroom assessment and evaluation. Quality teaching besides these also determines the quality at the level of department, institution and at country level also. This is a chain which is interconnected in each aspect with each other in order to value quality

teaching at higher education level. The positive role of department in any institution reinforces the teachers to utilize their time in beneficial way and upgrade quality teaching at higher education level (Aurangzeb, 2019).

Students can be regarded as consumers utilizing the facilities administered by education so it is their right to get the quality education. At higher education level the university takes the students as their main basic clients to whom educational facilities are catered. Simultaneously students' parents are taken as those clients who bear the expenses of the education provided to their children. Whereas teachers are those clients who satisfy both the client's students and parents by teaching and educating them in the best possible way and by giving them their quality time and quality teaching (Madu, 1993).

This study tried to determine the relation between leadership styles and quality teaching at the university level. The leadership styles to be focused on in the current study are only four leadership styles taken from path goal leadership theory.

Two points regarding leadership have been emerged in 1980s.

- 1 Leadership involves interaction with humans.
- 2 Leadership has impact on the behaviour of others.

Leadership style plays a significant role to motivate his employees. It helps to resolve conflict, to promote healthy competition, to provide resources to upgrade quality teaching at higher education level (Burns, 2019).

According to Flood, learning environment should provide direction; it should be student centered and interactive and communicative. Today quality learning environment is emphasized at all levels especially at higher education level. The learners are supported by quality learning environment. Learners and quality teaching go hand in hand, at all levels of education. It is more important at university level to prepare students for future, to map out direction for their careers and to produce good product having market value. (Flood, 2005)

1.1 Background of the Study

Leadership styles have great significance in defining the quality of teaching at higher education institutions. The effectiveness of leadership styles in supporting the high-quality education has stirred up the curiosity and significance of many people (Bass & Riggio, 2006).

Quality teaching is a multidimensional notion that includes educational

planning, class room organization, students' involvement, evaluation methods and the entire atmosphere learning. The management of educational leaders to appropriately direct and motivate instructors in such areas can have a significant effect on the quality of education given by higher education institutes (Leithwood & Jantzi, 2005).

This study focused on four leadership styles taken from path goal leadership theory including directive leadership style, supportive leadership style, participative leadership style and achievement-oriented style and quality teaching at higher educational level. Leadership styles taken from path goal theory of leadership have been discussed in the review of literature. Each leadership management style has its own set of attributes, strategies and standards when it comes to manage and supervise the members of the departments.

Due to social, political and technological change worldwide new paradigms in knowledge have been introduced (Fullan, 2016). It is the need of hour to bring quality teaching in universities and students with quality education. Keeping in view this study focused on "leadership styles and quality teaching at higher educational level." The way different leadership styles are associated with quality teachings results in higher education level is an important study field that needs to be explored further (Bass & Riggio, 2006).

1.2 Rationale of the Study

This study was being carried out to promote the leadership styles and their role to quality teaching at higher education level. Without quality teaching learning does not take place. Teaching learning process can only be effective if the leaders facilitate the teachers and provide conducive learning environment for the students at higher education level. Students and parents have high aspirations at higher education level as the future aim is ahead. With the assistance and cooperation of a leader quality teaching can be determined at higher education level. Quality teaching not only provides effective learning but also develops critical thinking skills among students, whet their abilities make them capable for labour market and they are able to achieve their desired goals and play constructive role in the development of the country.

Quality teaching has vital importance to cope up with the challenges of modern era. The most important reason to carry out study on this topic is that quality education is essential for sustainable development. This is one of the goals of sustainable development given by UNESCO in September 2015 (UNESCO). It says quality

education to be ensured at all levels and promote effective and lifelong learning for all. According to SDG4 by 2030 quality education to be promoted at all levels globally. UNESCO together with member states gave this education 2030 framework for action. It further focuses on to follow and practices it at a country, regional and global level (UNESCO).

Additionally, developing faculty and improving institutions is crucial. This research indicates that supportive leadership promotes faculty growth, collaboration and a positive institutional culture (Leithwood & Jantzi, 2006).

Quality teaching prepares students to play significant role in the society. All the stakeholders including students, parents, teachers, policymakers, government call for quality teaching as they demand the best return of their investment. The current study is significant to determine the role of four leadership styles taken from path goal leadership theory and quality teaching at higher education level.

Leadership styles in higher education significantly impact the quality of teaching, with several challenges emerging in the context of Pakistan. One of the key issues is the hierarchical and often authoritarian leadership approach that limits academic freedom and innovation in teaching practices (Bilal, Fatima, & Imran, 2019). Leaders in higher education institutions may prioritize administrative control over pedagogical development, which can stifle creative teaching methods and reduce overall teaching quality (Tanveer, 2020). Furthermore, a lack of collaborative leadership, where faculty input is undervalued, can lead to disengagement among educators, thereby negatively affecting student outcomes (Amin, Tatlah, & Islam, 2018). These challenges underscore the need for leadership styles that promote inclusivity, autonomy, and a shared vision for quality education.

1.3 Statement of the Problem

Technological advancements are transforming all areas of life, including education. It is essential to embrace and integrate innovative, evidence-based teaching practices that promote critical thinking, creativity, and lifelong learning skills among students. To achieve this, continuous professional development for educators, supportive and effective leadership, and the creation of collaborative and inclusive learning environments are necessary. These environments should incorporate technology and diverse instructional strategies to meet the evolving demands of the global workforce.

With this context in mind, the study focused on exploring the relationship between leadership styles and quality teaching. The research aimed to identify leadership styles and their impact on enhancing quality teaching at the higher education level.

1.4 Research Objectives

- 1.1 To assess styles of leadership practiced by the Head of Departments (HODs) at higher education level
 - 1a. To assess the directive leadership style at higher education level
 - 1b. To explore the supportive leadership style at higher education level.
 - 1c. To analyze the participative leaders' leadership style at higher education level
 - 1d. To evaluate the achievement-oriented leadership style at higher education level
- 1.2 To investigate the practices of quality teaching at higher education level
 - 2a. To assess the students' contribution for quality teaching at higher education level
 - 2b. To investigate the Learning environment for quality teaching at higher education level
 - 2c. To inquire the access of learning resources for quality teaching at higher education level
 - 2d. To investigate the practice of the delivery of quality content for quality teaching at higher education level
- 1.3 To analyze the interrelationship between leadership styles of HODs and Quality teaching practices of Teachers.

1.5 Research Questions

1. At higher education level, what kinds of leadership styles are being followed by the heads of departments for the sake of Quality Teaching?
2. What measures are being adopted to provide quality teaching at higher education level?
3. How leadership styles of HODs are correlated with the practices of quality teaching of teachers at higher education level?

1.6 Null Hypothesis

H^{o1} There is no significant correlation between leadership styles and quality teaching.

1.7 Conceptual Framework

The dawn of twentieth century brought various changes and transformations in worlds' affairs in all domains of life. Similarly, the last decades of previous century induced a number of changes in leadership style and a number of new leadership styles emerged. Therefore, currently, there are several leadership styles but this research focused on four leadership styles extracted from Path goal theory of leadership developed by Robert House in 1971.

The Path-Goal theory developed by Robert House is the most effective contingency approach to leadership (Robbins, 2005). The Path-goal theory is the common theoretical evolution from contingency approach to the research of leadership, this originated from the framework on the prediction of motivation theory. 55 and 56-57 are the main contributors to the recent theory development (Silverthorne, 2001). This theory indicates that the leader main objective is to provide guidance, support, and help necessary for subordinates to achieve their own goals effectively besides the organization goals (Daft, 2005). The theory includes two situational contingencies; the first one is group member's personal characteristics, and the second is the environment of work. Four different types of leadership styles are suggested by this theory namely, participative, supportive, directive, and achievement-oriented leadership styles (Yarmohammadian, 2006). According to the path-goal theory, four distinct leadership styles have paved the way for a new form of leadership, where various leadership roles are clearly defined. These roles are organized in a hierarchical sequence, starting with deans at the top, followed by directors, heads of departments (HODs), professors, associate professors, assistant professors, and other faculty members. Each level of leadership plays a specific role in guiding and supporting the institution's goals, contributing to overall academic success.

There is need to study on leadership styles which help to promote quality teaching at higher education level. How much effect these leadership styles have to upgrade quality teaching. There are many models of leadership styles but their focus was limited to few aspects. Not many studies are found on the effective or ineffective leadership style in higher educational content stated (House, 1971). This study focused on the effect of leadership styles in promoting quality teaching at higher education level.

The success of higher education depends on fulfilling various dimensions of satisfaction, especially of students, to realize the quality output of education, and to make the best contribution to the community (Sharabi, 2013). The review of existing

literature shows that there are a number of key elements that impact on the quality of higher education. But, most generally it is viewed that quality education is built on several key elements. These include discipline, leadership, motivation, academic qualification, external attachment, teaching and learning, academic supervision, research and innovation, personal character, and management (Yusoff, Baba, Ariffin, & Embong, 2018).

A theory or model often comprises various components and elements, offering researchers flexibility in choosing which to investigate based on their specific objectives and constraints. While some researchers may explore an entire theory, others might focus on specific elements (Charmaz, 2015). The selection of components for study is typically guided by several considerations. Firstly, researchers prioritize components that align closely with their research objectives. Elements that do not directly contribute to answering the research question can be omitted (Brown, 2019). Furthermore, relevance to the study's context—whether in terms of population, environment, or timeframe—also plays a critical role (Lee et al., 2023). Practical constraints such as time, budget, and data availability may necessitate a narrower focus, prompting the selection of essential components to ensure the research is feasible. Additionally, overly broad or generic components may be excluded in favor of more specific aspects that offer richer insights. Where prior research has validated certain components, attention may shift to less-explored aspects of the model, leaving out well-established elements. In hypothesis-driven studies, the most influential components are often prioritized, while those with less impact on the hypothesis are set aside. Finally, the researcher's theoretical framework may emphasize particular components, especially those that resonate more with the guiding theory or conceptual framework (Khan, Raman, Sambamoorthy, & Prashanth, 2023). These considerations ensure that the research remains focused, relevant, and achievable.

When choosing the model's components for this study, a number of important factors were taken into account, especially given the time limits and the significance of each choice in relation to the study's goals. Due to the time constraints, the scope had to be kept reasonable by concentrating on elements that could be effectively researched in the allotted time. Relevance was another important consideration; only elements that were directly relevant to the context and study topics were given priority. This method made sure the chosen components offered insightful information that could be put to use. In addition, attention was made on choosing observable and quantifiable elements

that could be precisely measured or examined, boosting the validity and trustworthiness of the study results. By concentrating on these factors, the research remained effective and aligned with its core objectives.

There are various components that define teaching and learning quality indicators in higher education. Key elements in higher education institutions include organizational culture, strategic planning, financial management, decision-making, personnel management, student management, research organization and management, estate management, campus support services, student support services, external relations, academic support services, and managing student learning (Gladies & Kennedy, n.d).. Additionally, a study by Miranda et al. (2021) identified competencies, learning methods, information and communication technologies, and infrastructure as critical components of higher education.

In another study conducted by Wajeeha Aurangzeb (2019) titled "Teaching-Learning Quality Indicators in Higher Education: Comparative Perspectives of Postgraduate Students," key teaching and learning quality indicators were identified. Through an extensive review of the literature, eight indicators were highlighted as crucial for assessing teaching and learning quality in higher education. These include course content, student engagement in learning, learning environment, learning resources, quality of content delivery, assessment, tutorials, and practical work. These indicators are already being evaluated in higher education institutions in Pakistan through a questionnaire provided by the Higher Education Commission (Aurangzeb, 2021). In this study, four indicators were selected due to factors such as time constraints, their relevance to the research objectives, and their ease of measurability and observability.

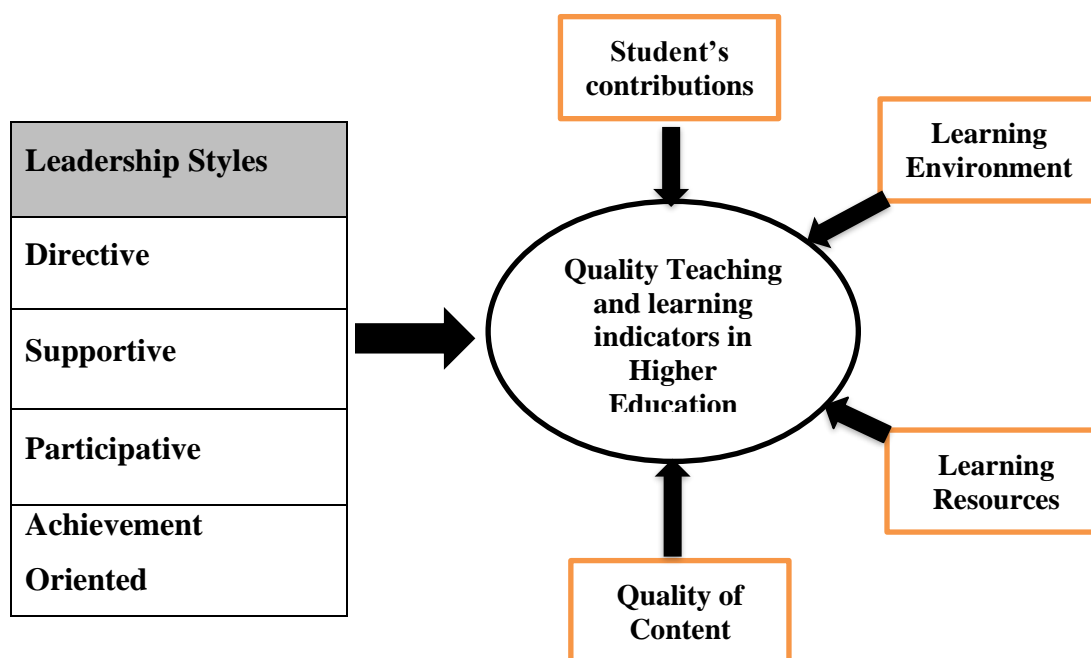


Figure 1 Conceptual framework leadership styles and quality teaching indicators

1.8 Significance of the Study

In universities, the provision of quality teaching is deemed essential, serving as a hub for up-to-date knowledge dissemination and fostering conducive learning environments. Leadership styles play a pivotal role in promoting quality teaching, particularly when leaders are participative and achievement-oriented. During this modern era of technology, students require well-equipped teaching to contribute constructively to societal progress. The study aimed to explore the significance of the following aspects:

Educational leaders would gain insights into prevailing leadership trends and demands, enabling them to promote quality teaching and create conducive learning environments aligned with contemporary needs. Students would benefit from a quality learning environment, preparing them to tackle the challenges of the modern world and fostering positive personal development. Teachers would motivate to excel in their roles, leading to improved teaching practices and performance. Policy makers' perspectives may have shifted towards prioritizing teaching and learning improvement initiatives. Parents' investments in higher education would justify through the assurance of quality teaching for their children. The government would recognize the importance of investing in universities to support teachers and students, ultimately promoting quality teaching at the higher education level.

1.9 Operational Definitions

1.9.1 Leadership

Leadership is a process to guide and steer a group of people and provide them a road map to follow and achieve their goals.

1.9.2 Leadership Styles

Leadership style includes the traits and set of habits implied by the leader when managing, directing and motivating a group of people to bring revolutionary change. According to the four leadership styles, based on path goal theory of leadership, are:

1. **Participative leadership** is an example of decision making, participative leadership strives to increase the effort of his employees and play vital role in motivating them to carry out the task effectively.
2. **Supportive leadership** is the one who shows concern towards his employees; supportive leadership tries to reduce the negative aspects of the work environment and endeavors to provide optimal working conditions. This leadership style by his support raises the level of satisfaction of his employees. Supportive leadership style tries to provide the conducive environment to his followers.
3. **Directive leadership** is the one who provides direction to the employees to achieve specific task or goal, directive leadership gives role clarity. When the task and role is clear and vivid then it is easy to achieve the desired task.
4. **Achievement oriented leadership** is to set high standards and challenging goals and best performance is expected to achieve those goals. Achievement oriented leadership enhances and boost up the confidence level of his employees which provide them track to achieve challenging goals.

1.9.3 Quality Teaching

Quality is 'value' from an educational perspective. It is defined as knowledge, computing and life skills related to leadership, teachers, content, teaching pedagogies, curriculum and assessment. Quality in education is development of psychological, cognitive and physical abilities of students regardless of who they are and where they come from.

1.9.4 Teaching Learning Quality Indicators

There are several teaching learning quality indicators including learning resources, organization of curriculum, students' progress, achievement, assessment and implementation plan etc. but the current study will focus on selected four teaching

learning quality parameters.

1. Students' contribution
2. Learning environment
3. Learning resources
4. Quality of content delivery

1.10 Research Methodology

1.10.1 Research Approach

In this study, a mixed methods research approach was adopted to gain a comprehensive understanding leadership styles and quality teaching at higher education level: a correlational study. The mixed methods approach, which integrated both quantitative and qualitative research techniques, was deemed essential due to the distinct perspectives and experiences of the two sub-groups involved in the study.

1.10.2 Research Design

The Convergent Parallel Design of mixed methods was applied in this research study. The reason for using this research design was to simultaneously collect both the quantitative and qualitative data, merge the both data sets and use the results for getting deeper understanding of the research problem.

1.10.3 Population of the Study

The population of this study was comprised of two groups. The group 1 of the population was comprised of 16 head of department and group 2 of population was comprised of 376 teachers of universities in Islamabad.

1.10.4 Sampling Technique

In this study, three different sampling techniques were used to collect data from the respondents. These techniques included stratified, random and purposive sampling techniques to select universities, head of departments and faculty members of university as respondents of the study.

1.10.5 Sample Size

The sample size of the study was comprised of 16 head of department and 188 teachers of universities in Islamabad.

1.10.6 Instrumentations of Study

Quantitative data in this study were gathered using questionnaires. Questionnaires provided structured responses that facilitated statistical analysis. Qualitative data were collected through interviews, which involved open-ended

questions that encouraged detailed and nuanced responses from participants.

1.10.7 Validity and Reliability

The research instruments used in this study were methodically developed with ongoing guidance from the research supervisor, ensuring that the tools were refined and aligned with the study's objectives. To enhance the accuracy and relevance of the instruments, the opinions of educational experts were sought in different universities. To ensure the reliability of the research instruments, a pilot test was conducted involving respondents from the anticipated population. Cronbach's alpha value were used to check the reliability of instruments

1.10.8 Data Collection

In this research study, the researcher employed a hands-on approach to data collection to ensure the reliability and depth of the information gathered. In order to collect data, researcher, personally visit the universities for data collection and conducting of interviews in a formal way.

1.10.9 Data Analysis

The quantitative data were analyzed through calculating the means and standard deviation. However, the qualitative data of interviews were analyzed through 'thematic analysis.

CHAPTER 2

LITERATURE REVIEW

The review of literature is based on different levels of research studies at national and international level. The importance of leadership cannot be denied in promoting quality teaching at higher education level. Marron, 2014 states that leadership is important in every organization at all levels. Massimilian's point of view is that a spirited leader inspires his employees in producing quality in a difficult and changing environment. In one of the national studies, it has been shown that an effective leader possesses traits like competency, knowledge, self-awareness and he shows these characteristics to get success in higher education level (Mckee, 2006). According to Bryman for quality and effectiveness in the department a leader should focus on honesty, vision and proper direction. He puts it that collaboration and consultation with the employees at formal leadership position provide support and academic responsibilities are performed effectively (Bryman, 2007).

2.1 Developments of Educational leadership

Leadership in education is frequently in the limelight, mostly due to the expanding responsibilities of educational heads and the increasingly accountable environment in which they operate (Hitt & Tucker, 2016). In OECD countries, 13 percent of total public expenditures are spent on education on average. Therefore, the management of learning institutions is crucial to public administration (OECD, 2013). The literature emphasizes the connection between effective educational leadership and organizational effectiveness. Principals have enormous potential in the development of learning environments for both students and teachers, in the enhancement of student learning outcomes through their influence on teachers, and in the establishment of policies and procedures for the organisation (Hitt & Tucker, 2016). Research on educational leadership has been conducted for many years, and as a result, a number of different approaches to educational leadership have been developed. These include instructional leadership, situational leadership, transformational leadership, and dispersed leadership. Several different leadership theories were conceived either as a reaction to earlier theories or as an expansion upon or synthesis of earlier models of leadership.

In order to present an overview of leadership ideas in education, it will be

suitable to defined leadership. It is difficult to define leadership without ambiguity because there is no consensus definition in the literature. Numerous researchers have studied leadership, and the majority of them define leadership in various ways. The assumption shared by the majority of definitions of leadership is that it is "a process of influence in which an individual exerts intentional influence over others to shape activities and relationships in a group or organisation" (Yukl, 2002). However, leadership studies in education have frequently been criticized for concentrating primarily on cognitive student outcomes (Devos & Bouckennooghe, 2009). Bush and Glover provide the following definition and summary of educational leadership: Leadership is a process of influence based on clear principles and beliefs that results in a "vision" for the institution. Leaders explain the vision in order to garner the support of employees and stakeholders for the dream of a brighter future for pupils, and its stakeholders. (Bush & Glover, 2023)

Leadership entails motivating, empathizing, and encouraging others to realize their full potential. The skill of positive influence aids in team building. As a personal conviction, we can only affect others if we can accurately assess what they are experiencing, be it disapproval, happiness, or tension... and communicate with them accordingly (Dimaki, 2020).

The educational leadership profession has vastly improved. Educators today have a better understanding of how and in what ways the contributions of educational leadership have contributed to the advancement of students. A growing body of evidence from study and practice indicates that the major responsibility of educational leaders is to emphasize student performance by creating an environment that is demanding, caring, and favorable to student learning. Outside of the classroom, they develop and support teachers, establish constructive working circumstances, manage resources efficiently, formulate suitable organizational rules and methods, and engage in various types of in-depth and meaningful work. Educational leaders are involved in meaningful work that is focused on the operations and activities of the educational institution outside of the classroom and the educational institution itself. Educational leaders require new guidelines to effectively guide their practise and carry out their duties (Kapur, 2018).

Since the 1960s, scholars have made great gains toward improving the knowledge base in the subject area of educational leadership and administration (Hallinger, 2014). In the succeeding decades, evidence supporting this argument has

been provided by an increasing number of systematic evaluations of studies that have been published (Hallinger, 2011). The assessments of these studies have helped to contribute to the codification of what is known, what is believed to be known, and what is still unknown with regard to the practice of educational leadership and management in countries all over the world.

Educational leadership has been a global priority for education policy initiatives. It has an effect on the motivations and skills of instructors, as well as the atmosphere and environment of the educational institutions. As a result, it plays an important part in the improvement of educational outcomes. Improving the efficacy and relevance of education necessitates operative educational leadership. The responsibilities of educational leaders should be appropriately defined through an awareness of the methods required to improve teaching and learning. In a number of nations, educational administrators and principals are overburdened with work responsibilities. Most of these professionals are approaching retirement age, making it difficult to identify capable and competent leaders. Educational leadership activities can contribute to the dissemination of information regarding the primary traits, duties, and responsibilities of competent leaders in the field of education (Pont, Nusche, & Moorman, 2008).

It is common practice in the field of education to integrate leadership with the promotion of the expansion and maturation of students. Educational leaders must consider the mission, vision, values, and standards of educational institutions, ethics and professional norms, equity and cultural responsiveness, curriculum and instructional systems, teaching-learning methods, technology, performance appraisal systems, and creation of a community that can work cooperatively for the care and support of students (Kapur, 2018). Historically, various social, economic and political changes and transformations brought a number of leadership styles and the following table shows the historical development of leadership.

Table 2.1: Historical Development of Leadership

S.No	Leadership style	Year
1	Managerial Leadership	1914
2	Shared leadership	1924
3	Democratic / Participative Leadership	1930s
4	Team leadership	1950
5	Contingency Leadership	1958
6	Situational leadership	1960s

7	Instructional leadership	1970s
8	Transformational leadership	1978
9	Moral Leadership	1990s
10	Distributed leadership	2000s

2.1.1 Managerial Leadership

Managerial leadership is a product of the industrial period, and its primary objective was to increase production. Organizational goals, needs assessments, and achievable priorities, as well as planning, budgeting, implementing, and measuring organizational performance, are all part of the leadership style. Managerial leadership emphasizes the relevance of defining the duties and behaviours of others. According to their respective institutional positions, the individuals carry out their responsibilities. The managerial leadership appropriately prioritized the tasks, performances, activities, and conduct of the individuals.

2.1.2 Shared leadership

There are earlier conceptions of shared leadership. In 1924, Mary Parker Follet stated, "not only should one look to the chosen leader for direction, but one should also let reason dictate to whom one should look for direction" (Crainer, 2002). Shared leadership is a modern type of leadership focused on trust, community decision-making, inspired communal acceptance of responsibility, and increased participant performance (Alanezi, 2016). This leads to high morale (Hmieleski et al., 2012; Askar, 2012) and a culture of high expectations for improvement (Leithwood, 2016). Volunteerism, connection, and taking responsibility are all pillars of shared leadership. In a collaborative environment, shared leadership is flexible and adaptable. While Shared Leadership and Distributed Leadership are distinct leadership styles, they share a number of characteristics (Goksoy, 2016). Carpenter (2015) defined SL as a sort of professional collaborative action "that transcends formal categories and particular roles with a shared pedagogical objective." Shared Leadership entails shared values and vision that inspire "teacher initiative and collaboration by fostering interdependence and trust among members" (Chen et al., 2016,). Enablers of Shared Leadership include the establishment of a healthy organizational culture and the formation of effective PLCs that contribute to organization improvement. Leaders collaborate with everyone to "establish policies and procedures that empower teachers with the leadership structure to directly influence educational institutions development through

collaborative efforts of the professional learning community" (Carpenter, 2015).

2.1.3 Democratic/Participative Leadership

Over the last couple decades, participatory leadership has been increasingly fashionable. It's from the 1930s and 1940s. Renowned psychologist Kurt Lewin was working on studies at the time, and his findings helped establish the relevance of democratic/participative leadership in corporations. Managers and subordinates collaborate in decision-making under participatory leadership, according to a broad definition. According to some scholars, this relationship is the cornerstone of participative leadership (Zlate, 2004). Participative leadership has been extensively addressed in relation to organization improvement and its ability to have a positive impact on the learning outcomes of children. Due to its emphasis on parental involvement in educational leadership, the notion may be gradually gaining acceptance in the field of education. It is used interchangeably with phrases such as dispersed leadership and shared leadership, despite some differences in meaning, attributes, and application. The distinctions may result from the context and circumstance in which they are used (Heck & Halinger, 2009). Bringing in new and innovative instructional techniques, technology, and implementing other tasks and functions requires incorporating the ideas and proposals of other institution members into decision-making. With participative leadership, workers and subordinates are consulted and decisions are made together. In learning organizations, other persons provide leaders with important ideas and proposals, which they should consider while implementing efficient leadership tasks.

2.1.4 Team leadership

In the 1950s, social psychologist Douglas McGregor published his model of team leadership with this assumption. Given the importance of these demands to team success, team leadership can be viewed as centred on meeting team needs. Whoever (from within or outside the team) bears responsibility for meeting a team's needs can be considered to have assumed a leadership position. This perspective on team leadership is congruent with functional leadership theory (McGrath, 1962), the most popular and well recognized paradigm of team leadership (Zaccaro et al., 2001). According to functional leadership theory, the leader's responsibility is "to accomplish or obtain whatever is not being handled adequately to meet the group's needs" (McGrath, 1962: 5). In other words, the leadership function in teams is "leader as completer... the most a leader can do is observe whatever functions are not being

performed by a portion of the group and enable this portion to perform them" (Schutz, 1961: 61). Thus, team leadership is predicated on the fulfilment of essential team requirements.

2.1.5 Contingency Leadership

The development of Contingency Theory in 1958 set the stage for subsequent contingency theories and models, such as Situational Leadership. Fred Fiedler first established the Contingency Theory in a research study assessing the efficiency of military leaders. According to the Contingency Theory, a leader's success is contingent on their ability to influence the situation. In the late 1960s, as leadership studies advanced, the Situational Approach to leadership emerged gradually from the Contingency Theory. In their 1969 book, "Management of Organizational Behavior," psychologists Blanchard and Hersey It was based on the Life Cycle Theory of Leadership, a precursor of situational leadership. One development of the Contingency Theory was the discovery by theorists that rather than the situation always deciding the effectiveness of a leader, leaders were also capable of adapting to a given scenario. This led to the emergence of Situational Leadership and separated the two theories. These studies were mostly concerned with the workplace setting and managerial characteristics of leadership.

As outlined by The Contingency Theory of Leadership, a leader's style should be determined by the situational setting in which they are doing or behaving (Saha, 1979). As explained by Hernandez et al. (2011), a new approach known as contingency theory was developed in the 1960s and 1970s as a way to more accurately identify the consequences of leadership and explain why some people are better at being leaders than others. Attributes and behaviour have long been the foundations of leadership philosophy. This was especially true in the early twentieth century (1900–1930) (Vroom 2007; Hernandez et al, 2011). This type of leadership takes into account the leaders' responses to specific organizational problems and conditions. There are concerns and difficulties present in educational institutions. The leaders are essential to address these issues and devise suitable answers. When seeking solutions to difficulties, subordinates also approach their superiors; therefore, leaders should supply them with effective solutions.

2.1.6 Situational leadership

Situational Leadership is one of a number of related two-factor theories of leadership, many of which originated in the 1960s at Ohio State University (Hersey &

Blanchard, 1969). Directing, guiding, assisting, and delegating are all forms of situational leadership. The situational leadership theory proposes that the institutional heads' leadership style should alter as teachers' readiness for a particular assignment varies (Franklin, 2000).

The theory of situational leadership is a resource that may be used to explain why a given leader is effective in certain circumstances but not in other circumstances. In addition, it is essential that an individual who possesses a highly charismatic personality and is confident in his or her own charisma does not merely apply the leadership style that is most comfortable for them while dealing with unfamiliar circumstances (Fairholm & Fairholm, 2009). It may seem logical to look at the approaches used by previous successful and unsuccessful leaders when confronted with a circumstance that is similar to the one you are facing in order to decide the best way to handle it. However, the varying degrees of organizational complexity present in the various scenarios will almost always render this unfeasible. Therefore, executives need to be able to adapt to the circumstances rather than simply replicating the techniques of other apparently successful organizations. It is true that one style of leadership will not work in all circumstances; hence, a successful leader should utilize a variety of leadership styles based on "the proper" time and place. In other words, competent leaders in all sections of an organisation are able to "master" all of the many styles of leadership, and they are aware of when and when each style should be deployed (Fairholm & Fairholm, 2009). The paradigm of emotional intelligence developed by Daniel Goleman allows for the identification of six different situational leadership styles.

2.1.7 Instructional leadership

Effective educational institutions studies conducted in the 1970s and 1980s are the ones responsible for giving rise to the idea of instructional leadership (Hallinger, 2005). Instructional leadership places an emphasis on the enhancement of learning and teaching and places a primary focus on the actions of educators while they are engaged in endeavours that have a direct bearing on the academic performance of their students (Hallinger, 2003). There are many different conceptualizations of instructional leadership, but the one that is used the most frequently is the one that was developed by Hallinger (2003). Defining the organizations' objective, directing the instructional programme, and cultivating the learning environment are all aspects of instructional leadership, according to Hallinger (2003). There are ten distinct leadership roles that

fall under these ten categories. In order to define the department mission, it is necessary to first outline the aims and then communicate these goals with proper coordination, supervision, and evaluation (Hallinger, 2003).

2.1.8 Transformational leadership

Due to the fact that management experts have only lately begun to pay attention to this type of leadership, it is quite difficult to establish a definition that is concise and unambiguous. 1978 marked the year that J. MacGregor Burns was the first person to make use of it, and following that, it was subjected to a method of theoretical analysis (Burns, 1978). This innovative style of leadership goes beyond the traditional barrier of leader-subordinate negotiations on organisational issues and places more of an emphasis on the ability of the leader to motivate his or her staff to attain high levels of performance. According to Johns, transformational leadership entails providing workers with a fresh vision in the hopes of motivating them into genuine engagement in the company's mission (Johns, 1998). According to M. Zlate, transformational leadership requires an increase in the employees' emotional attachment to the organisation, as well as an increase in the employees' motivational sources, affiliation of subordinates with their superiors on a personal level, a shared vision, and actualization of the vision shared by both (Zlate, 2004, p.199-200).

2.1.9 Moral Leadership

The surge in interest in creating moral leadership began in the early 1990s has, for the most part, taken the form of defining moral leadership as an important, and in some cases critical, component of a strong educational institutions (Pijanowski, 2007). Emerging moral leaders fundamentally challenge the established moral order and serve as a catalyst for the evolution of moral systems over time. The origins of the idea of moral leadership in educational administration are described, along with some examples of research conducted between 1979 and 2003 that looked at this subject (William, 2014). In the literature on organizational behaviour, moral leadership treat followers with respect and care; they do not play favorites; they keep their commitments; they allow followers to have input and share in decision-making; and they make their expectations and responsibilities clear. (Brown & Trevio, 2006). In addition to academic instruction, it is of the utmost importance to instruct students in the principles of discipline, values, standards, and ethics. Within the confines of the educational institutions as well as outside them, the students should exhibit the qualities of morality and decency that should be expected of them. The importance of moral

leadership, as well as principles, vision, and ethical leadership, is emphasized by moral leadership.

2.1.10 Distributed leadership

The sociological, cognitive, psychological, and anthropological theories that were most influential on the development of distributed leadership in the early 2000s were distributed cognition and activity theory, followed by Wenger's communities of practise. Distributed leadership emerged from these theories (Hall, 2013). As a technique of providing teachers with participation and empowerment in institution of learning, distributed leadership has recently risen to the forefront of discussion in the realms of institution management and leadership (Torrance, 2013). Shared leadership is how distributed leadership is best understood, according to Goodall (2013). This is an indicator of the connection between the aforementioned ideas, as all of them attempt to involve members in leadership roles within an organisation. Specifically, the phrase "members in leadership roles. As distributed leadership has gained popularity, it has been implemented in many other places, including educational institutions. This is a trend that is likely to continue. Leaders who practise distributed leadership are sometimes referred to as "democratic leaders," "shared leaders," "situational leaders. However, these styles of leadership are not synonyms of distributed leadership and should not be used interchangeably with distributed leadership (Spillane, 2005). A notable authority on distributed leadership, James Spillane, considers distributed leadership to be another way of thinking about leadership practise, which encompasses important interactions between leaders and followers, as well as features of the environments in which they find themselves (Spillane, 2006). He emphasizes that in order to have stronger educational leadership there should be numerous leaders who take on leadership duties throughout the different levels of the learning institutions. According to Leithwood and colleagues (2009), the distributed leadership approach asserts that all members of an organisation, regardless of their status or rank, are capable of taking on leadership responsibilities according to the nature of the activities they are responsible for. Therefore, distributed leadership places more of an emphasis on the relationships of those who have formal and informal leadership responsibilities than it does on the activities of those individuals (Harris & Spillane, 2008).

2.2 Leadership theories

Early theories on leadership mainly emphasized on historical personalities

highlighting how they got power and strength in order to rule. The theory of great man focused on the fact that leadership characteristics and traits are ancestral. According to his belief leaders possess inborn qualities and they are extraordinary people who are born to command.

2.2.1 Trait Theory

Trait theories are based on ascertained characteristics and abilities that distinguish leaders from non-leaders. According to this school of thought, characteristics or traits are correlated with leadership.

2.2.2 Social Status Theories

The social status theories focus on the idea that individuals fulfill particular work, they fortify the hopes that each person will continue to act in collaboration with previous behavior. The rules of the leader and employee are thus illustrated by joint expectation of their behavior. Leadership studies then went on to an important stage of contingency period where man preposition/ progress was made in the form of the Fiedler Model (Fiedler, 1964), Path goal theory (House, 1971) and Normative theory (Vroom & Yetton, 1973).

According to their view effective leadership is fortuitous on one or more factors of behavior, influence and situation and personality. According to the author school of thought in which (Pascale & Athos, 1981), (Ouchi, 2003) in search of excellence (Peters et al. 1984), (Schein, 1985), Self-leadership (Simms, 1997) leaders are responsible to develop a strong culture whereas employees lead themselves (Peters et al. 1984) “In search of excellence” is of the point of view that the model of leadership is based on the central part of the culture of the institution and focused on enhancing the quality of overtaking the need to extend the quantity of work. This period is important as it for the first time shifts the focus from quantity enhancement to quality enhancement.

Another school of thought which observes the role of leadership as transformation of organizational performance. According to (Bass & Stogdill, n.d). the main role of a leader is to have the ability and potential to develop a pragmatic outlook. As (Bennis & Nanus, 1985) point of view is that the new leader is the one who motivates and encourages people to perform, transforms followers into leaders and change organizational individuals into representatives of change.

According to (Ulrich et al., 1999) Leadership is about more than one person, mental abilities; it's also about development and growth. An effective leadership rule is

leadership as a procreative person of qualities and results. "It is essential* to explore and *reveal* more about the leaders, leadership, leadership influence. The capability and potential that promotes effective *genius.

As in the words of William Blake "Augusics of Innocence" " To see a world in a grain of sand and a heaven in a wild flower hold infinity in the palm of your hand and eternity in an hour".

According to Antonakis & Day, (2018) leadership is an official or unofficial continuously rooted and accomplished process that takes place between a leader and a follower, teams or organization.

According to (Hoy et al., 2012) the trait theory of leadership was considered important until the 1950. (Awan et al., 2008) stated that if traits were known about any person, then by training and refining those traits those people could become leaders.

2.2.3 *Situational Theories*

According to the situational theories of leadership, the best leadership approach will depend on what is at stake. According to these beliefs leaders should modify their style of leadership to suit the requirements of their followers as well as the situation they are in. (Hersey & Blanchard, 1988) states effective leaders must modify their management style according to the capability and dedication of their followers. To put it another way, leaders are needed to be able to evaluate the skills and motivations of their followers and change their approach to leading as necessary. (House, 1971) recommends that in each circumstance, leaders should select the best decision-making approach. The framework defines many managerial decision approaches, from authoritarian to constitutional, and offers a set of guidelines that managers can apply to choose the approach that is best suited to their circumstances.

2.2.4 *Path Goal theory of leadership*

Path Goal theory of (House & Mitchell, 2023) is one of the situational theories of leadership. This theory focuses on the idea that a leader's behavior is satisfying for the subordinates only if it is a source of motivation and gives them future satisfaction. (House & Mitchell, 2023) As leadership is important in all organizations, departments and fields so it is also one of the vital elements in educational institutions at every level Path Goal theory of leadership is based on the idea that leadership behavior plays a positive role on employees which leads to the success of any organization.

The crux of the theory is the proposal that leaders have great impact in providing

an optimum environment to the subordinate, through their behavior utilizing the abilities of subordinates compensating for deficiencies and motivating them to give them satisfaction and increase their performance.

Four general statements of Path Goal theory emerge by the works of (House & Mitchell, 2023):

1. If leader's behavior is a source of contentment or motivation to forthcoming achievement their subordinates will accept it happily.
2. It is one of the important functions of a leader to boost up subordinate mental abilities that would prove the driving force and result in an increase in going ahead to act and work satisfaction.
3. A leader's behavior proves a great motivational force for employees by giving them mental peace and congenial environment through support, guidance, assistance and incentives for the best performance.
4. The specific behavior of a leader that will facilitate encouragement is regulated by the circumstances.

Above mentioned statements sum up that it is important for a leader that he guides properly and logically. Leader's behavior will play an important role to get optimum results. Leader's behavior will be motivating if employees achieve the desired task. Leadership traits or behavior vary in different situations. (House, 1971). According to Path Goal theory leaders are instrumental because of their influence, employees' motivation, contentment and potential to do their work productively. According to House & Mitchell, 2023 leaders can be productive in various ways:

1. Giving incentives on best performance.
2. Clear guidance to achieve the desired goals.
3. Removing hurdles in achieving goals.
4. Effective leadership is important to get the best results.

According to (Bass & Stogdill, n.d) Substitutes-for-leadership theory illustrates that various elements including objectives and organizational structural aspects may supplement and amplify the impact of a leader's action. It further explains why incentives are important and how they have great impact on encouragement and motivation of employees.

Leaders' behavior works as a catalyst for the employees in achieving their goals,

raising their morale, removing tensions from their work and promoting the hopes of subordinates that their efforts will bear fruit. According to (Bass & Stogdill, n.d), appears when employees discern high capacity to be an easy "path" to achieve personal goals and consequently they are productive. It is an essential part of the leader's task to show a clear kind of behavior to employees that will give output in goal achievement. The path theory suggests that the behavior and attitude of leaders will be positive and encouraging to the extent that it assists employees to tackle uncertainties in the surroundings.

According to (Konopaske et al., 2011) a leader who has the ability to minimize the doubts and uncertainties related to the job is regarded as a facilitator as he/she raises the hopes of employees that their hard work and effort will lead to beneficial gains. (House, 1971) states that the leadership style of a person differs according to the circumstances with an institution change. A person as a leader comes across various situations or problems in any organization that he or she modifies the leadership style as per the situation. The Path goal theory determines various types of leadership styles or behavior to different responses and attitudes of employees or followers.

Path Goal theory possesses the four types of leadership styles that will be effective in various situations. According to this theory the leader uses styles or adopts behavior according to the situation. For example, in case of subordinate lack of confidence a leader needs to be supportive. Where subordinates are confused about what to do or how to do there the leader has to show them the right direction. So, it is important to guide and assist subordinates and utilize their energy in something productive instead of wasting time and energy. The path Theory of leadership is based on the following points:

1. Identifying the needs of employees.
2. Giving clear guidance and direction to the employees.
3. Having collaboration and communication with employees.
4. Minimizing hurdles and obstacles.
5. Awarding incentives on the best performance.

In other words, the leader is a torch bearer who shows the clear path to his group. The leader tries to facilitate the subordinate to look for the best way, to set arduous tasks, to eliminate distressing obstacles coming ahead. According to Path-Goal theory four leadership styles or behaviors will be followed by the leader to enhance quality in different situations.

2.2.4.1 Directive Leadership

As per path goal theory of leadership, this leadership style or behavior is followed when subordinates are confused about their task. This situation comes across when subordinates are inexperienced and the task assigned to them is not properly formulized. In this situation when subordinates are unable to perform that task they feel disappointed about their abilities. According to (Yukl, 2002), Directive leadership style plays vital role by clarifying the task to the subordinates and it results in increase in their efforts and performance. The quality of work increases and optimum results will be gained.

2.2.4.2 Supportive Leadership

In case of unclear tasks, the performance of subordinates will be affected; in this situation the leader has to be supportive of them and show a tolerant attitude towards their performance. The leader may help them by reducing the negativity in the working area. This leadership style will play a vital role in motivating the subordinates

In order to perform the given task and thus their satisfaction increase and quality will be maintained. According to (House, 1971) supportive leadership will have a positive impact to satisfy the employees in a stressful working environment.

2.2.4.3 Participative leadership

Participative leadership has a great impact in getting the most out of subordinates when they have ambiguous tasks. When they will be given the opportunity to participate, tell them how to achieve their goals by planning and organizing their work. This will give them clarity about how to perform the certain task so they will show positive results. According to (Yukl, 2002) if subordinates are in a situation to have high expectations of gaining the best results, then their participation in decision making will encourage them to achieve their goals and the quality results will be attained.

2.2.4.4 Achievement oriented leadership

As stated by (House & Mitchell, 1974) this leadership style will give confidence to the subordinates in showing their talents and capabilities to attain challenging aims. Those leaders who give challenging tasks to their subordinates having complete trust in their abilities will get quality results.

According to (House, 1971) path goal theory three leadership styles or behavior were formulated initially but later when this theory was revised by (House & Mitchell,

1974), they gave four types of leadership behavior. According to (Karadağ, 2015) the Directive leader's behavior is to give directions to perform specific tasks and to guide them how to perform that task. In addition, directive leadership style tells employees about what is expected of them, when are they supposed to perform and how is it going to be performed, this gives them direction towards the path to achieve that specific goal.

Whereas in the point of view of (Bovée, 1993) Supportive leadership provides a free of stress and tension working environment for the subordinates. This leadership behavior shows tolerance and patience which leads to motivation for work and employees show the best performance. In the light of (Bovée, 1993) point of view it appears that a supportive leader shows concern for the employees, provides a friendly atmosphere for them and treats them as equals. They show their complete trust which boosts up the energies of subordinates and they show quality work.

According to (House, 1971) Participative leadership behavior gives value to the ideas and opinions of the subordinates before giving their own decision. Furthermore, participative leadership style gives confidence to the subordinates when they become active participants of any task. This gives employees a sense of achievement.

On the other hand, Achievement-oriented leaders expect a high level of performance by setting challenging tasks for the employees. According to (Valenty & Feldman, 2001) a level of excellence is attained if there is need for achievement because it is a learned quality in which one gets satisfaction by working hard. In the view of (House, 1971) if a person has a desire to attain individual accomplishment, then he is motivated and makes efforts for achievement of goals.

According to (White, 2003) those who aim to achieve high achievement focus and establish their targets that increases their sense of accomplishment regardless of the quantity or quality they obtained. Furthermore, these people possess the quality to get immediate progress towards the task assigned. According to (House & Mitchell, 1974) researchers utilized path goal theory to find the influence of leadership on subordinates and how much impact it has on motivation of leaders to subordinates in order to perform specific tasks and to what extent the leadership behavior is motivated for their subordinates to achieve quality.

2.3 Quality Teaching and leadership

Leadership and effective instructions are vital elements of quality teaching. Multiple styles of leadership and instructional techniques can be helpful, but the most

significant aspect is to prioritize students' requirements and work and to establish a collaborative and positive learning atmosphere. According to research, strong leadership can have a significant impact on learning outcomes and teacher's success. According to (Hopkins et al., 2013), distributed leadership, which entails distributing leadership duties among different persons or teams, is connected with higher levels of teacher competence and satisfaction at work. Instructional leadership which focuses on improving the instructional process within the school, has been found to have a positive impact on students' accomplishments (Robinson et al., 2008). According to (York-Barr & Duke, 2004), teacher leadership, which comprises giving teachers the authority to assume leadership positions within the school, has been linked to enhanced school climate and greater teacher collaboration. Last but not least, excellent teaching, which entails applying practices that have been proven to enhance student learning outcomes, has a sizable impact on student accomplishment (Hattie, 2008).

2.4 Quality teaching and Path-Goal leadership Styles

Quality teaching is critical to enhance students' accomplishment, and leadership is essential in fostering quality teaching. According to Path-Goal theory of leadership, leaders should modify their behavior in accordance with the attributes of their employees and their contextual setting in order to maximize their performance and sense of wellbeing. (House & Mitchell, 1974) recommends that leaders should modify their approach to better suit the demands and preferences of their subordinates as well as the circumstances. According to the Path-Goal theory, leaders should employ one of the four identified leadership styles: directive, supportive, participative and achievement oriented- to assist adherents in achieving their objectives and overcoming challenges.

2.4.1 Supportive leadership and Quality teaching

The effectiveness of instruction can be improved by supportive leadership. A helpful leader promotes a good and encouraging working atmosphere for their team by offering direction, criticism and encouragement. A supportive leader can boost teachers' motivation and feelings of value in the classroom, which may contribute to improved teaching and student outcomes. According to research, supportive leadership is favorably correlated with both teacher commitment to the organization and job satisfaction (Klassen et al., 2010). Moreover, Pj et al., (2004) discovered that those who saw their heads of department as helpful reported better levels of satisfaction with their

work and reduced stress. This, consequently, was linked to higher standards of instruction. According to Landry L. Lockett, (2012) supportive leadership motivates the teachers to perform the best, assists to improve their teaching quality and ensures provision of relevant and important resources for their teaching.

According to Dayanti et al. (2022) publications it is summed up that supportive leadership gives complete support and guidance that facilitates teachers with effective teaching material. Supportive leaders are always helpful for their subordinates, provide them with an optimistic and conducive working environment and help them by providing them appropriate teaching learning material.

According to Skaalvik (2018) supportive leadership provides strength to the teachers to handle situations with necessary solutions. According to Boyd et al (2011) supportive leadership motivates the teachers to perform the best, assists to improve teaching and provide teachers latest and important resources for their teaching. According to Dayanti et al (2022) publication it is summed up that supportive leadership gives complete support and guidance that facilitates teachers with relevant and required material.

Supportive leaders are always helpful for their subordinates, provide them optimistic and relaxing working environment, help them by providing learning material. Supportive leaders provide a positive leaning environment creating trust and collaboration among the members of the department said by, Heck (1966). According to Hoy (2003) supportive leadership provides teaching satisfaction and devotion to affective teaching practices

2.4.2 Directive Leadership and Quality Teaching

According to Daresh (1998) there are still a lot of heads of schools who follow the formal procedures and stick to them as leaders and do not take care of teachers' psychological needs. These types of leaders do not let the teachers be innovative and creative, concentrating only on academics and forget their roles as leaders promoting quality in education (Fook, 2009). As stated by Keys (2011) when a high level of performance and quality needs to be achieved there must be collaboration and coordination of teachers with their heads so directive leadership is important in this regard. Keys (2011) further says that directive leadership raises the level of job satisfaction of employees. This gives track and road map and shows clear directions to the teachers. This leadership style helps them to follow the directions and show their

best. According to Lorinleora t al (2013) in directive leadership, leaders direct the subordinates for certain work and this is one sided conversation. It is also called a connection of order and compliance between the employees and leader. This is how subordinates have to follow the directions given to them by their leader and they are completely bound to follow the given activity

2.4.3 Participative Leadership and Quality Teaching

According to Somech (2010) participative leaders motivate teachers to look for new ideas and to learn by gaining, collaborating and sharing knowledge. As stated by Chen (2021) participative leaders play a vital role in creating departmental learning environment and promoting creativity.

According to Miller (1986) participation has great influence on results and satisfaction. Somech (2010) is of the view that participative leaders facilitate teachers and give them encouragement to find new ways, create new information and do their best, According to Somech (2010) it is important to say that participative leaders have great impact in providing quality teaching at school. Participative leaders give value to teachers decision making process and then assert their authority to strengthen it. They consult their decisions before their own final decisions. This refines teachers' positive actions in doing their work

2.4.4 Achievement Orientated Leadership and Quality Teaching

According to Anderson (1993) in education leadership is transition from conventional system to progressive one that gives importance to collaboration, communication, active learning and students' achievement.

Achievement oriented leaderships includes setting objectives, best performance and to achieve high standards with confidence. Afrassiabi (2014) further states that in achievement-oriented leadership styles the leader gives challenges to his employees and wants them to improve their performance and pursue to achieve high standards. Northhoues (2013) stated that path goal theory demonstrates how leaders can be affective by identifying the needs of their employees and motivating them to achieve their goals. According to Paul (cited in Maina 2014) the main focus of the head or leader is to understand the need of institution and try to fulfill those needs by getting maximum out of the available resources and faculty. All this happens as achievement-oriented leadership strives for performance Mat (2008)

According Martin (2012) when the task is complicated and the environment

unpredictable the achievement-oriented leadership styles among heads is influential because it gives teachers confidence to achieve their goals.

2.5 Theory of Change

The 1990s saw the emergence of the phrase "Theory of Change." At the time, it was meant to help with some of the issues that arose when evaluators attempted to gauge the effectiveness of intricate social development initiatives. These included vague presumptions, a lack of understanding of how change processes transpired, and a lack of focus on the series of adjustments required to achieve long-term objectives (O'Flynn 2012). Since then, theory of change thinking has advanced quickly and gained popularity. Five components are necessary for a well-organized Theory of Change statement.

First, the primary problem or challenge is identified, followed by the intended audience it impacts. Subsequently, the causes of the problem and the negative impact they have on the target population are explained. The proposed intervention or solution to address the problem and bring about a positive change is described in the statement's conclusion (Noble, 2019).

Universities are coming under more and more fire for their slowness in adapting their curricula and pedagogy to the breakthroughs in communication and information that have occurred over the past few decades. The prevalent pedagogical approach, which has been dominated by lecture settings and created a passive learning environment for centuries, views university instructors as the exclusive sources of knowledge and views the student as a vessel to be filled with that knowledge. In today's environment, where knowledge and information are readily available and students need to become more active learners to better their future professional success, it is evident that this educational approach is no longer feasible. To take this fact into account, universities should modify their pedagogy and curricula (French, Bachour, & Mohtar, 2020).

To prepare our next generation of leaders as moral change agents capable of improving our communities and society, they must alter their institutional cultures and educational models to become inclusive, integrated learning centers for staff, students, and the larger community. Universities are under increasing political and social pressure to adapt, and leaders in higher education are realizing that change is necessary. There is increasing demand on leaders to change the university culture due to resource

constraints, the introduction of new instructional technologies, and unforeseen catastrophes like pandemics. Employers of recent graduates have indicated that in addition to technical and scientific knowledge, successful professionals need to possess higher-order thinking abilities and vital soft skills (Crawford, Lang, Dalton, & Fielitz, 2011).

Studies indicate that companies believe university graduates have mastered many of these skills, but putting more of an emphasis on student-centered learning will improve learning and, consequently, the graduates' self-assurance as professionals. In order to produce moral leaders with more up-to-date knowledge and abilities for the twenty-first century, universities must realign their cultures and educational frameworks to be more focused on the needs of their students. Universities hoped to change their leadership philosophies in such a scenario to improve the standard of instruction.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the methodology used to carry out the study. It includes a thorough explanation the research method, design, population of study, sampling strategies, sample size, instrumentation, validity, and reliability of the research instruments. Additionally, this chapter provides a thorough explanation of the steps involved in data collection, analysis, and triangulation

3.1 Research Approach

The research approach of the study was mixed methods. Mixed methods may be defined as ‘research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study’ (Tashakkori & Creswell, 2007). Creswell and Plano Clark (2011), stated that a mixed-methods research design is a research design that has its own philosophical assumptions and methods of inquiry. As a methodology, it includes philosophical assumptions to provide directions for the collection and analysis of data from multiple sources in a single study. Mixing two methods might be superior to a single method as it is likely to provide rich insights into the research phenomena that cannot be fully understood by using only qualitative or quantitative methods. A mixed-methods design can integrate and synergize multiple data sources which can assist to study complex problems (Poth & Munce, 2020). Therefore, in this study, mixed method was used to get a holistic view of the study and examine various aspects of the study with thorough investigation.

3.2 Research Design

The study employed a convergent parallel design, a mixed-methods approach that involves collecting and analyzing both qualitative and quantitative data concurrently (Creswell & Creswell, 2017). A convergent design that follows pragmatism as a theoretical assumption, is an efficient and popular approach to mixing methods research (Creswell & Clark, 2018). Two different approaches namely qualitative and quantitative methods are mixed to obtain the triangulated results in this design. At first, two types of data sets are collected concurrently, and secondly, they are analyzed independently using quantitative and qualitative analytical approaches (Shorten & Smith, 2017). In a convergent design, the integration of both data will help

a researcher gain a complete understanding of the one provided by the quantitative or qualitative results alone. It is an approach in which two data sets are combined to get a complete picture of the issue being explored and to validate one set of findings with the other (Creswell & Clark, 2018).

The formula of QUAN + QUAL (Quantitative and Qualitative) of mixed method was used in this study. This formula QUAN + QUAL refers that both the quantitative and qualitative strands of the study run simultaneously. Further, because both occur simultaneously, they take place within the same phase of research (Roomaney, & Coetzee, 2018).

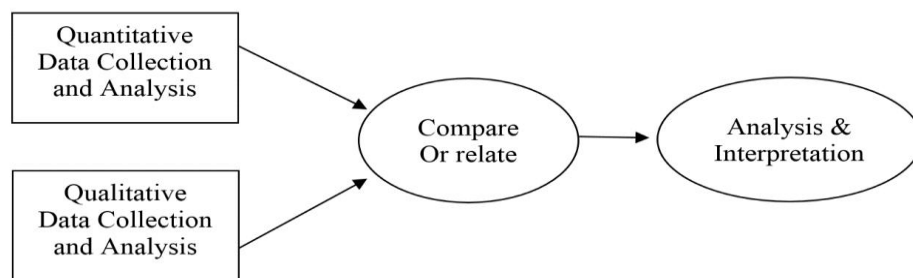


Figure 2 Convergent Parallel (Creswell & Creswell, 2017)

3.3 Population of the Study

A population is a group of people with particular attributes or traits. Creswell, (2012) termed population as asset of individuals who have the same features or traits. According to Furi, (2007) population is the complete subject that was analyzed in research. According to Mugenda, (2003) when the results have been generalized on the basis of selected population it is known as targeted population.

In this study, population was comprised of Head of Departments (HoDs) and member of teaching faculty of National University of Modern languages (NUML) and International Islamic University, Islamabad (IIUI). The Total Population of the study was comprised of 16 Head of Departments and 376 teaching faculty members. The following table describes the total population of the study.

Table 3.1: Population of the study

S.No	Departments	Head of Departments		Teachers	
		NUML	IIUI	NUML	IIUI
4	Applied Psychology	1	1	23	20
8	Economics	1	1	28	44
1	Educational Sciences	1	1	22	20
2	English	1	1	21	15
5	International Relations	1	1	29	11

6	Media & Comm.	1	1	33	18
7	Pak Studies	1	1	31	10
3	Urdu	1	1	28	23
	Total	8	8	215	161
	Grand total	16		376	

3.4 Sample of the Study

Sampling is defined as a procedure to select a sample from individual or from a large group of population for certain kind of research purpose (Bhardwaj, 2019). Since it is not feasible to study the entire population, a subset of the population is chosen to adequately represent the same. This subset is defined as the sample. Every individual in the chosen population should have an equal chance of being selected. Sample size which is typically denoted by n signifies the total number of observations or participants included in a study (Maxwell, 2000). Simple size refers to the number of participants or observations in a study. It is an important consideration in research as it affects the statistical power and generalizability of the findings (Gotti, Iubini, & Politi, 2023).

In this study, sample size was comprised of 16 Head of Departments and 188 teaching faculty members of National University of Modern languages (NUML) and International Islamic University, Islamabad (IIUI). The sample size of study was the 50 percent of population of the study. From this sample size, both qualitative and quantitative data was collected. The following table describes the sample size of the study.

Table 3.2: Sample size of the study

S.No	Departments	Head of Departments		Teachers	
		NUML	IIUI	NUML	IIUI
1	Applied Psychology	1	1	12	10
2	Economics	1	1	14	22
3	Educational Sciences	1	1	11	10
4	English	1	1	11	7
5	International Relations	1	1	14	6
6	Media & Comm.	1	1	16	9
7	Pak Studies	1	1	15	5
8	Urdu	1	1	14	12
	Total	8	8	107	81
	Grand total	16		188	

3.5 Sampling Technique

The sampling technique, or the sampling method, is a statistical approach used for selecting a representative sample from a population. It involves rigorous analysis of the data gathered about population and selecting an appropriate sample on the basis of data. There are several different sampling techniques that are used in research studies (Haute, 2021). In this study of "Leadership and Quality Teaching" the researcher employed a thoughtful combination of purposive sampling, convenient sampling, and stratified random sampling techniques to carefully select participants.

3.5.1 Purposive Sampling for University Selection

In this study, purposive sampling technique was used to select the universities among a number of public sector universities in Islamabad. Purposive sampling is commonly employed when researchers seek to focus on specific characteristics or criteria relevant to the research question (Creswell & Creswell, 2017). By dint of purposive sampling technique, National University of Modern languages (NUML) and International Islamic University, Islamabad (IIUI) were selected. The selection of these universities is justified by the need to intentionally select institutions that are representative of the broader population under investigation. The criteria for selection, including reputation, geographic location, size, and accessibility, ensure a diverse and comprehensive representation of higher education settings. In this case, the intentional selection of National University of Modern languages (NUML) and International Islamic University, Islamabad (IIUI) aligns with the study's objective to understand leadership styles and their correlation with quality teaching.

3.5.2 Stratified Random Sampling for Representation

In this study, stratified random sampling technique was used to select teaching faculty members for quantitative data collection and sample size was 188 respondents. In stratified random sampling technique, the population is first divided into subgroups called strata on the basis of similarities and then from each group or strata, the members are selected randomly. Here, the purpose is to address the issue of less homogeneity of the population and to make a true representative sample (Bhardwaj, 2019). By dint of stratified random sampling technique, respondents were selected from National University of Modern languages (NUML) and International Islamic University, Islamabad (IIUI).

3.5.3 Convenient Sampling for Participant Availability

Convenient sampling was used to select heads of departments who were

available and willing to participate in the study. Given the constraints of real-world availability and cooperation, this technique allowed the researcher to work with those leaders who were accessible and showed interest in contributing. Convenient sampling is often employed when practical considerations, such as time and resource constraints, impact participant selection (Neuman, 2014). In this study, it was essential to choose leaders who were available and willing to engage in the research, making convenient sampling a pragmatic choice. Therefore, 16 respondents were interviewed through convenient sampling.

3.6 Research Instrumentation

In this study, three research instruments were used and these instruments were Leadership Characteristics Assessment Scale, Quality Teaching Indicators Questionnaire and Interview.

The Leadership Characteristics Assessment Scale (LCAS), originally developed by Fiedler & Chemers (1974), was adapted for this study. It used a seven-point Likert scale questionnaire and was employed to collect data from the heads of eight departments at two public sector universities. Permission was obtained from the original authors to use the tool in this research. The scale included 4 main themes and 20 subthemes, which are shown in the following table.

Table 3.3: Number of statements of leadership characteristics assessment scale (LCAS)

S. No	Leadership Style	Statement
1	Directive leadership style	1 to 5
2	Supportive leadership style	6 to 10
3	Participative leadership style	11 to 15
4	Achievement oriented leadership style	16 to 20

The Quality Teaching Indicators Questionnaire, originally developed by Aurangzed (2019), was adapted for this study. It used a five-point Likert scale questionnaire and was designed to gather data from faculty members at two public sector universities. Permission was obtained from the original author to use the tool in this study. The questionnaire covered 4 main themes and 24 subthemes, which are listed in the table below.

Table 3.4: Quality Teaching Indicators Questionnaire (QTI)

S.No	Quality Teaching Indicators	Questions Items
Section: 1	Students' Contribution	1-6
Section: 2	Learning Environment	7-12
Section: 3	Learning Resources	13-18

Section: 4	Quality of Content Delivery	19-24
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A self-developed structured questionnaire was used for the conduct of interview. This tool was used to collect data from the heads of each department selected from the two public sector universities. The following table shows the summary of interview questions.

Table 3.5: Summary of interview questions

S.No	Indicators	Questions
1	Student Contribution	1. How do you demonstrate leadership skills in your teachers to involve students in the classroom setting? 2. In what ways do you collaborate with the teachers regarding strategies to motivate students for learning? 3 Can you provide an example of how you have helped the teachers to make their students understand a challenging concept or topic?
2	Learning Environment	1. How do you help the teachers to create a positive and inclusive learning environment in the class? 2. Can you give an example of any initiative you have taken to improve the overall learning environment in the classes? 3. What assistance is given to the teachers to make class interactive?
3	Learning Resources	1. How have you helped teachers to get access of multimedia resources for quality teaching? 2. How do you assist teachers to enhance their knowledge and skills in utilizing learning resources effectively? 3. How do you foster collaboration among teachers for quality teaching? 4. How do you ensure the relevance, accuracy and quality of learning resources available in the department?
4	Quality of Content Delivery	1. How do you ensure that the content delivered to the students is aligned with the curriculum objectives and educational standards? 2. How do you guide teachers to explain complex ideas to the students? 3. How do you guide teachers to assess students' understanding during and after content delivery to ensure their understanding and address any gaps in learning?

3.7 Validity and Reliability of Instruments

The research instruments used in this study were methodically developed with ongoing guidance from the research supervisor, ensuring that the tools were refined and

aligned with the study's objectives. To enhance the accuracy and relevance of the instruments, the opinions of educational experts from different universities were sought and they identified a numbers of errors and mistakes that were rectified accordingly. Finally, two expert faculty members validated the tool for collections of data

Reliability, focusing on the stability and consistency of measurement tools, necessitates evaluating whether the instruments yield consistent results over time and across different situations (Creswell & Creswell, 2017). To ensure the reliability of the research instruments, a pilot test was conducted and reliability of tools were gauged through Cronbach's alpha. The reliability level of Leadership Characteristics Assessment Scale was 0.735 Cronbach's alpha and Quality Teaching Indicators Scale was 0.724. The following tables show the reliability values of tools.

Table 3.6: Reliability of the Leadership Characteristics Assessment Scale for HODs

S. No	Variables	No of items	Coding of Items	Cronbach Alpha
1	Directive Leadership	5	DL1-DL5	.623
2	Supportive Leadership	5	SL1-SL5	.784
3	Participative Leadership	5	PL1-PL5	.751
4	Achievement-Oriented Leadership	5	AOL1-AOL5	.708
Total of Scale	Leadership Characteristics Assessment Scale	20		.735

The above table shows that the overall questionnaire, with 20 items across the four subscales, has a Cronbach's alpha of 0.735, indicating good reliability for the full scale. This suggests that the questionnaire, as a whole, provides a reasonably consistent measure of leadership characteristics assessment.

This table shows the reliability of Leadership Characteristics Assessment Scale

Table 3.7: Reliability of Quality Teaching Indicators Questionnaire for Teachers

S. No	Variables	No of items	Coding of Items	Cronbach Alpha
1	Student Contribution	6	SC1-SC6	.595
2	Learning Environment	6	LE1-LE6	.786
3	Learning Resources	6	LR1-LR6	.658
4	Quality Content Delivery	6	QC1-QC6	.578

Total of Scale	Quality Teaching Indicators Questionnaire	24	.724
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The above table shows that the overall questionnaire, with 24 items across the four subscales, has a Cronbach's alpha of 0.724, indicating good reliability for the full scale. This suggests that the questionnaire, as a whole, provides a reasonably consistent measure of quality teaching indicators.

3.8 Data Collection

In the study, the data was collected personally by visiting the university. The study data was collected in three phases. In Phase one, the Leadership Characteristics Assessment Scale (LCAS) was employed to explore four predefined leadership styles: directive, supportive, participative, and achievement-oriented. Questionnaires were distributed to heads of departments and teaching faculty members at NUML and IIUI. Clear instructions were provided to ensure a standardized approach to data collection, and reminders were sent to enhance participation and response rates within a set timeline. Phase two involved investigating quality teaching practices through close-ended questionnaires focused on quality teaching indicators, which were completed by faculty members from selected departments. Finally, Phase three included semi-structured interviews with heads of departments. These interviews aimed to gather in-depth insights into leadership practices and perceptions of quality teaching. The questions were designed to elicit detailed responses, including narratives and specific examples related to leadership styles and teaching quality.

3.9 Data Analysis

The data analysis process in the current study involved a rigorous examination of both quantitative and qualitative data collected from heads of departments and teaching faculty members at the National University of Modern Languages (NUML) and International Islamic University Islamabad (IIUI). The study focused on understanding the relationship between leadership styles, specifically derived from the path-goal theory, and quality teaching, assessed through four key indicators.

3.9.1 Quantitative Analysis

Initial data analysis involved the calculation of descriptive statistics, including means, to summarize and describe the key variables such as leadership styles and quality teaching indicators. Moreover, in the under-discussed study, the researchers

employed correlational analysis and mean tests as pivotal data analysis techniques to unravel the intricate relationships within the collected data. Correlational analysis, a statistical method, was utilized to examine the extent to which one or more independent variables predict a dependent variable. This approach allowed the researchers to discern the strength and direction of the relationships between leadership styles and teaching quality indicators.

3.9.2 *Qualitative Data Analysis*

For qualitative data Thematic Analysis was employed in the current study to get more detailed results. Qualitative data from semi-structured interviews with heads of departments underwent thematic coding. This involved identifying recurring themes, patterns, and concepts related to leadership practices and quality teaching perceptions. The content of interview responses was analyzed to identify specific examples and narratives provided by the participants. This qualitative approach aimed to capture the depth and context of participants' experiences and perspectives.

3.9.3 *Triangulation of Quantitative and Qualitative Findings*

The mixed methods approach facilitated the integration of both quantitative and qualitative data sets. Quantitative data provided a broad overview of the challenges, while qualitative data enriched the understanding of these challenges by offering contextual explanations and deeper insights. This integration of data is known as triangulation, a method used to cross-validate findings and enhance the credibility and reliability of the research outcomes (Fetters, Curry, & Creswell, 2013). By linking the quantitative results with qualitative insights, the study was able to offer more meaningful and valid results, providing a richer understanding of the issues at hand.

The study employed a mixed-methods approach, integrating quantitative and qualitative findings to provide a comprehensive understanding of the relationship between leadership styles and quality teaching. Triangulation was used to corroborate and cross-verify findings of qualitative and quantitative data.

3.9.4 *Cross-Validation and Member Checking*

Findings from both quantitative and qualitative analyses were cross-validated to ensure coherence and consistency. Any inconsistencies or divergences between the two sets of data were carefully examined and addressed. To enhance the credibility of the study, preliminary findings were shared with participants for member checking. This involved presenting participants with key themes and results to verify if they resonated with their experiences, adding a layer of validation to the research outcomes.

3.9.5 *Contextualization and Comparison*

Given the focus on two specific universities and their social sciences and humanities departments, the findings were contextualized within the unique characteristics of these institutions. This involved considering institutional culture, policies, and other contextual factors that might influence leadership styles and teaching practices. The study's findings were compared and contrasted with existing literature on leadership styles and quality teaching in higher education. This allowed the researchers to contribute to the broader academic discourse and identify areas of alignment or divergence with previous research.

In summary, the data analysis process in the under-discussed study was a multifaceted approach, combining quantitative and qualitative methods to provide a nuanced understanding of the interplay between leadership styles and quality teaching at NUML and IIUI. The integration of diverse data sources and rigorous analysis techniques aimed to yield robust and meaningful insights into the research questions.

3.10 Research Ethics

The current study adhered to a set of ethical principles and guidelines to ensure the integrity, respect, and confidentiality of the research process. The following research ethics were observed:

The study meticulously adhered to a robust set of ethical principles to safeguard the integrity, confidentiality, and well-being of all participants involved. Before commencement, thorough and transparent information about the research objectives, processes, and potential implications was provided to all participants and stakeholders. Subsequently, informed consent was diligently obtained from each participant, with a clear emphasis on voluntary participation and the unequivocal right to withdraw at any stage without repercussions. Ensuring the utmost confidentiality, personal details such as names and identifiable information were rigorously protected, and all data were

securely anonymized. Privacy protection measures were implemented to minimize the collection of unnecessary personal information, utilizing data solely for research purposes. Participants' privacy rights were consistently upheld throughout the data analysis, reporting, and dissemination phases. The principles of beneficence and non-maleficence were paramount, with the study striving to maximize benefits and mitigate any potential harm or stress to participants. Additionally, the study-maintained transparency by keeping participants informed about the research methodology, analysis procedures, and anticipated outcomes. This ethical framework underscored a commitment to integrity, respect for diversity, and ongoing ethical reviews to ensure compliance with all relevant regulations and guidelines governing research in higher education.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter encapsulates the outcomes of the study, unveiling insights derived from the meticulous analysis of collected data. Commencing with a detailed exploration of participant demographics, including gender, age, educational background, and professional experience, the chapter sets the stage for a comprehensive understanding of the study's context. The core focus shifts to the examination of the intricate relationship between leadership styles and teaching quality indicators. Leveraging correlation analyses and mean tests, the chapter unveils statistically significant correlations, shedding light on the nuanced dynamics at play. Qualitative perspectives gleaned from participant interviews enrich the narrative, providing context and depth to the quantitative findings.

The interpretation section critically examines the implications of the results, grounding them in existing literature and theoretical frameworks. Transparently acknowledging limitations, this chapter serves as a springboard for future research endeavors. In essence, Chapter 4 delivers a holistic portrayal of the study's findings, harmonizing quantitative analyses with qualitative insights and considerations to contribute valuable knowledge to the academic landscape.

4.1 Quantative Data Analysis

This section focuses on quantitative data analysis, which involves the systematic examination of numerical data gathered during the research process. Through the use of descriptive and inferential statistics, the data is interpreted to provide meaningful insights, supporting the research objectives with evidence-based conclusions.

4.1.1 Leadership Styles practices by Head of Departments

Table 4.1: Leadership Styles practices by HoDs (Objective No 1)

S No.	Variable	N	Mean	Remarks
1	Directive Leadership	13	6.38	Usually
2	Supportive Leadership	13	6.20	Usually
3	Participative Leadership	13	6.01	Usually
4	Achievement Oriented Leadership	13	5.50	Often

The table shows that among the various leadership styles practiced by Heads of Departments (HoDs), Directive Leadership is the most common with a mean value

of 6.38, indicating that HoDs usually provide clear expectations and specific guidance. Conversely, Achievement-Oriented Leadership is the least common with a mean value of 5.50, suggesting that setting challenging goals and expecting high performance is practiced less frequently.

4.1.2 Quality Teaching Practices by Teachers

Table 4.2: *Quality Teaching Practices by Teachers (Objective No 2)*

S No	Variable	N	Mean	Remarks
1	Student's Contribution	185	4.63	Strongly Agree
2	Learning Environment	185	4.52	Agree
3	Learning Resources	185	3.80	Agree
4	Quality of Content	185	3.36	Neutral

The table highlights the mean values of different quality teaching practices by teachers, based on responses from 185 participants. The highest mean value is for Student's Contribution (4.63), indicating that teachers strongly agree with the importance of students actively contributing to the learning process. On the other hand, the Quality of Content has the lowest mean value (3.36), suggesting a neutral stance on the content's quality provided in teaching.

4.1.3 Correlation between Leadership Styles and Quality Teaching Indicators

Table 4.3: *Correlation between Leadership Styles and Quality Teaching Indicators (Objective 3)*

	Directive Leadership	Supportive Leadership	Participative Leadership	Achievement Oriented Leadership	Student's Contribution	Learning Environment	Learning Resources	Quality of Content	QTI (SCALE)	LCAS (SCALE)
Directive Leadership	1									
Supportive Leadership	.535**	1								
Participative Leadership	.534**	.890**	1							
Achievement Oriented Leadership	.889**	.341**	.391**	1						
Student's Contribution	.216**	.065	.168*	.143	1					
Learning Environment	.059	.088	.092	-.025	.641**	1				

Learning Resources	-.118	.201**	-	-.041	.275**	.279**	1		
Quality of Content			.166*						
QTI (SCALE)	-.187*	.150*	-.108	-.004	.210**	.156*	.466*	1*	
LCAS (SCALE)	.059	-.058	.036	.068	.670**	.880**	.462	.374	1
	.902**	.781**	.809**	.822**	.206**	.080	.163**	.092**	.064**
									1**

The table presents the correlation coefficients between different leadership styles and quality teaching indicators, illustrating their interrelationships. Directive Leadership (DL) has strong positive correlations with Supportive Leadership (SL) (0.535**) and Participative Leadership (PL) (0.534**), and a very strong positive correlation with Achievement Oriented Leadership (AOL) (0.889**). It shows a positive but weaker correlation with Student's Contribution (0.216**) and QTI (SCALE) (0.059), and a moderate negative correlation with Quality of Content (-0.187*). DL also has a very strong positive correlation with LCAS (SCALE) (0.902**).

Supportive Leadership (SL) exhibits very strong positive correlations with Participative Leadership (0.890**) and moderate positive correlations with Achievement Oriented Leadership (0.341**). It has weak correlations with Student's Contribution (0.065) and Learning Environment (0.088), and moderate positive correlations with Learning Resources (0.201**) and Quality of Content (0.150*). SL has a slight negative correlation with QTI (SCALE) (-0.058) and a strong positive correlation with LCAS (SCALE) (0.781**).

Participative Leadership (PL) has a moderate positive correlation with Achievement Oriented Leadership (0.391**) and weak positive correlations with Student's Contribution (0.168*) and Learning Environment (0.092). It shows a weak negative correlation with Learning Resources (-0.166*) and Quality of Content (-0.108), a weak positive correlation with QTI (SCALE) (0.036), and a strong positive correlation with LCAS (SCALE) (0.809**).

Achievement Oriented Leadership (AOL) has weak positive correlations with Student's Contribution (0.143) and Learning Environment (-0.025), and a very weak negative correlation with Learning Resources (-0.041). It shows a slight positive correlation with Quality of Content (-0.004), a weak positive correlation with QTI (SCALE) (0.068), and a strong positive correlation with LCAS (SCALE) (0.822**).

Examining the quality teaching indicators, Student's Contribution (SC) has a moderate positive correlation with Learning Environment (0.641**), weak positive correlations with Learning Resources (0.275**) and Quality of Content (0.210**), and a strong positive correlation with QTI (SCALE) (0.670**). It also has a weak positive correlation with LCAS (SCALE) (0.206**). The Learning Environment (LE) shows weak positive correlations with Learning Resources (0.279**) and Quality of Content (0.156*), and a very strong positive correlation with QTI (SCALE) (0.880**). LE has a weak positive correlation with LCAS (SCALE) (0.080).

Learning Resources (LR) have a moderate positive correlation with Quality of Content (0.466*), and weak positive correlations with QTI (SCALE) (0.462) and LCAS (SCALE) (0.163**). Quality of Content (QC) has a moderate positive correlation with QTI (SCALE) (0.374) and a weak positive correlation with LCAS (SCALE) (0.092**). QTI (SCALE) shows a weak positive correlation with LCAS (SCALE) (0.064**).

In summary keeping in view the table 4.3 overall the strongest correlation is found between Directive Leadership and Student's Contribution (.216**) whereas weakest Correlation falls between Achievement Oriented Leadership style and Quality of Content (-.004).

4.2 Qualitative Data Analysis

The analysis of the qualitative data obtained from interviews is covered in this section. To acquire comprehensive, in-depth insights into the viewpoints and experiences of the participants, the data was collected using interviews. In order to gain a greater grasp of the subject matter, recurrent themes, patterns, and trends were thoroughly evaluated in the responses. The emphasis was on deciphering the meaning that the participants intended to convey, which made it possible to thoroughly examine their opinions and attitudes. This approach aided in revealing minute details that quantitative analysis can miss.

4.2.1 Thematic Analysis of Interviews

Thematic analysis, a qualitative research method, has been applied in the under-discussed study, offering a systematic approach to unveil, analyze, and articulate patterns or themes inherent in the collected data (Braun & Clarke, 2006). This method proves instrumental in extracting nuanced insights and understanding from the complex qualitative information gathered in the study. The process involves thorough coding of the data, identifying recurring patterns, concepts, or ideas, and subsequently organizing

them into cohesive themes that encapsulate meaningful aspects of the phenomenon under investigation (Braun & Clarke, 2006). Through this systematic analysis, the under-discussed study gains a deeper understanding of the intricate relationships, perceptions, and experiences embedded within the qualitative data. Thematic analysis not only provides a robust framework for data interpretation but also allows for the emergence of unexpected themes, ensuring a comprehensive exploration of the study's focal points (Braun & Clarke, 2006). By employing thematic analysis, the under-discussed study contributes rich and contextualized findings to the existing body of knowledge, shedding light on aspects that may have been overlooked or underrepresented in previous research.

4.2.1.1 Students' Contribution

Table 4.4: Theme Mapping of Student's Contribution (First Indicator)

Themes	Sub Themes
Q 1. How do you demonstrate leadership skills in your teachers to involve students in the classroom setting?	
Cultivating a Dynamic Teaching Community for Student Engagement	1. Collaborative Culture: 2. Student-Centered Teaching: 3. Mentorship Program: 4. Training in Interactive Methods: 5. Dynamic Learning Environment
Q 2. In what ways do you collaborate with the teachers regarding strategies to motivate students for learning?	
Cultivating a Collaborative Environment for Student Motivation	1. Collaborative Planning Sessions 2. Innovative Teaching Methods 3. Technology Integration 4. Cross-Disciplinary Initiatives 5. Open Communication Channels
Q 3. Can you provide an example of how you have helped the teachers to make their students understand a challenging concept or topic?	
Facilitating Teacher Collaboration for Conceptual Understanding	1. Professional Development Workshops. 2. Interactive Teaching Resources: 3. Peer Collaboration. 4. Supportive Learning Environment. 5. Diverse Teaching Methodologies.

Q 1. How do you demonstrate leadership skills in your teachers to involve students in the classroom setting?

As the Head of the Department, I foster collaboration and open communication among teachers, encouraging a student-centered approach. By promoting mentorship and providing training in interactive teaching methods, I empower teachers to actively involve students in the classroom setting, creating a dynamic and engaging learning environment.

Theme: Cultivating a Dynamic Teaching Community for Student Engagement

This overarching theme reflects the efforts and strategies implemented by the Head of the Department to create an environment where teachers collaborate, share experiences, and actively work towards adopting student-centered teaching practices. The sub-themes highlight key elements such as fostering collaboration, promoting a student-centered approach, establishing mentorship programs, providing training in interactive methods, and emphasizing the creation of a dynamic learning environment. Together, these efforts contribute to a cohesive theme focused on cultivating a teaching community that prioritizes student engagement and continuous professional development.

Sub themes

1. **Collaborative Culture:** Emphasizing open communication and collaboration among teachers.
2. **Student-Centered Teaching:** Advocating for an instructional approach that prioritizes the needs and engagement of students.
3. **Mentorship Program:** Establishing a mentorship framework to facilitate the exchange of knowledge and foster professional growth among faculty.
4. **Training in Interactive Methods:** Providing ongoing training sessions focused on incorporating interactive and participative teaching methods.
5. **Dynamic Learning Environment:** Creating a culture that encourages experimentation with innovative teaching strategies for an engaging classroom experience.

Q 2. In what ways do you collaborate with the teachers regarding strategies to motivate students for learning?

As Head of Department, I foster collaboration with teachers by organizing regular brainstorming sessions and workshops focused on sharing motivational strategies. We collectively explore innovative teaching methods, leverage technology, and encourage cross-disciplinary initiatives to create a dynamic and inspiring learning environment. Additionally, open communication channels are maintained to gather

feedback and insights from teachers, ensuring a collaborative approach to student motivation.

Theme: Cultivating a Collaborative Environment for Student Motivation

This theme encapsulates the Head of Department's commitment to cultivating a collaborative environment, where educators collectively contribute to enhancing student motivation through innovative teaching methods, technology integration, and cross-disciplinary collaborations. The emphasis on open communication channels underscores a collective and dynamic approach to achieving excellence in student motivation.

Sub-Themes

1. **Collaborative Planning Sessions:** Organizing regular sessions where teachers collectively brainstorm and plan motivational strategies.
2. **Innovative Teaching Methods:** Encouraging the exploration and adoption of creative and effective teaching approaches.
3. **Technology Integration:** Promoting the use of technology to enhance engagement and motivation in the learning process.
4. **Cross-Disciplinary Initiatives:** Facilitating collaborative projects and initiatives that involve teachers from different disciplines.
5. **Open Communication Channels:** Establishing a transparent feedback system to gather insights and ideas from teachers, ensuring a continuous exchange of motivational strategies.

Q 3. Can you provide an example of how you have helped the teachers to make their students understand a challenging concept or topic?

As Head of Department, I recently facilitated a professional development workshop where we addressed a challenging concept. We collaborated to develop interactive demonstrations, multimedia resources, and practical experiments that made the topic more accessible. Moreover, I encouraged peer collaboration, allowing teachers to share successful strategies, ultimately creating a supportive learning environment for both educators and students. Furthermore, I encouraged teachers to incorporate diverse teaching methodologies, considering different learning styles and preferences, ensuring a comprehensive understanding among students.

Theme: Facilitating Teacher Collaboration for Conceptual Understanding

This theme centers on promoting a collaborative environment among teachers to enhance conceptual understanding. It underscores the facilitation of teamwork,

encouraging teachers to work together in developing comprehensive teaching strategies, sharing insights, and collectively aiming for a deeper grasp of complex concepts. The theme emphasizes the importance of collaborative efforts in fostering a supportive atmosphere where educators collaboratively contribute to refining teaching approaches for improved conceptual clarity among students.

Sub-Themes

1. **Professional Development Workshops:** Organizing targeted workshops to address specific challenging concepts.
2. **Interactive Teaching Resources:** Encouraging the creation of multimedia resources and interactive demonstrations to simplify complex topics.
3. **Peer Collaboration:** Fostering a culture where teachers collaborate and share successful strategies for teaching challenging concepts.
4. **Supportive Learning Environment:** Creating an atmosphere that promotes continuous learning for both educators and students through mutual support and shared expertise.
5. **Diverse Teaching Methodologies:** Encouraging teachers to employ varied instructional methods to accommodate diverse learning styles and preferences.

4.2.1.2 Learning Environment

Table 4.5: Theme Mapping of Learning Environment (Second Indicator)

Theme	Sub Theme
Q 1. How do you help the teachers to create a positive and inclusive learning environment in the class?	
Fostering Inclusive Pedagogy for a Positive Learning Environment	<ol style="list-style-type: none"> 1. Professional Development for Inclusive Teaching. 2. Collaborative Community Building. 3. Cultural Competence Workshops. 4. Ongoing Feedback Mechanisms. 5. Commitment to Continuous Improvement.
Q 2. Can you give an example of any initiative you have taken to improve the overall learning environment in the classes?	
Cultivating Community and Support through Student-Led Mentorship	<ol style="list-style-type: none"> 1. Peer Support and Academic Guidance. 2. Emotional Support and Community Building.

3. Smooth Transition for New Students.
4. Positive Relationships and Collaboration
5. Inclusive and Supportive Learning Atmosphere

Q 3. How can your department initiate and support interdisciplinary multimedia collaboration projects that involve faculty and students from different academic fields to enhance creativity and learning outcomes?

Fostering Interdisciplinary Creativity Through Multimedia Collaboration

1. Interdisciplinary Fusion of Media Elements:
2. Hands-on Experience in Real-World Production
3. Creativity and Innovation Across Courses
4. Teamwork and Collaborative Learning:
5. Sense of Accomplishment and Positive Impact:

Q 4. What assistance is given to the teachers to make class interactive?

Empowering Interactive Pedagogy Through Collaborative Support

1. Workshops on Interactive Teaching Techniques.
 2. Integration of Multimedia and Technology.
 3. Accessibility to Modern Teaching Tools.
 4. Encouraging Faculty Exploration.
 5. Cultivating a Collaborative Culture.
 6. Peer Observation and Feedback Mechanisms.
 7. Comprehensive Support and Resource Commitment.
-

Q 1. How do you help the teachers to create a positive and inclusive learning environment in the class?

To assist teachers in cultivating a positive and inclusive learning environment, I focus on several key strategies. Firstly, I encourage professional development opportunities that emphasize inclusive teaching practices, ensuring faculty members are equipped with the skills to create a welcoming atmosphere for all students.

Secondly, we promote open communication and collaboration among teachers, fostering a supportive community where they can share insights and strategies for inclusive teaching. Additionally, I facilitate workshops on cultural competence, diversity, and equity, providing teachers with valuable tools to address the diverse needs of students. Lastly, ongoing feedback mechanisms and a commitment to continuous improvement are integral, ensuring that our educational environment remains responsive and inclusive.

Theme: Fostering Inclusive Pedagogy for a Positive Learning Environment

This overarching theme encapsulates the strategies employed to support and guide teachers in creating an inclusive and positive learning atmosphere. It emphasizes professional development, collaborative communication, workshops on cultural competence, and a commitment to continuous improvement. The collective aim is to nurture an educational environment where diversity is celebrated, and all students feel welcomed, valued, and supported in their learning journey.

1. Professional Development for Inclusive Teaching

- Facilitating opportunities for teachers to enhance their skills in inclusive teaching practices.

2. Collaborative Community Building

- Fostering an environment of open communication and collaboration among teachers to share insights and strategies for creating inclusivity.

3. Cultural Competence Workshops

- Conducting workshops that focus on cultural competence, diversity, and equity to equip teachers with tools to address diverse student needs.

4. Ongoing Feedback Mechanisms

- Establishing regular feedback channels for continuous improvement in teaching methods and the overall inclusiveness of the learning environment.

5. Commitment to Continuous Improvement

- Instilling a culture of continuous improvement, ensuring that the learning environment remains responsive and adaptable to the evolving needs of students.

These sub-themes delineate the multifaceted approach to fostering inclusive pedagogy and a positive learning environment by addressing teacher development, collaborative practices, cultural competence, feedback, and a commitment to ongoing

improvement.

Q 2. Can you give an example of any initiative you have taken to improve the overall learning environment in the classes?

As the Head of the Education Department, one significant initiative I spearheaded to enhance the overall learning environment was the implementation of a student-led mentorship program. In this program, senior students served as mentors to incoming students, providing academic guidance, emotional support, and fostering a sense of community. This initiative not only facilitated a smoother transition for new students but also promoted positive relationships and collaboration within the student body. The mentorship program contributed to a more inclusive and supportive learning atmosphere, creating a positive ripple effect throughout the entire department and enriching the overall educational experience for our students.

Theme: Cultivating Community and Support through Student-Led Mentorship

This theme revolves around the Education Department's initiative to foster a supportive and inclusive learning environment through a student-led mentorship program. By emphasizing peer support, academic guidance, and emotional assistance, the department aims to create a sense of community and collaboration among students. The overarching theme underscores the positive impact of the mentorship program in facilitating a smooth transition for new students and enriching the overall educational experience within the department.

1. Peer Support and Academic Guidance

- Highlighting the role of senior students in providing valuable academic guidance and support to their peers.

2. Emotional Support and Community Building

- Emphasizing the mentorship program's focus on fostering emotional support and creating a sense of community among students.

3. Smooth Transition for New Students

- Addressing the program's specific goal of facilitating a seamless transition for incoming students into the academic environment.

4. Positive Relationships and Collaboration

- Highlighting the program's contribution to building positive relationships and promoting collaboration among students within the department.

5. Inclusive and Supportive Learning Atmosphere

- Underlining the broader impact of the mentorship program in cultivating an inclusive and supportive learning atmosphere that extends throughout the entire department.

Q 3. How can your department initiate and support interdisciplinary multimedia collaboration projects that involve faculty and students from different academic fields to enhance creativity and learning outcomes?

As the Head of Department, one impactful initiative I led to enhance the overall learning environment was the introduction of a multimedia collaborative project. This project brought together students from various courses to collaboratively produce multimedia content, incorporating elements from film, journalism, and digital media. The initiative not only encouraged interdisciplinary collaboration but also provided students with practical, hands-on experience in a real-world media production environment. This multimedia project not only enriched the learning experience but also fostered creativity, teamwork, and a sense of accomplishment among students, positively influencing the overall atmosphere within the department.

Theme: Fostering Interdisciplinary Creativity through Multimedia Collaboration

This theme encapsulates the Media Sciences Department's commitment to enriching the overall learning environment through the introduction of a multimedia collaborative project. By bringing together students from diverse courses and integrating elements from film, journalism, and digital media, the department aims to encourage interdisciplinary collaboration. The theme underscores the initiative's focus on providing practical, hands-on experience in a real-world media production environment, fostering creativity, teamwork, and a sense of accomplishment among students. The overarching theme highlights the positive influence of the multimedia project on the overall atmosphere within the department.

1. Interdisciplinary Fusion of Media Elements

- Highlighting the intentional blending of film, journalism, and digital media elements within the collaborative project.

2. Hands-on Experience in Real-World Production

- Emphasizing the initiative's focus on providing practical and real-world experience in media production, enhancing students' skill sets.

3. Creativity and Innovation Across Courses

- Showcasing the project's encouragement of creativity and innovative thinking as students collaborate across diverse media courses.

4. **Teamwork and Collaborative Learning**

- Underlining the emphasis on teamwork, collaboration, and the exchange of ideas among students from various courses.

5. **Sense of Accomplishment and Positive Impact**

- Reflecting on the outcomes of the multimedia project, including the development of a sense of accomplishment and the positive influence on the overall departmental atmosphere.

Q 4. What assistance is given to the teachers to make class interactive?

As the Head of the Department, we prioritize creating an interactive classroom environment, and to support our teachers in achieving this, several measures are in place. First and foremost, we conduct regular workshops and training sessions focused on incorporating interactive teaching methodologies. These sessions cover various techniques, such as the use of multimedia, technology integration, and interactive activities to engage students actively. Additionally, we provide access to modern teaching aids and technologies, ensuring that classrooms are equipped with interactive whiteboards, multimedia projectors, and other tools to facilitate dynamic and engaging lessons. Faculty members are encouraged to explore and implement these resources in their teaching practices. Furthermore, we foster a culture of collaboration among teachers, encouraging them to share successful interactive teaching strategies and innovative approaches. Peer observation and feedback mechanisms are established to promote continuous improvement in making classes more interactive and engaging. Over all, our department is committed to providing comprehensive support and resources to empower teachers in creating interactive and participatory learning experiences for students.

Theme: Empowering Interactive Pedagogy through Collaborative Support

This overarching theme encompasses the department's dedication to fostering an interactive classroom environment. By prioritizing various measures, including workshops, modern teaching tools, and a collaborative culture, the department aims to empower teachers in implementing innovative and engaging teaching practices. The theme underscores the commitment to continuous improvement through peer collaboration and observation, creating a dynamic and supportive ecosystem for interactive and participatory learning experiences.

1. **Workshops on Interactive Teaching Techniques**

- Focusing on regular workshops and training sessions aimed at equipping

teachers with diverse interactive teaching methodologies.

2. **Integration of Multimedia and Technology**

- Highlighting specific techniques covered in workshops, such as the incorporation of multimedia and technology to enhance classroom interactivity.

3. **Accessibility to Modern Teaching Tools**

- Emphasizing the provision of modern teaching aids like interactive whiteboards and multimedia projectors to ensure classrooms are well-equipped for dynamic lessons.

4. **Encouraging Faculty Exploration**

- Promoting a culture that encourages faculty members to explore and implement available resources, fostering a proactive approach to interactive teaching practices.

5. **Cultivating a Collaborative Culture**

- Fostering collaboration among teachers by encouraging the sharing of successful interactive teaching strategies and innovative approaches.

6. **Peer Observation and Feedback Mechanisms**

- Establishing structured processes for peer observation and feedback to facilitate continuous improvement in making classes more interactive and engaging.

7. **Comprehensive Support and Resource Commitment**

- Affirming the overall commitment of the department to provide comprehensive support and resources to empower teachers in creating interactive and participatory learning experiences for students.

4.2.1.3 Learning Resource

Table 4.6: Theme Mapping of Learning Resource (Third Indicator)

Theme	Sub Theme
Q 1. How have you helped teachers to get access of multimedia resources for quality teaching?	
Enhancing Teaching Excellence Through Multimedia Accessibility	1. Streamlined Access Procedures.
	2. Dedicated Budget Allocation.
	3. Empowering Workshops and Training.
	4. Encouraging Collaborative Sharing.
	5. Centralized Digital Repository.

6. Fostering Continuous Improvement.

Q 2. How do you assist teachers to enhance their knowledge and skills in utilizing learning resources effectively?

Empowering Educators for Effective Learning Resource Utilization

1. Professional Development for Educational Technology.
2. Access to Online Courses and Self-Paced Learning.
3. Participation in Conferences and Webinars.
4. Collaborative Environment and Peer Mentoring.
5. Centralized Repository of Learning Resources.
6. Empowerment for Effective Resource Utilization

Q 3. How do you foster collaboration among teachers for quality teaching?

Cultivating Collaborative Excellence in Teaching

1. Innovative Teaching Methodologies.
2. Interdisciplinary Collaboration.
3. Continuous Improvement through Peer Feedback.
4. Departmental Unity and Open Communication.
5. Digital Resource Sharing for Mutual Support.
6. Professional Learning Communities.
7. Mentoring for Knowledge Transfer

Q 4. How do you ensure the relevance, accuracy and quality of learning resources available in the department?

Upholding Educational Excellence through Rigorous Resource Oversight

1. Clear Evaluation Criteria.
 2. Regular Reviews and Updates.
 3. Collaboration with Experts.
 4. Feedback-Driven Improvement.
 5. Investment in Reputable Platforms.
 6. External Collaborations and Partnerships
-

Q 1. How have you helped teachers to get access of multimedia resources for quality teaching?

As the Head of the Department, I prioritize facilitating teachers' access to

multimedia resources for quality teaching. We have established an efficient process for resource requests, allocated a dedicated budget for procurement, and conducted workshops to familiarize teachers with multimedia tools. Encouraging collaboration, we provide a centralized digital repository for easy sharing and access to multimedia content, fostering a culture of continuous improvement within the teaching community.

Theme: Enhancing Teaching Excellence through Multimedia Accessibility

This theme encapsulates the department's commitment to promoting teaching excellence by prioritizing the accessibility of multimedia resources. The structured process, budget allocation, workshops, and collaborative sharing efforts collectively underscore the department's dedication to providing teachers with the necessary tools for integrating multimedia into quality teaching practices. The overarching theme emphasizes the pivotal role of multimedia accessibility in fostering continuous improvement and excellence within the teaching community.

1. Streamlined Access Procedures

- Emphasizing the establishment of an efficient process for teachers to request and access multimedia resources seamlessly.

2. Dedicated Budget Allocation

- Highlighting the commitment to allocate a specific budget for the procurement of multimedia resources, ensuring a consistent and diverse collection.

3. Empowering Workshops and Training

- Focusing on initiatives that empower teachers through workshops and training sessions, equipping them with the knowledge and skills to effectively integrate multimedia into their teaching.

4. Encouraging Collaborative Sharing

- Promoting a culture of collaboration by encouraging teachers to share successful multimedia strategies and resources with their peers.

5. Centralized Digital Repository

- Introducing a centralized digital repository to enhance accessibility, allowing teachers to upload, share, and access multimedia content easily.

6. Fostering Continuous Improvement

- Emphasizing the overarching theme of fostering a culture of continuous improvement within the teaching community through accessible

multimedia resources.

These sub-themes elaborate on the various strategies and initiatives employed by the department to ensure multimedia accessibility, each contributing to the overall theme of enhancing teaching excellence through multimedia resources.

Q 2. How do you assist teachers to enhance their knowledge and skills in utilizing learning resources effectively?

As the Head of the Department, my commitment to assisting teachers in utilizing learning resources effectively is achieved through a multifaceted approach. This includes regular professional development sessions addressing the latest trends in educational technology, facilitated access to online courses, and encouragement for participation in conferences and webinars. A collaborative environment is fostered through peer mentoring programs and collaborative projects, allowing experienced educators to guide their colleagues. Additionally, a centralized repository of curated learning resources is maintained, serving as a valuable reference for lesson planning. These initiatives collectively empower teachers with the necessary knowledge, skills, and resources to enhance the effectiveness of learning resources in the educational process.

Theme: Empowering Educators for Effective Learning Resource Utilization

This theme encompasses the department's commitment to empowering educators through a multifaceted approach. By prioritizing professional development, facilitating access to online courses, encouraging participation in conferences, fostering a collaborative environment, and maintaining a centralized resource repository, the department aims to equip teachers with the knowledge, skills, and resources essential for maximizing the effectiveness of learning resources in the educational process. The overarching theme underscores the department's dedication to cultivating a dynamic and informed teaching community.

1. Professional Development for Educational Technology

- Emphasizing the organization of regular professional development sessions and workshops tailored to address the latest trends and innovations in educational technology.

2. Access to Online Courses and Self-Paced Learning

- Highlighting the facilitation of access to online courses and training modules, providing teachers with opportunities for self-paced learning and skill development.

3. **Participation in Conferences and Webinars**

- Encouraging teachers to participate in conferences, seminars, and webinars to gain insights into emerging tools and best practices in utilizing learning resources.

4. **Collaborative Environment and Peer Mentoring**

- Fostering a collaborative environment through peer mentoring programs, enabling experienced educators to guide their colleagues in effective resource utilization.

5. **Centralized Repository of Learning Resources**

- Maintaining a centralized digital repository of curated learning resources, ensuring easy access for teachers and serving as a valuable reference for lesson planning.

6. **Empowerment for Effective Resource Utilization**

- Encompassing the collective initiatives, this sub-theme emphasizes the department's overarching goal of empowering teachers with the knowledge, skills, and resources necessary to maximize the effectiveness of learning resources in the educational process.

Q 3. How do you foster collaboration among teachers for quality teaching?

As the Head of the Department, I foster collaboration among teachers through various initiatives. This includes regular workshops and interdisciplinary projects, promoting cross-disciplinary approaches and innovative teaching methods. Peer observation and feedback mechanisms contribute to continuous improvement, while frequent departmental meetings provide a platform for open discussions and collective problem-solving. The integration of digital platforms facilitates resource sharing, cultivating a culture of mutual support. Professional learning communities and mentoring programs further enhance collaboration, empowering teachers to collectively contribute to ongoing improvements in teaching quality.

Theme: Cultivating Collaborative Excellence in Teaching

This overarching theme encapsulates the department's commitment to fostering a collaborative culture among teachers for the enhancement of teaching quality. Through diverse initiatives, including workshops, interdisciplinary projects, peer observation, digital resource sharing, and mentoring programs, the department strives to create an environment that empowers teachers to collaboratively contribute to continuous improvement and excellence in teaching practices. The theme underscores

the collective efforts towards creating a dynamic and supportive teaching community

1. **Innovative Teaching Methodologies**

- Highlighting collaborative workshops and training sessions focused on innovative teaching methodologies and lesson planning.

2. **Interdisciplinary Collaboration**

- Emphasizing initiatives that encourage collaboration among teachers from different subjects through interdisciplinary projects.

3. **Continuous Improvement through Peer Feedback**

- Showcasing the establishment of peer observation and feedback mechanisms as a strategy for continuous improvement in teaching practices.

4. **Departmental Unity and Open Communication**

- Illustrating the importance of frequent departmental meetings as a platform for open discussions, sharing experiences, and addressing challenges collectively.

5. **Digital Resource Sharing for Mutual Support**

- Accentuating the implementation of digital platforms for resource sharing, fostering a culture of mutual support among teachers.

6. **Professional Learning Communities**

- Highlighting the encouragement of professional learning communities where teachers with common interests collaborate to enhance their teaching practices.

7. **Mentoring for Knowledge Transfer**

- Emphasizing mentoring programs as a means of knowledge transfer and support, pairing experienced teachers with newer colleagues.

These sub-themes collectively contribute to the overarching theme of cultivating collaborative excellence in teaching within the department

Q 4. How do you ensure the relevance, accuracy and quality of learning resources available in the department?

As the Head of the Department, I ensure the relevance, accuracy, and quality of learning resources through a comprehensive approach. This involves establishing clear evaluation criteria, prioritizing up-to-date content, and conducting regular reviews with input from experts. Collaboration with faculty, subject matter experts, and educational specialists contributes to maintaining resource relevance. Feedback from

teachers and students is actively sought and incorporated, and investments in reputable educational platforms enhance the accessibility of high-quality content. The department's commitment to upholding rigorous standards ensures an enriching and effective educational experience.

Theme: Upholding Educational Excellence through Rigorous Resource Oversight

This theme underscores the department's commitment to maintaining the highest standards of educational excellence by implementing a robust quality assurance process for learning resources. The multifaceted approach ensures that resources are not only relevant and accurate but also continually reviewed and improved, contributing to an enriching educational experience.

1. Clear Evaluation Criteria

- Emphasizing the establishment of clear criteria for evaluating learning resources, including alignment with curriculum objectives, accuracy, and suitability for diverse learning styles.

2. Regular Reviews and Updates

- Highlighting the implementation of regular reviews and updates to ensure the continued relevance and accuracy of learning resources, with input from subject matter experts and educational specialists.

3. Collaboration with Experts

- Illustrating collaborative efforts with faculty, subject matter experts, and educational specialists to enhance the quality and accuracy of learning resources.

4. Feedback-Driven Improvement

- Showcasing the active solicitation of feedback from teachers and students to address concerns promptly and make necessary improvements to learning resources.

5. Investment in Reputable Platforms

- Accentuating the commitment to investing in subscriptions to reputable educational platforms and publications to ensure access to high-quality, peer-reviewed content.

6. External Collaborations and Partnerships

- Highlighting collaborations with external experts and partnerships with educational institutions as avenues to enrich the pool of learning resources.

These sub-themes collectively contribute to the overarching theme of upholding educational excellence through rigorous oversight of learning resources within the department.

4.2.1.4 Quality Content Delivery

Table 4.7: Theme Mapping of Quality Content Delivery (Fourth Indicator)

Theme	Sub Theme
Q 1. How do you ensure that the content delivered to the students is aligned with the curriculum objectives and educational standards?	
Synchronizing Educational Delivery with Curricular Excellence	<ol style="list-style-type: none"> 1. Curriculum Mapping for Precision. 2. Faculty Training and Orientation. 3. Ongoing Curriculum Reviews. 4. Guidelines for Syllabus Design. 5. Alignment in Assessment Strategies. 6. Continuous Communication Channels
Q 2. How do you guide teachers to explain complex ideas to the students?	
Facilitating Effective Communication of Complex Concepts	<ol style="list-style-type: none"> 1. Pedagogical Techniques Workshops. 2. Mentoring for Effective Communication. 3. Resource Accessibility. 4. Collaborative Teaching Approaches. 5. Constructive Feedback Mechanisms
Q 3. How do you guide teachers to assess students' understanding during and after content delivery to ensure their understanding and address any gaps in learning?	
Ensuring Holistic Student Understanding through Comprehensive Assessment Practices	<ol style="list-style-type: none"> 1. Formative Assessment Integration. 2. Diverse Evaluation Tools. 3. Constructive Feedback Mechanisms. 4. Peer Assessment and Collaboration. 5. Regular Summative Assessments. 6. Data-Driven Decision Making

Q 1. How do you ensure that the content delivered to the students is aligned with the curriculum objectives and educational standards?

As the Head of the Department, maintaining alignment between the content delivered to students and curriculum objectives and educational standards is a paramount focus. This is achieved through a multi-faceted approach. Regular

curriculum mapping ensures a comprehensive understanding of learning objectives, and faculty members receive ongoing training and orientation to stay informed about curriculum goals. The department conducts frequent reviews, collaborating with committees and external assessors to ensure the continuous relevance of the curriculum. Clear guidelines for syllabus design assist faculty in explicitly aligning course content with curriculum objectives, promoting transparency. Assessment strategies are structured to directly measure students' mastery of intended learning outcomes, reinforcing alignment. Continuous communication channels between the department and faculty facilitate collaborative problem-solving and address any curriculum-related concerns. This holistic strategy guarantees that the content delivered aligns seamlessly with curriculum objectives and educational standards.

Theme: Synchronizing Educational Delivery with Curricular Excellence

This theme underscores the department's commitment to ensuring the seamless alignment of content delivery with curriculum objectives and educational standards. Through systematic mapping, faculty training, continuous reviews, clear guidelines, and communication channels, the department strives to maintain a harmonious connection between instructional content and established educational benchmarks.

1. Curriculum Mapping for Precision

- Emphasizing the importance of regular curriculum mapping to identify and understand specific objectives and standards that should be addressed in each course.

2. Faculty Training and Orientation

- Highlighting ongoing faculty training and orientation sessions to keep educators informed and equipped with the knowledge to align their teaching with curriculum objectives.

3. Ongoing Curriculum Reviews

- Illustrating the implementation of regular curriculum reviews, involving collaboration with committees and external assessors to ensure ongoing relevance and alignment with educational standards.

4. Guidelines for Syllabus Design

- Accentuating the provision of clear guidelines for faculty to design course syllabi, explicitly outlining how course content aligns with curriculum objectives to promote transparency.

5. **Alignment in Assessment Strategies**

- Showcasing the implementation of assessment strategies directly tied to curriculum objectives, ensuring that students are evaluated based on their mastery of intended learning outcomes.

6. **Continuous Communication Channels**

- Highlighting the establishment of continuous communication channels between the department and faculty members to address concerns, facilitate collaboration, and ensure ongoing alignment with curriculum objectives.

Q 2. How do you guide teachers to explain complex ideas to the students?

In my role as the Head of the Department, guiding teachers in effectively conveying complex ideas to students is a priority. We facilitate this through a multifaceted approach. Regular professional development workshops equip teachers with pedagogical techniques to simplify intricate concepts. Additionally, mentoring programs provide a platform for experienced teachers to share insights on effective communication strategies. The department ensures access to a diverse repository of educational resources, including visual aids and multimedia tools, to enhance teachers' ability to present complex ideas in engaging ways. Collaboration among teachers is encouraged through peer observation and collaborative lesson planning, fostering an environment where successful approaches can be shared. Establishing feedback mechanisms ensures that teachers receive constructive input on their teaching methods, particularly in simplifying complex concepts, fostering continuous improvement. This comprehensive strategy aims to empower teachers with the skills and resources necessary for successfully explaining complex ideas to students.

Theme: Facilitating Effective Communication of Complex Concepts

This theme underscores the department's commitment to supporting teachers in effectively communicating complex ideas. Through professional development, mentoring, resource provision, collaboration, and feedback mechanisms, the department aims to empower educators with the skills and resources needed for successful teaching of intricate concepts.

1. Pedagogical Techniques Workshops

- Emphasizing the organization of regular professional development workshops aimed at equipping teachers with effective pedagogical

techniques to simplify complex ideas.

2. Mentoring for Effective Communication

- Highlighting mentoring programs where experienced teachers guide their peers in honing effective communication strategies, specifically focusing on simplifying complex concepts.

3. Resource Accessibility

- Illustrating the provision of a diverse repository of educational resources, including visual aids and multimedia tools, to enhance teachers' abilities in presenting complex ideas in engaging ways.

4. Collaborative Teaching Approaches

- Accentuating the encouragement of collaboration among teachers through peer observation and collaborative lesson planning, fostering an environment for sharing successful approaches in simplifying complex concepts.

5. Constructive Feedback Mechanisms

- Showcasing the establishment of feedback mechanisms where teachers receive constructive input on their teaching methods, particularly in the realm of simplifying complex ideas, facilitating continuous improvement.

Q 3. How do you guide teachers to assess students' understanding during and after content delivery to ensure their understanding and address any gaps in learning?

In my role as the Head of the Department, guiding teachers in the assessment of students' understanding during and after content delivery is integral to our educational approach. We prioritize the incorporation of formative assessment strategies, including quizzes and class discussions, to gauge real-time comprehension. Encouraging the use of diverse assessment tools, such as projects and presentations, ensures a holistic evaluation of students' understanding and skills. Feedback mechanisms are established to provide timely and constructive input, addressing any misconceptions or gaps in comprehension. The promotion of peer assessment and collaborative activities fosters a dynamic and collaborative learning environment. Additionally, we advocate for regular summative assessments to evaluate overall understanding and identify areas requiring additional support. Emphasizing data-driven decision-making, teachers are encouraged to adapt their strategies based on assessment insights, ensuring a comprehensive and responsive approach to student

learning.

Theme: Ensuring Holistic Student Understanding through Comprehensive Assessment Practices

This overarching theme highlights the department's commitment to guiding teachers in implementing diverse and effective assessment practices to ensure a thorough understanding of students' learning during and after content delivery. Through formative assessments, varied evaluation tools, constructive feedback mechanisms, peer collaboration, and regular summative assessments, the department aims to foster a holistic approach to student learning, addressing potential gaps in comprehension and promoting continuous improvement.

1. Formative Assessment Integration

- Emphasizing the incorporation of formative assessment strategies, such as quizzes, polls, and class discussions, during content delivery to gauge real-time student comprehension.

2. Diverse Evaluation Tools

- Highlighting the encouragement of diverse assessment tools, including projects, presentations, and practical applications, to assess different facets of students' understanding and skills.

3. Constructive Feedback Mechanisms

- Illustrating the establishment of feedback mechanisms where teachers provide timely and constructive feedback to address misconceptions or gaps in student comprehension.

4. Peer Assessment and Collaboration

- Promoting the use of peer assessment and collaborative activities, enabling students to evaluate each other's understanding and fostering a collaborative learning environment.

5. Regular Summative Assessments

- Advocating for the implementation of regular summative assessments to evaluate overall understanding and identify areas requiring additional support.

6. Data-Driven Decision Making

- Encouraging teachers to use assessment data for informed decision-making, adapting teaching strategies based on insights gained from student

performance.

These sub-themes collectively contribute to the overarching theme of ensuring holistic student understanding through comprehensive assessment practices within the department.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION & RECOMMENDATIONS

5.1 Summary

This study delved deeply into the intricate dynamics between leadership styles and teaching quality indicators in higher education. The primary research objectives focused on uncovering the impact of various leadership styles on teaching quality, with particular attention to demographic variations among educators and administrators. Guided by well-structured hypothesis and specific research questions, the study employed a robust mixed-methods approach to gather and analyze data.

The quantitative component of the research involved detailed statistical analyses, including correlation and mean tests, which revealed statistically significant correlations between leadership styles and different facets of teaching quality. For example, the analysis showed that directive leadership had a strong positive correlation with students' contribution, suggesting that this relationship often coexist. However, there was a weak negative correlation between achievement-oriented leadership styles and the perceived quality of content, indicating that an increase in achievement-oriented leadership might slightly diminish the perceived quality of the educational content delivered.

Complementing the quantitative data, qualitative insights were derived from in-depth interviews with participants, which were analyzed thematically. These interviews provided a rich contextual depth to the quantitative findings, illustrating how different leadership styles are perceived and experienced in real educational settings. Themes such as the importance of student contribution, the learning environment, and the availability of learning resources emerged as critical factors influencing teaching quality.

The study's methodology was marked by rigorous pilot testing and validation processes, enhancing the reliability and credibility of the findings. The mixed-methods approach allowed for a comprehensive exploration of the research questions, integrating numerical data with personal experiences and perceptions to paint a detailed picture of the impact of leadership on teaching quality.

In interpreting the results, the study critically assessed their implications, tying them to existing literature and conceptual framework. This critical assessment highlighted both the strengths and limitations of the research. While the study acknowledged certain limitations, such as the potential for response bias and the constraints of the sample size, it nonetheless made a significant contribution to scholarly understanding.

The findings underscore the complex interplay between leadership and teaching quality in higher education. The results showed that leadership styles indeed had a noticeable relationship with teaching quality indicators. For instance, directive leadership was positively associated with structured guidance and goal-setting but negatively correlated with the perceived quality of content. Supportive and participative leadership styles were generally linked with better learning environments and higher student contributions, reflecting the nuanced ways in which leadership influences educational outcomes.

This comprehensive exploration sets the stage for future research endeavors in this evolving field. The study not only adds to the existing body of knowledge but also provides practical insights for educational leaders seeking to enhance teaching quality through effective leadership practices. Future research could build on these findings by exploring additional variables, expanding the sample size, and employing longitudinal designs to further elucidate the long-term effects of leadership styles on teaching quality.

5.2 Findings

This section of chapter five deals with the findings from both the quantitative and qualitative phases signifying a balanced research approach, leveraging the strengths of statistical analyses and thematic analysis. The quantitative phase employs correlation and mean tests to unravel numerical relationships and statistical significance, providing quantitative insights into the relationship between leadership styles and quality teaching. Simultaneously, the qualitative phase, conducted through thematic analysis, focuses on exploring the contextual richness and deeper meanings within the data, capturing the intricacies of how leadership styles impact teaching quality in diverse settings. This combined approach ensures a comprehensive and nuanced exploration of the research questions, enriching the overall depth and breadth of the study.

5.2.1 Findings of Quantitative Data

This study's findings revealed significant insights into the relationship between leadership styles and teaching quality indicators in higher education.

5.2.1.1 Leadership Styles Practiced by Head of Departments

1. **Directive Leadership:** The most commonly practiced leadership style among Heads of Departments (HoDs), with a mean value of 6.38, indicating that HoDs usually provide clear expectations and specific guidance to their team members.
2. **Achievement-Oriented Leadership:** The least practiced leadership style, with a mean value of 5.50, suggesting that while it is used often, it is less predominant compared to other styles like directive, supportive, and participative leadership.

5.2.1.2 Quality Teaching Practices by Teachers

1. **Student's Contribution:** Teachers strongly agree on the importance of students' active contributions to the learning process, as evidenced by the highest mean value of 4.63.
2. **Quality of Content:** The lowest mean value of 3.36 indicates a neutral stance on the quality of the teaching content, suggesting that teachers perceive the quality of content provided in teaching as moderate.

5.2.1.3 Correlation between Leadership Styles and with Quality Teaching Indicators

1. **Directive Leadership and Achievement-Oriented Leadership:** There is a strong positive correlation (0.889**), indicating that HoDs who practice directive leadership are very likely to also engage in achievement-oriented leadership. Results also show that directive leadership also highly correlates with students contribution (216**)
2. **Achievement Oriented Leadership and Quality of Content:** Finding from table 4.3 also reveals that there is a weak negative correlation (-0.187*), between achievement-oriented leadership and quality of content.

5.2.2 Findings of Qualitative Data

1. The findings from the provided statement of question 1 indicate a proactive approach to leadership focused on fostering collaboration and open communication among teachers. The emphasis on a student-centered approach is aligned with contemporary educational paradigms that prioritize active student involvement. The promotion of mentorship programs and training in interactive teaching methods suggests a commitment to enhancing teaching

strategies. This approach aims to empower teachers to create dynamic and engaging learning environments, reflecting a leadership style that values continuous improvement and innovation in pedagogy. Overall, the findings suggest a leadership orientation towards student-centered, collaborative, and dynamic teaching practices.

2. The findings from the provided answer of second question in the interview, underscore a proactive leadership approach centered on fostering collaboration and motivation among teachers. The organization of regular brainstorming sessions and workshops demonstrates a commitment to create a supportive professional community. The collective exploration of innovative teaching methods and the integration of technology align with a progressive stance on educational practices. The encouragement of cross-disciplinary initiatives indicates a holistic approach to curriculum development. Moreover, the maintenance of open communication channels for feedback signifies a leadership style that values continuous improvement and a collaborative spirit. Overall, the findings suggest a leadership orientation that actively promotes collaboration, innovation, and a motivating learning environment for both teachers and students.
3. The findings highlight a proactive leadership approach focused on collaboration and motivation. Regular sessions and workshops demonstrate a commitment to a supportive professional community, aligned with progressive educational practices. Encouragement of cross-disciplinary initiatives indicates a holistic approach, and open communication channels underscore a commitment to continuous improvement. Overall, the findings suggest a leadership orientation promoting collaboration, innovation, and a motivating learning environment.
4. The findings suggest a multifaceted approach to fostering a positive and inclusive learning environment. Emphasizing professional development in inclusive teaching practices indicates a commitment to equipping teachers with essential skills. The promotion of open communication and collaboration fosters a supportive community for sharing insights. Workshops on cultural competence and diversity highlight a dedication to addressing diverse student needs. Overall, the findings underscore a comprehensive strategy for creating an inclusive educational environment.
5. The findings highlight a notable initiative led by the Head of Department to

enhance the overall learning environment. The implementation of a student-led mentorship program signifies a proactive approach to student support. The program's emphasis on academic guidance, emotional support, and community-building aligns with fostering positive relationships and collaboration among students. The reported positive ripple effect throughout the department emphasizes the program's impact on creating a more inclusive and supportive learning atmosphere, ultimately enriching the educational experience for students.

6. As the Head of the Department, we prioritize creating an interactive classroom environment, and to support our teachers in achieving this, several measures are in place. First and foremost, we conduct regular workshops and training sessions focused on incorporating interactive teaching methodologies. These sessions cover various techniques, such as the use of multimedia, technology integration, and interactive activities to engage students actively. Additionally, we provide access to modern teaching aids and technologies, ensuring that classrooms are equipped with interactive whiteboards, multimedia projectors, and other tools to facilitate dynamic and engaging lessons. Faculty members are encouraged to explore and implement these resources in their teaching practices. Furthermore, we foster a culture of collaboration among teachers, encouraging them to share successful interactive teaching strategies and innovative approaches. Peer observation and feedback mechanisms are established to promote continuous improvement in making classes more interactive and engaging. Over all, our department is committed to providing comprehensive support and resources to empower teachers in creating interactive and participatory learning experiences for students.
7. The findings suggest a proactive approach by the Head of the Department to facilitate teachers' access to multimedia resources for quality teaching. This involves the establishment of an efficient resource request process, allocation of a dedicated budget, and conducting workshops to enhance teachers' familiarity with multimedia tools. The emphasis on collaboration through a centralized digital repository indicates a commitment to creating a supportive and continuously improving teaching environment.
8. The findings highlight a comprehensive approach by the Head of the Department to assist teachers in utilizing learning resources effectively. This

involves regular professional development sessions, facilitated access to online courses, and encouragement for participation in conferences and webinars. The fostering of a collaborative environment through peer mentoring and collaborative projects, along with the maintenance of a centralized repository, indicates a commitment to empowering teachers with knowledge, skills, and resources for effective teaching.

9. The findings reveal a practical approach by the Head of the Department to foster collaboration among teachers. Regular workshops, interdisciplinary projects, and the promotion of innovative teaching methods showcase a commitment to cross-disciplinary approaches. Peer observation, departmental meetings, and digital platforms contribute to a culture of mutual support and continuous improvement. The establishment of professional learning communities and mentoring programs indicates a strategic effort to enhance collaboration, empowering teachers to collectively contribute to ongoing improvements in teaching quality.
10. Findings also showed that, The Head of the Department employs a comprehensive strategy to ensure the relevance and quality of learning resources. This involves clear evaluation criteria, prioritization of up-to-date content, and collaboration with experts. Active feedback incorporation and investments in reputable platforms further enhance the educational experience.
11. The findings from the provided statement indicate a strong commitment to maintaining alignment between delivered content and curriculum objectives and standards. Through regular curriculum mapping, faculty training, and ongoing reviews, the department ensures a comprehensive understanding of learning objectives and promotes continuous relevance. Clear guidelines and structured assessment strategies contribute to transparency and effective alignment. The emphasis on communication channels further facilitates collaboration, ensuring a seamless alignment between delivered content and educational standards. Overall, the findings suggest a comprehensive and proactive approach to curriculum alignment and adherence to educational standards.
12. The findings emphasize a strategic and comprehensive approach to guide teachers in effectively conveying complex ideas. Through regular professional development, mentoring programs, and access to diverse educational resources,

the department prioritizes equipping teachers with pedagogical techniques. Collaboration and feedback mechanisms further contribute to creating an environment where successful approaches can be shared, fostering continuous improvement. Overall, the findings highlight a commitment to empowering teachers with the skills and resources necessary for successfully explaining complex ideas to students.

13. The findings emphasize a comprehensive approach to student assessment, prioritizing real-time comprehension through formative assessments like quizzes and discussions. Diverse assessment tools, peer collaboration, and timely feedback mechanisms contribute to a holistic evaluation. Regular summative assessments and data-driven decision-making further ensure adaptability and responsiveness in addressing student learning needs. The department's commitment to effective assessment practices is evident in its dynamic and collaborative learning environment.

5.2.3 Triangulation of Quantitative and Qualitative Results

5.2.3.1 Directive Leadership

- 1 **Quantitative Results:** The quantitative data shows that Directive Leadership is the most commonly practiced leadership style among HoDs, with a mean value of 6.38. There is a strong positive correlation between Directive Leadership and Achievement-Oriented Leadership (0.889**). Results also show that directive leadership also highly correlates with students' contribution (216**).
- 2 **Qualitative Results:** The qualitative findings reveal a proactive approach to leadership, emphasizing clear guidance, collaboration, and open communication. The emphasis on interactive teaching methods and mentorship programs aligns with the characteristics of Directive Leadership.
- 3 **Triangulation:** Both sets of data indicate that Directive Leadership is prevalent and valued for its clarity and structured approach. The qualitative data supports the quantitative finding by highlighting the proactive and collaborative nature of directive leaders.

5.2.3.2 Achievement-Oriented Leadership

1. **Quantitative Results:** Achievement-Oriented Leadership is the least practiced leadership style, with a mean value of 5.50. There is a weak negative correlation (-0.187*), between achievement-oriented leadership and quality of content.

2. **Qualitative Results:** While not explicitly focused on Achievement-Oriented Leadership, the qualitative findings emphasize the importance of high expectations and continuous improvement, which are key aspects of achievement-oriented leadership.
3. **Triangulation:** The quantitative data shows a lesser emphasis on Achievement-Oriented Leadership, but the qualitative findings suggest that aspects of this leadership style, such as setting high expectations, are still important and integrated into overall leadership practices.

5.2.3.3 Students' Contribution

1. **Quantitative Results:** Teachers strongly agree on the importance of students' active contributions to the learning process, as indicated by the highest mean value of 4.63.
2. **Qualitative Results:** The qualitative data supports this by emphasizing student-centered teaching practices, active student involvement, and mentorship programs designed to foster student engagement.
3. **Triangulation:** Both quantitative and qualitative data consistently highlight the importance of students' contribution to the learning process, reinforcing the significance of student engagement in quality teaching.

5.2.3.4 Quality of Content

1. **Quantitative Results:** Quality of Content has the lowest mean value of 3.36, suggesting a neutral stance. There is a weak negative correlation with Achievement-oriented Leadership.
2. **Qualitative Results:** The qualitative findings indicate efforts to improve content quality through professional development, curriculum alignment, and feedback mechanisms.
3. **Triangulation:** The quantitative data's neutral stance on content quality is complemented by qualitative efforts to enhance content through various strategies, suggesting an ongoing focus on improving teaching content despite current perceptions.

These major results indicate that while Directive Leadership is predominant and valued for its clarity and high expectations, there is a need to balance it with practices that enhance content quality and inclusivity, ensuring a holistic and dynamic educational environment

5.3 Conclusion

This study aimed to analysis the impact of leadership styles on the quality of teaching in the institutions of higher education. The research objectives were to evaluate the leadership styles of Heads of Departments (HODs), investigate quality teaching techniques, and examine the relationships between these variables. A mixed-methods approach and parallel research design were used to achieve the objectives of the study. The population of the study was comprised of 16 Head of Departments and 376 teachers in Public sector universities in Islamabad. The sample size of the study was comprised of 16 Head of Departments and 188 teachers in Public sector universities in Islamabad. The study used purposive sampling for institutions, stratified selection for instructors, and convenient sampling for HODs. Three research instruments were used to collect data from the respondents of study.

This study presented a comprehensive analysis of the relationship between leadership styles and teaching quality indicators in higher education, offering key insights from both quantitative and qualitative findings. The quantitative results revealed that directive leadership, prevalent among Heads of Departments (HoDs), was strongly associated with achievement-oriented practices. HoDs who set clear expectations and goals tend to drive high performance within their teams. However, a weak negative correlation between directive leadership and content quality was observed.

Further correlation analysis demonstrated that supportive and participative leadership styles positively impact the learning environment, contributing to greater student involvement and better teaching practices. These styles are more likely to foster collaboration and create a conducive atmosphere for active learning. The qualitative findings reinforce the importance of a proactive leadership approach, focusing on collaboration, innovation, and motivation.

In conclusion, this study highlights that while directive leadership is effective in achieving high performance, supportive and participative leadership styles better contribute to holistic teaching quality. The department's efforts in fostering innovation, collaboration, and inclusive practices underscore its dedication to creating a dynamic and enriching educational experience.

5.4 Discussion

The discussion section of Chapter 5 provides a comprehensive exploration and

interpretation of the study's findings, shedding light on the implications and significance of the results. It serves as the intellectual heart of the thesis, offering a platform to synthesize the quantitative and qualitative findings, connect them to existing literature, and draw meaningful conclusions. Discussion of the present study based on the objectives detail is here under discussed:

5.4.1 Objective No 1: To assess styles of leadership practiced by the Head of Departments at higher education level

1. Directive Leadership

Directive leadership emerged as the most commonly practiced style among HoDs, with a mean value of 6.38, indicating it is "usually" practiced. This style is characterized by providing clear expectations, specific guidance, and structured directions to team members. Previous studies have shown that directive leadership is effective in contexts where tasks are complex and require clear instructions for successful execution (House, 1971; House & Mitchell, 1974). The high mean value suggests that HoDs in this study prefer a leadership style that minimizes ambiguity and ensures that departmental goals and procedures are well understood by all members.

Further, supporting these findings, Bensimon, Neumann, and Birnbaum (1989) highlighted that directive leadership can be effective in ensuring compliance and maintaining order in academic settings, although it may sometimes stifle creativity and innovation. Similarly, Blase and Blase (2000) found that directive leadership is beneficial for achieving short-term goals but might not foster a collaborative and open academic environment.

2. Supportive and Participative Leadership

Supportive leadership, with a mean value of 6.20, and participative leadership, with a mean value of 6.01, were also commonly practiced styles, both indicated as "usually" practiced. Supportive leadership involves showing concern for team members' well-being and providing a nurturing environment, which has been found to enhance job satisfaction and reduce stress (Yukl, 2012). Participative leadership, which emphasizes involving team members in decision-making processes, fosters a sense of ownership and collaboration (Somech, 2006).

The high mean values for supportive and participative leadership suggest that HoDs recognize the importance of maintaining a positive and inclusive work environment. This is consistent with the findings of Kouzes and Posner (2002), who argued that effective leaders engage their teams by being supportive and involving

them in key decisions. Similarly, Lambert et al. (2002) emphasized that participative leadership leads to shared decision-making, which enhances the commitment and motivation of faculty members.

Other studies, such as those by Spillane, Halverson, and Diamond (2004), have also found that supportive and participative leadership styles contribute to a positive school climate and improved teaching practices. Leithwood and Jantzi (1999) further noted that supportive leadership can help in building trust and promoting a culture of continuous improvement in educational settings.

3. Achievement-Oriented Leadership

Achievement-oriented leadership had the lowest mean value (5.50), indicating it is practiced "often," but less frequently compared to the other styles. This style focuses on setting high standards and challenging goals, motivating team members to achieve excellence (House & Mitchell, 1974). The lower frequency of this style may reflect the complexity and diverse needs of higher education environments, where excessive focus on achievement might not always be suitable.

Supporting these findings, a study by Rowold and Schlotz (2009) demonstrated that achievement-oriented leadership, when balanced with other leadership styles, can enhance performance and job satisfaction among faculty members. Similarly, Eagly, Johannesen-Schmidt, and van Engen (2003) found that achievement-oriented leadership is effective in driving high performance but needs to be balanced with supportive behaviors to avoid burnout and stress.

4. Comparison with Previous Studies

The findings of this study align with several key themes in the existing literature on educational leadership. Previous research has highlighted the importance of adapting leadership styles to the specific needs and contexts of educational institutions (Leithwood & Jantzi, 2005; Hallinger, 2011). The prevalence of directive leadership in this study supports the idea that clarity and direction are crucial in academic settings, particularly in ensuring that educational standards are met and that departmental goals are achieved (Bush, 2003).

The significant practice of supportive and participative leadership underscores the value of fostering a collaborative and supportive work environment in higher education (Spillane et al., 2004). This aligns with the transformational leadership theory, which emphasizes the role of leaders in inspiring and motivating their teams through support and participation (Bass & Riggio, 2006).

Additionally, the study's findings on achievement-oriented leadership are supported by research indicating that high standards and challenging goals can drive academic excellence, provided they are balanced with supportive and inclusive practices (Bryman, 2007; Day et al., 2009).

Overall, the study contributes to a deeper understanding of the leadership styles practiced by HoDs in higher education, highlighting the nuanced ways in which different styles impact departmental effectiveness and teaching quality. Future research should continue to explore the dynamic interplay between leadership styles and their influence on educational outcomes, considering the evolving nature of higher education leadership.

5.4.2 Objective No 2: To investigate the practices of quality teaching at higher education level

This study investigates the practices of quality teaching at higher education level, focusing on key variables such as student's contribution, learning environment, learning resources, and quality of content. The findings provide valuable insights into the current state of teaching practices and their alignment with established educational theories and research

1. Student's Contribution

The highest mean value of 4.63 for student's contribution, with respondents "strongly agreeing" on its importance, underscores the significant role students play in the teaching-learning process. Student engagement and active participation are critical components of effective teaching practices.

Previous studies have consistently highlighted the positive impact of student involvement on learning outcomes. Chickering and Gamson (1987) emphasized that encouraging student-faculty contact and cooperation among students leads to better learning. Trowler and Trowler (2010) further elaborated that student engagement positively correlates with academic success and personal development. Kuh (2009) also noted that institutions with higher levels of student engagement typically see improved retention and graduation rates.

Incorporating student feedback into teaching practices ensures that the instruction is responsive to their needs and promotes a more inclusive and effective learning environment. This aligns with the constructivist approach, which posits that learning is an active, student-centered process (Piaget, 1972; Vygotsky, 1978).

2. Learning Environment

The learning environment received a mean value of 4.52, with respondents "agreeing" on its importance. A conducive learning environment is crucial for effective teaching and learning, encompassing physical, psychological, and social aspects.

Research has shown that a positive learning environment enhances student motivation, engagement, and academic performance. Fraser (1998) identified that classroom environments significantly influence student outcomes, while Gentry and Springer (2002) found that supportive and well-structured environments promote better learning experiences. Furthermore, Ambrose et al. (2010) emphasized that creating a respectful, inclusive, and intellectually stimulating environment is vital for fostering deep learning.

The importance of a supportive learning environment is also reflected in the principles of social learning theory (Bandura, 1977), which highlights the role of social interactions and observational learning in shaping behaviors and knowledge acquisition.

3. Learning Resources

Learning resources received a mean value of 3.80, with respondents "agreeing" on their importance. Effective learning resources, including textbooks, digital tools, and supplementary materials, are essential for enhancing the quality of education.

Studies have shown that the availability and utilization of diverse learning resources positively impact student learning. Mayer (2009) demonstrated that multimedia resources improve comprehension and retention, while Hattie (2009) emphasized the significant effect size of effective feedback and instructional materials on student achievement. Additionally, the integration of technology in education, as highlighted by Cuban (2001) and Laurillard (2012), has transformed teaching practices by providing interactive and personalized learning experiences.

The use of varied and high-quality learning resources aligns with the principles of differentiated instruction (Tomlinson, 2001), which advocate for tailoring teaching methods and materials to meet the diverse needs of students.

4. Quality of Content

The quality of content received a mean value of 3.36, indicating a "neutral" stance among respondents. This suggests that while content quality is recognized, there may be variability in its delivery and perceived effectiveness.

Content quality is a fundamental aspect of effective teaching, as it directly

influences student understanding and knowledge acquisition. Previous research has emphasized the need for rigorous, relevant, and up-to-date content in higher education. Biggs and Tang (2011) argued that high-quality content should align with learning outcomes and be intellectually challenging to promote higher-order thinking skills.

Moreover, Shulman (1987) introduced the concept of pedagogical content knowledge (PCK), highlighting that effective teaching requires not only mastery of subject matter but also the ability to convey it in a comprehensible and engaging manner. This underscores the importance of continuous curriculum development and teacher professional development to maintain and enhance content quality.

5. Comparison with Previous Studies

The findings of this study align with existing literature on quality teaching practices in higher education. The emphasis on student contribution reflects the growing recognition of active learning and student-centered approaches in contemporary pedagogy (Freeman et al., 2014). The significant importance of the learning environment corroborates the findings of Fraser (1998) and Gentry and Springer (2002), who highlighted its impact on student outcomes.

The agreement on the importance of learning resources aligns with Mayer (2009) and Hattie (2009), who demonstrated their critical role in enhancing learning. However, the neutral stance on the quality of content suggests a need for ongoing evaluation and improvement of curricular materials, as emphasized by Biggs and Tang (2011) and Shulman (1987).

Overall, this study contributes to the understanding of quality teaching practices in higher education, emphasizing the need for a holistic approach that integrates student engagement, supportive learning environments, effective resources, and high-quality content. Future research should explore the specific factors influencing these variables and develop strategies to enhance teaching practices across diverse educational contexts.

5.4.3 Objective No 3: To analyze the interrelationship between leadership styles of HODs and Quality teaching practices of Teachers

This objective explores how different leadership styles practiced by Heads of Departments (HoDs) correlate with various quality teaching indicators. The findings from the correlation analysis reveal several significant relationships that provide insights into the dynamics between leadership practices and teaching quality in higher education.

1. Directive Leadership

Directive leadership, characterized by providing clear instructions and structured guidance, shows a high correlation with achievement-oriented leadership ($r = .889$, $**p < .01$). This suggests that HoDs who exhibit directive leadership are also likely to focus on setting challenging goals and driving performance. This aligns with the notion that directive leaders often emphasize achieving high standards, which is consistent with their role in providing clear expectations and directions.

Directive leadership exhibits a strong positive correlation with students' contribution ($r = .216$, $**p < .01$), indicating that while directive leadership does impact student engagement, the relationship is strong. This might reflect that while directive leaders ensure clarity and structure, they may necessarily create a highly participative or engaging environment for students. Results of table 4.3 also reveal that Directive Leadership emerged as a leadership style with a strong correlation with achievement-oriented leadership ($r = .889$, $**p < .01$). This high correlation suggests that HoDs who practice directive leadership, characterized by providing clear instructions and structured guidance, also tend to focus on setting challenging goals and driving performance. This relationship supports the notion that directive leadership aligns well with achievement-oriented practices, enhancing goal clarity and performance standards. Recent studies reinforce this view, with Kim and Kuo (2020) demonstrating that directive leadership enhances team clarity and goal alignment in academic settings. Chen and Hou (2021) also confirm the effectiveness of directive leadership in providing clear expectations, further supporting the observed correlation.

2. Supportive Leadership

Supportive leadership, which emphasizes concern for team members' well-being and fostering a supportive environment, has a moderate correlation with learning resources ($r = .201$, $**p < .01$). This suggests that HoDs who practice supportive leadership are likely to facilitate access to and the utilization of learning resources. This finding supports the idea that supportive leaders enhance the quality of teaching by ensuring that teachers have the necessary tools and resources.

However, supportive leadership shows a weak correlation with students' contribution ($r = .065$) and the learning environment ($r = .088$). This may imply that while supportive leadership positively influences resource provision, its direct impact on student engagement and the overall learning environment is less pronounced.

Supportive Leadership is associated with a moderate correlation with learning resources ($r = .201$, $**p < .01$), indicating that HoDs who practice supportive

leadership, characterized by concern for team members' well-being and fostering a supportive environment, are likely to facilitate access to and utilization of learning resources. This finding is consistent with recent research by Goh and Ho (2022), which shows a positive impact of supportive leadership on faculty job satisfaction and academic performance. Liu and Li (2023) also highlight the role of supportive leadership in enhancing teaching quality and faculty well-being, aligning with the observed correlation between supportive leadership and learning resources.

3. Participative Leadership

Participative leadership, which involves including team members in decision-making processes, shows a strong correlation with supportive leadership ($r = .890$, $**p < .01$). This indicates that HoDs who practice participative leadership are also likely to adopt supportive practices, creating a collaborative and nurturing environment. This correlation reflects the alignment between involving team members in decisions and showing concern for their well-being.

The correlation with students' contribution is also significant ($r = .168$, $*p < .05$), suggesting that participative leadership positively influences student engagement. By involving students in the learning process, participative leaders foster a sense of ownership and collaboration, which enhances students' contribution to their own learning.

Participative Leadership shows a strong correlation with supportive leadership ($r = .890$, $**p < .01$), indicating that HoDs who involve team members in decision-making processes are also likely to adopt supportive practices, creating a collaborative and nurturing environment. This finding supports the alignment between participative and supportive leadership styles. Nguyen and Nguyen (2021) find that participative leadership significantly enhances student engagement, which is consistent with the correlation between participative leadership and student contribution observed in this study. Wang and Zhang (2022) further support the positive impact of participative leadership on teaching effectiveness and student involvement.

4. Achievement-Oriented Leadership

Achievement-oriented leadership, focused on setting high standards and challenging goals, shows a strong positive correlation with directive leadership ($r = .889$, $**p < .01$). This high correlation underscores the alignment between setting ambitious goals and providing clear directions for achieving those goals.

Achievement-oriented leadership exhibits a weak correlation with the quality of content

($r = -.187$, $*p < .05$), indicating that while achievement-oriented leaders may focus on high performance, their impact on the quality of the content delivered might be less direct. This suggests that achievement-oriented leadership might not always translate into enhanced content quality, possibly due to its emphasis on performance metrics rather than content development.

Achievement-Oriented Leadership exhibits a significant correlation with directive leadership ($r = .889$, $**p < .01$), highlighting the alignment between setting high standards and providing clear directions. Park and Kim (2022) explore how achievement-oriented leadership impacts faculty performance and satisfaction, supporting the observed relationships with directive leadership. Jiang and Li (2023) emphasize the need for balancing achievement-oriented leadership with supportive practices to avoid burnout and ensure high performance, reflecting the nuanced application of achievement-oriented leadership in higher education contexts.

5.4.4 *Quality Teaching Indicators*

1. Student's Contribution

Students' contribution displayed the strongest correlation with the Quality Teaching Indicators (QTI) Scale ($r = .670$, $**p < .01$), suggesting that higher levels of student engagement are strongly associated with improved teaching quality. This indicates that when students are more actively involved in the learning process, the overall quality of teaching tends to enhance. This finding underscores the importance of student engagement in enhancing teaching quality. Zhou and Wang (2023) support this perspective, highlighting the positive relationship between a supportive learning environment and improved teaching quality. Their research aligns with the idea that increased student contribution leads to better educational outcomes, emphasizing that engaged students contribute significantly to higher quality teaching.

2. Learning Environment

The learning environment shows a robust correlation with the QTI Scale ($r = .880$, $**p < .01$), reflecting that a positive and supportive learning environment is strongly related to higher teaching quality. This correlation aligns with research suggesting that a stimulating and supportive environment enhances teaching effectiveness and student outcomes. Zhou and Wang (2023) further reinforce this finding, noting that a supportive learning environment is crucial for improving teaching quality. This study underscores the importance of creating an environment that fosters engagement and provides a conducive atmosphere for learning, which directly impacts

teaching quality.

3. Learning Resources

Learning resources exhibit a moderate correlation with the QTI Scale ($r = .462$, $**p < .01$), highlighting the role of adequate resources in supporting quality teaching. This correlation reinforces the importance of having access to appropriate and sufficient learning resources to facilitate effective teaching. Teng and Liang (2021) support this view, demonstrating that well-resourced teaching environments are essential for achieving high-quality teaching outcomes. Their findings emphasize that the availability of learning resources contributes significantly to the effectiveness of teaching practices, aligning with the observed correlation between learning resources and teaching quality.

4. Quality of Content

Quality of content is significantly correlated with learning resources ($r = .466$, $*p < .05$), indicating that the availability and quality of resources positively impact the content delivered. This correlation suggests that well-resourced teaching environments support the development and delivery of high-quality content. By providing adequate resources, instructors can enhance the quality of the educational materials and the overall content presented to students. This relationship highlights the critical role of resources in ensuring that teaching content is comprehensive and effective.

5. Comparison with Previous Studies

The correlations observed in this study align with several key findings from existing research. For instance, the strong relationship between directive and achievement-oriented leadership supports the idea that clear directives and high performance goals are interconnected (House & Mitchell, 1974). Similarly, the association between participative leadership and supportive practices aligns with the work of Kouzes and Posner (2002), who found that involving team members in decisions fosters a supportive environment.

The significant correlations between teaching quality indicators and the learning environment, as well as student contribution, reinforce the findings of Freeman et al. (2014), who highlighted the impact of a positive learning environment on teaching quality. The moderate relationship between learning resources and teaching quality reflects the importance of adequate resources, as noted by Mayer (2009).

Overall, the correlations provide valuable insights into how different leadership styles influence various aspects of teaching quality, emphasizing the importance of aligning

leadership practices with the needs of educational contexts to enhance teaching effectiveness. Future research should explore these relationships further to understand the mechanisms through which leadership styles impact teaching practices and student outcomes.

5.4.5 Theoretical Contribution of the Study

The theoretical contribution of this study lies in its detailed exploration of leadership styles in higher education, particularly among Heads of Departments (HoDs). The finding that directive leadership is the most commonly practiced style contributes to the broader understanding of leadership behaviors in academic settings. It highlights that HoDs often prioritize clear guidance, expectations, and control in their leadership approach. This adds to existing literature by confirming the dominance of directive leadership in environments where structure and performance management are essential.

Additionally, the study's revelation that achievement-oriented leadership had the lowest mean value (5.50) provides insight into the underutilization of goal-setting and motivational strategies within academic leadership. This suggests that HoDs may focus less on inspiring higher performance and more on maintaining control and order, which could have implications for fostering innovation and excellence in teaching.

By applying the Path-Goal Theory to the context of higher education, this study broadens the application of leadership theory in academic institutions, offering a nuanced understanding of how different leadership styles influence teaching quality. It emphasizes the need for a balance between directive leadership and more supportive, participatory, and achievement-oriented approaches to enhance both leadership effectiveness and teaching outcomes. This contribution enriches leadership theory by providing empirical evidence of the specific dynamics at play in higher education leadership.

5.5 Recommendations

Based on the findings of the research, several recommendations were proposed to enhance leadership effectiveness and teaching quality in higher education. These recommendations aim to address the specific insights gained from the study:

1. The finding of the study revealed that achievement-oriented leadership is identified as the least practiced leadership style, it plays a crucial role in fostering high standards. Heads of Departments (HoDs) should make a more

deliberate effort to promote achievement-oriented leadership through targeted professional development. Training programs can focus on goal-setting, motivating teachers to set high expectations, and maintaining rigorous academic standards.

2. While directive leadership is effective in providing clear expectations and enhancing decision-making, there is room to integrate more participative and supportive leadership styles. HODs should encourage collaboration and open communication with faculty to foster a more inclusive environment. This will empower teachers and encourage innovative teaching methods, enhancing both teacher satisfaction and student engagement
3. The findings indicate that the quality of content is seen as moderate and is negatively correlated with achievement-oriented leadership. To address this, HoDs should focus on continuous professional development initiatives that support faculty in designing engaging, relevant, and high-quality curriculum content.
4. Since student contributions to the learning process received the highest mean value, it is recommended that HODs and teachers build on this strength by promoting student-centered learning. Methods such as active learning, group projects, and peer teaching can further enhance student participation. Providing platforms for students to contribute ideas and feedback can improve the overall learning experience.
5. The strongest correlation was between directive leadership and student contributions, but other leadership styles, like supportive and participatory, could also enhance teaching quality. HODs should be trained to diversify their leadership styles depending on the context, promoting a dynamic learning environment where both teachers and students thrive.
6. To improve leadership effectiveness, it is recommended that institutions offer professional development programs focused on leadership training for HODs. These programs should emphasize a balanced use of leadership styles, goal-setting techniques, and strategies to support teachers in improving content quality and student engagement.

5.7 Limitation of the Study

A limitation of this study is that the researcher intended to conduct interviews

with 16 Heads of Departments (HoDs) for qualitative data collection. However, due to the unavailability of three HoDs because of their official duties, only 13 interviews were completed. This reduction in the number of respondents may have limited the depth and diversity of insights gathered, potentially affecting the comprehensiveness of the qualitative finding.

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Appendix A: Topic Approval Letter



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

ML-1-4/2023/Edu

Dated: 31st January 2023

To: Salma Qaisar (28 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 Saira Nudrat (Supervisor)

Assistant Professor

Department of Educational Sciences, NUML, Islamabad.

b. Thesis Title

Leadership Styles and Quality Teaching at Higher Education Level: A Correlational Study

c. Theme: Educational leadership

d. Practical Application: Pedagogical Implication

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. Waqar Shahid
Head

Department of Educational Sciences

Distribution:

Ms. Salma Qaisar (MPhil Scholar)

Dr. Saira Nudrat (Thesis Supervisor)

Appendix B: Tool 1 Leadership and Characteristics Assessment Scale

TOOL 1

LEADERSHIP CHARACTERISTICS ASSESSMENT SCALE (LCAS)

This questionnaire contains questions about different styles of path goal leadership. Each statement indicates what is true of your own ~~behaviour~~ ~~behaviour~~.

Key: 1 = Never 2 = Hardly ever 3 = Seldom 4 = Occasionally 5 = Often 6 = Usually 7 = Always

Part A Demographic Information

1. Gender:

1	2
Male	Female

2. Qualification:

a) Academic:

1	2	3	4	5
B.A	M.A	M.Phil.	Ph.D.	Other

b) Professional:

1	2	3	4
CT	B. Ed	M. Ed	Other

3. Name of Organization (University): _____

4. Total Teaching Experience

1	2	3	4
1-7 Years	8-14 Years	15-21 Years	More than 21 Years

Instructions: This questionnaire contains questions about different styles of path- goal leadership. Indicate how often each statement is true of your own behavior.

Key: SA stands for Strongly Agree, A for Agree, UD for Undecided, DA for Disagree and SD for Strongly Disagree

TOOL 1 LEADERSHIP CHARACTERISTICS ASSESSMENT SCALE (LCAS)

Part B

Sr	Directive Leadership Style	Never	Hardly ever	Seldom	Occasionally	Often	Usually	Always
1.	I let subordinates know what is expected of them.	1	2	3	4	5	6	7
2.	I inform subordinates about what needs to be done and how it needs to be done.	1	2	3	4	5	6	7
3.	I ask subordinates to follow standard rules and regulations	1	2	3	4	5	6	7
4.	I explain the level of performance that is expected of subordinates	1	2	3	4	5	6	7
5.	I clearly explain of what is expected of subordinates on the job	1	2	3	4	5	6	7
Supportive Leadership Style								
1.	I maintain a friendly working relationship with subordinates	1	2	3	4	5	6	7
2.	I do little things to make it pleasant to be a member of the group	1	2	3	4	5	6	7
3.	I say things that boosts subordinates' personal feelings.	1	2	3	4	5	6	7
4.	I help subordinates overcome problems that stop them from carrying out their tasks.	1	2	3	4	5	6	7
5.	I behave in a manner that is thoughtful of subordinates' personal needs	1	2	3	4	5	6	7
Participative Leadership Style								
1.	I consult with subordinates when facing a problem.	1	2	3	4	5	6	7
2.	I listen receptively to subordinates' ideas and suggestions.	1	2	3	4	5	6	7
3.	I act with the consensus of my department members.	1	2	3	4	5	6	7
4.	I ask for suggestions from subordinates concerning how to carry out assignments	1	2	3	4	5	6	7
5.	I ask subordinates for suggestions on what assignments should be made.	1	2	3	4	5	6	7
Achievement-Oriented Leadership Style								
1.	I let subordinates know that I expect them to perform at their highest level.	1	2	3	4	5	6	7
2.	I set goals for subordinates' performance that are quite challenging.	1	2	3	4	5	6	7
3.	I encourage continual improvement in subordinates' performance.	1	2	3	4	5	6	7
4.	I show that I have doubts about subordinates' ability to meet most objectives.	1	2	3	4	5	6	7
5.	I consistently set challenging goals for subordinates to attain	1	2	3	4	5	6	7

Appendix C: Tool 2 Quality Teaching Indicator (Questionnaire)

TOOL 2

Quality Teaching Indicators Questionnaire

This questionnaire contains questions about quality teaching indicators

Key: Strongly disagree (1), Disagree(2), Neutral(3), Agree(4), Strongly Agree(5)

Section: 1	Students' Contribution	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	Students participate actively in the class.					
2.	Students give prompt response to the teacher.					
3.	Students take interest in the lecture given by the teacher.					
4.	Students show motivation to learn new concepts.					
5.	Students are fully engaged when teacher uses A.V aids.					
6.	Students perform any activity given to them within the allocated time.					
Section: 2	Learning Environment					
1.	Class is interactive.					
2.	The seating is well arranged and well managed.					
3.	The teacher motivates students involvement in the class.					
4.	Communication is clear and effective.					
5.	The class is properly organized to promote students' participation in pairs or groups.					
6.	All the physical resources e.g., light, ventilation etc. are available.					
Section: 3	Learning Resources					
1.	The teacher uses multimedia like slides to impart knowledge.					
2.	The teacher uses appropriate instructional strategies like lecture method, mind mapping activities to convey knowledge.					
3.	Modern technology is incorporated to enhance content delivery.					
4.	The teacher uses websites and links to integrate knowledge and impart to the students.					
5.	The teacher uses multimedia presentations effectively.					
6.	The teacher has updated information regarding the concepts taught in the class.					
Section: 4	Quality of Content Delivery					
1.	The teacher delivers the content logically and smoothly.					
2.	The teacher delivers and explains complex ideas clearly.					
3.	The teachers adapt the pace of content delivery according to the understanding of the students,					
4.	The teacher explains ideas and concepts integrated with relevant real-life examples.					
5.	The teacher uses multimedia resources such as videos to enhance content delivery.					
6.	Recapitulation of the topic is done emphasizing on the key points.					

Appendix D: Tool 3 Interview Protocol

TOOL 3

INTERVIEW QUESTIONS FROM HEADS OF DEPARTMENTS

1. Students' Contribution

- Q 1. How do you demonstrate leadership skills in your teachers to involve students in the classroom setting?
- Q 2. In what ways do you collaborate with the teachers regarding strategies to motivate students for learning?
- Q 3. Can you provide an example of how you have helped the teachers to make their students understand a challenging concept or topic?

2. Learning Environment

- Q 1. How do you help the teachers to create a positive and inclusive learning environment in the class?
- Q 2. Can you give an example of any initiative you have taken to improve the overall learning environment in the classes?
- Q 3. What assistance is given to the teachers to make class interactive?

3. Learning Resources

- Q 1. How have you helped teachers to get access of multimedia resources for quality teaching?
- Q 2. How do you assist teachers to enhance their knowledge and skills in utilizing learning resources effectively?
- Q 3. How do you foster collaboration among teachers for quality teaching?
- Q 4. How do you ensure the relevance, accuracy and quality of learning resources available in the department?

4. Quality of Content Delivery

- Q 1. How do you ensure that the content delivered to the students is aligned with the curriculum objectives and educational standards?
- Q 2. How do you guide teachers to explain complex ideas to the students?
- Q 3. How do you guide teachers to assess students' understanding during and after content delivery to ensure their understanding and address any gaps in learning?

Appendix E: Permission letters for data Collection

From;

Salma Qaisar
M. Phil Scholar
Department of Educational Sciences
National University of modern languages
H-9 Islamabad
salmaqasair9@gmail.com

To,
The Head of Department

National University of modern languages
H-9 Islamabad

Subject: Request for Permission to Conduct Research Data Collection
Interviews/Questionnaire

Respected Madam/Sir,

I hope this letter finds you in good health and high spirits. I am writing to formally request your permission to conduct research data collection interview and questionnaire from you. I will hardly take your 40 minutes.

I am currently M. Phil scholar at NUML and pursuing research in the field of Educational Sciences. The purpose of my research project is to study leadership styles and quality teaching at higher education level. As part of my research methodology, it is essential for me to gather primary data through face-to-face interviews with heads of departments who have expertise and experience relevant to my research topic. Secondly through questionnaire I have to assess leadership characteristics.

I have carefully designed a questionnaire and interview protocol, which have been approved by my supervisor, Dr, Saira Nudrat, who is the Assistant Professor in the department of Educational Sciences. The interviews will be conducted in a professional manner, and the privacy and confidentiality will be strictly maintained. The collected data will be used solely for academic research purposes and will be presented anonymously in my final research report.

I kindly request you to grant me your precious time out of your busy schedule. I assure you that the process will not cause any disruption to the regular activities of the department. The estimated duration of the meeting will be approximately 40 minutes, 30 minutes for interview and 10 minutes to fill in the questionnaire.

I understand the value of your time, and I would be grateful if you could spare the above-mentioned time for me to collect data or delegate the responsibility to a suitable individual in the department. I am more than willing to provide any additional information or clarification you may require regarding my research project or the interview process.

I am looking forward to your positive response to enable me to proceed with my research data collection phase. Your permission will be of immense value to the successful completion of my study, and I am confident that the insights gained from these interviews will contribute significantly to the field of Educational Sciences.

Thank you very much for considering my request. I eagerly await your response.

Yours sincerely,

Salma Qasair
M.Phil Scholar,
Department of Educational Sciences.

Research Supervisor,

Dr. Saira Nudrat
Assistant Professor
Department of Educational Sciences
National University of Modern Languages.H.9 Islamabad.
Date: -----

Appendix F: Permission letter to Use Conceptual Framework

Yes dear you may use it.

Further guidance required, I am always there.

On Tue, Sep 6, 2022 at 3:54 PM Salma Qaisar <salmaqasair9@gmail.com> wrote:

Respected madam

A.O.A

It is stated that I, Salma Qaiser, M.Phil scholar, intend to do my study on the topic "Role of leadership in Quality Teaching at Higher Education Level : A correlational study"

I have searched through different articles and found your work on "Teaching learning quality indicators in higher education: Comparative perspectives of post graduate students" the best on Quality Teaching. It is indeed commendable. The model and tool which you have used for Quality Teaching is appropriate for my research study.

I would earnestly request you to grant me permission to use your model and tool on Quality Teaching for my study. I would like to use it as it is a valid and reliable.

I assure you that I will use this model and tool only for my research study.

I will definitely give reference of the work done by you in my study.

I will remain ever grateful if you kindly grant me permission.

Hoping for a favourable response from you.

Regards

Salma Qaiser

M.Phil scholar

Appendix G: Validity Certificates

Certificate of Validity Leadership and Quality Teaching at Higher Level Education Level: A Correlational Study

By: Salma Qaisar

M. Phil Scholar, Department of Educational Sciences, National University of Modern
Languages H- 9, Islamabad

It is certified that the following tools have been assessed by the undersigned.

- Questionnaire (adapted) Leadership Characteristics Assessment Scale (LCAS)
- Quality Teaching indicators questionnaire for teachers (self-developed)
- Interview (self-developed) interview questions from Heads of Departments

The questionnaire is designed well to assess leadership characteristics at higher level and the questionnaire is developed to check four quality teaching indicators mentioned in the conceptual framework. Interview questions have been structured to collect data from the heads of departments. This questionnaire has two parts. In the first part i.e. demographic researcher is asking personal data of respondents. Then items based on path goal theory of leadership are mentioned covering variables of leadership. This tool is based on seven point likert scale.

The questionnaire is to observe quality teaching indicators. The instruments prepared for above mentioned research are according to objectives and hypothesis of research. It assures adequate construct and content validity according to the purpose of research and can be used by the researcher for data collection with a fair amount of confidence.

Signature: _____

Name: Dr. Quratul-Ain Hina

Designation: Assistant Professor

Institute: NULML

Date: _____

Stamp: _____



Certificate of Validity
Leadership and Quality Teaching at Higher Level
Education Level: A Correlational Study

By: Salma Qaisar

M. Phil Scholar, Department of Educational Sciences, National University of Modern
 Languages H- 9, Islamabad

It is certified that the following tools have been assessed by the undersigned.

- Questionnaire (adapted) Leadership Characteristics Assessment Scale (LCAS)
- Quality Teaching indicators questionnaire for teachers (self-developed)
- Interview (self-developed) interview questions from Heads of Departments

The questionnaire is designed well to assess leadership characteristics at higher level and the questionnaire is developed to check four quality teaching indicators mentioned in the conceptual framework. Interview questions have been structured to collect data from the heads of departments. This questionnaire has two parts. In the first part i.e. demographic researcher is asking personal data of respondents. Then items based on path goal theory of leadership are mentioned covering variables of leadership. This tool is based on seven point likert scale.

The questionnaire is to observe quality teaching indicators. The instruments prepared for above mentioned research are according to objectives and hypothesis of research. It assures adequate construct and content validity according to the purpose of research and can be used by the researcher for data collection with a fair amount of confidence.



Signature: [Signature]
 Name: Dr. Farhatullah
 Designation: A/P
 Institute: NULML
 Date: _____
 Stamp: _____

Appendix H: Interviews' Verbatim of Heads of Departments

1. Verbatim of Respondent No. 1 (NUML)

The researcher went to take interview from the Head of (. . .) department at NUML and took permission to enter (warmly welcome) and allowed to sit. It was a 20 to 25 minutes conversation. The questions were asked related to the four indicators: student's contribution, learning environment, learning resources and quality of content delivery.

"Well, (gestures with open hands) student contribution is absolutely crucial to our academic ecosystem. (Smiles and nods) We see it as a key indicator of engagement and the effectiveness of our teaching methods. When students actively participate, it (raises eyebrows) not only enriches their own learning experience but also (gestures to emphasize) fosters a dynamic classroom environment.

For instance, (leans forward slightly) we encourage students to share their feedback regularly. (Makes eye contact) When they contribute ideas on how we can improve our courses or suggest new topics, it helps us (gestures to indicate growth) refine our teaching strategies and adapt to their needs. (Nods affirmatively) Moreover, (places hands on the table) I believe that a leadership style that is open and receptive to student input (smiles) naturally leads to a more inclusive and effective learning environment. (Gestures to indicate inclusivity) When students feel their contributions are valued, their engagement levels rise, which positively impacts the overall quality of education.

"Next is the learning environment." (The HOD opens both arms to indicate a broad concept, then makes a calming gesture with palms facing down). "We strive to create a supportive and inclusive space, both physically and emotionally." (The HOD moves hands in a smoothing motion, showing the importance of comfort and support). "Our classrooms are designed to be welcoming and safe, where every voice is respected." (Smiles gently, signaling safety and encouragement). "A positive learning environment allows students to express themselves freely and confidently." (The HOD maintains eye contact, showing sincerity and care).

"Then, we have learning resources." (The HOD holds up a hand, mimicking holding a book, then gestures to an imaginary screen, showing diversity in resources). "We are committed to providing the best resources, from textbooks to digital tools." (The HOD makes a sweeping gesture, indicating a wide range). "This isn't just about

having the right materials but ensuring they are current and relevant to your studies." (The HOD points with emphasis, demonstrating the importance of resource quality). "We constantly update our resources to meet the evolving needs of our curriculum." (Smiles proudly, showing dedication to resource quality).

"Lastly, the quality of content delivery is crucial." (The HOD speaks with passion, using a strong, downward chop of the hand to emphasize importance). "It's not just what we teach but how we teach it." (Gestures with a smooth, flowing motion, indicating seamless delivery). "We aim to communicate clearly, engage students through interactive methods, and make learning both effective and enjoyable." (The HOD nods confidently, with an encouraging smile). "Great teaching is about connecting with students and making complex ideas understandable." (The HOD's eyes light up, showing enthusiasm for the craft of teaching).

"In conclusion, these four indicators—students' contribution, learning environment, learning resources, and quality of content delivery—are the pillars of our department's success." (The HOD extends both hands outward, palms up, symbolizing openness and commitment). "We are dedicated to continuously improving in these areas to provide you with the highest quality education." (Ends with a warm smile and a slight bow of the head, signaling respect and gratitude).

2 Verbatim of Respondent No. 2 (NUML)

The HOD sits upright at a desk, making eye contact with the researcher, and gestures with an open palm, inviting engagement.

"As the Head of (. . .) Department at NUML, I am pleased to discuss our approach to quality teaching, focusing on four key indicators: students' contribution, learning environment, learning resources, and quality of content delivery." (The HOD raises four fingers sequentially, emphasizing each point with a slight nod and a confident expression).

"First, let's delve into students' contribution." (The HOD leans slightly forward, hands clasped together thoughtfully, and then opens them as if presenting an idea). "In our department, students are not passive listeners. We encourage them to actively participate, whether it's through classroom discussions, group projects, or research presentations." (The HOD gestures with an encouraging, open hand, moving between imaginary students). "Their engagement enriches the learning experience and creates a dynamic classroom environment." (Nods with a smile, showing approval of student involvement).

“Next is the learning environment.” (The HOD gestures around the room, sweeping hands in a wide arc to indicate the overall atmosphere). “We strive to cultivate an environment that is not only academically rigorous but also supportive and inclusive.” (The HOD makes a calming gesture with open palms facing down, symbolizing balance and support). “Our goal is to foster a space where students feel comfortable expressing their ideas, challenging concepts, and engaging in constructive debates.” (The HOD smiles slightly, signaling openness and respect).

“Third, we focus on learning resources.” (The HOD points to imaginary books and digital resources with alternating hand gestures, emphasizing variety). “We prioritize access to a wide range of learning materials, including up-to-date academic journals, databases, and multimedia content.” (The HOD nods decisively, showing commitment to resource quality). “We constantly review and update our resources to ensure they meet the evolving needs of the field of International Relations.” (The HOD’s expression is earnest, showing dedication to continuous improvement).

“Finally, let’s talk about the quality of content delivery.” (The HOD’s tone becomes more animated, and hands move expressively to illustrate the flow of information). “Our faculty are trained to deliver content that is not only academically sound but also engaging and thought-provoking.” (The HOD emphasizes points with a slight tap on the table, showing the importance of effective delivery). “We use a mix of lectures, case studies, and simulations to ensure that students are not just passive recipients of information but active participants in their learning journey.” (The HOD’s eyes brighten, signaling passion for innovative teaching methods).

“In summary, these four indicators—students’ contribution, learning environment, learning resources, and quality of content delivery—are the cornerstones of our teaching philosophy.” (The HOD clasps hands together, nodding with a reflective smile). “We are committed to continually enhancing these areas to provide an exceptional learning experience for our students.” (The HOD ends with a warm smile and a slight bow of the head, conveying respect and dedication).

3. Verbatim of Respondent No. 3 (NUML)

The HOD sits confidently, maintaining eye contact with the researcher, occasionally using hand gestures to emphasize points.

“As the Head of (. . .) Department at NUML, I’m excited to discuss our approach to quality teaching through four key indicators: students’ contribution, learning environment, learning resources, and quality of content delivery.” (The HOD holds up

four fingers, nodding slightly with each point to emphasize their importance, maintaining an attentive and composed expression).

“Let’s start with students’ contribution.” (The HOD leans slightly forward, with hands open as if inviting dialogue). “In our department, students are at the heart of the learning process. We encourage them to be active participants, whether through class discussions, presentations, or creative projects.” (The HOD gestures outward, mimicking student engagement and interaction, with an enthusiastic smile). “Their input is invaluable; it fosters a dynamic learning atmosphere and helps students take ownership of their education.” (The HOD nods approvingly, reflecting satisfaction with student involvement).

“Moving on to the learning environment.” (The HOD uses a broad hand gesture to encompass the space around them, symbolizing the environment). “We strive to create a vibrant, inclusive, and stimulating environment that reflects the ever-evolving nature of media and communication.” (The HOD’s face lights up, showing passion, and gestures upward to indicate high standards). “Our classrooms are designed to encourage creativity and collaboration, making students feel both challenged and supported.” (The HOD offers a warm smile, demonstrating a welcoming approach).

“Third, we focus heavily on learning resources.” (The HOD gestures as if picking up different resources, alternating between pointing to books, screens, and devices). “We provide our students with access to state-of-the-art technology, up-to-date academic texts, and practical tools like editing software and media labs.” (The HOD’s expression is earnest, showing the seriousness of resource quality, with a firm nod). “We believe that high-quality resources are critical in preparing students for the fast-paced media landscape.” (The HOD smiles confidently, emphasizing the department’s commitment to excellence).

“Finally, the quality of content delivery is essential.” (The HOD’s tone becomes more animated, and their hand moves smoothly as if illustrating the flow of teaching). “Our faculty are not just lecturers—they are storytellers, practitioners, and mentors who bring real-world experience into the classroom.” (The HOD leans forward slightly, eyes bright with enthusiasm). “We use a variety of teaching methods, including interactive lectures, workshops, and hands-on projects, to ensure that students are engaged and the content is impactful.” (The HOD’s hands move dynamically, showing the integration of different teaching approaches, ending with a firm nod).

“In conclusion, these four indicators—students’ contribution, learning

environment, learning resources, and the quality of content delivery—are central to our teaching philosophy in the Media and Communication Department.” (The HOD places a hand on the table, conveying sincerity, and nods thoughtfully). “We are continuously working to enhance these aspects to provide a learning experience that not only educates but also inspires.” (The HOD finishes with a genuine smile and a slight bow of the head, showing respect and commitment).

4. Verbatim of Respondent No. 4 (NUML)

The HOD sits upright, smiling warmly at the researcher

He began: “As the Head of (. . .) Department at NUML, I’m delighted to share our approach to quality teaching, which revolves around four key indicators: students’ contribution, learning environment, learning resources, and quality of content delivery.” (The HOD raises four fingers, counting each point with a confident nod, maintaining a focused and attentive expression).

“First, let’s discuss students’ contribution.” (The HOD leans slightly forward, with hands open and gesturing toward an imaginary class, indicating inclusivity). “Our department emphasizes active participation from students. We encourage them to engage deeply in class discussions, contribute ideas, and critically analyze historical and contemporary issues.” (The HOD uses a circular hand motion, symbolizing dialogue and exchange). “Their contributions are not just valued; they are essential in creating a vibrant learning community.” (The HOD smiles warmly, nodding to underscore the importance of student involvement).

“Next, we focus on the learning environment.” (The HOD gestures broadly around them, palms open as if encompassing the whole room, symbolizing the learning space). “We aim to cultivate an environment that is intellectually stimulating, respectful, and supportive of diverse viewpoints.” (The HOD makes a calming downward motion with their hands, signaling balance and inclusivity). “It’s important that students feel safe to express their ideas, ask questions, and engage in healthy debates about complex topics in Pakistan Studies.” (The HOD nods sincerely, their expression reflecting openness and encouragement).

“Thirdly, let’s talk about learning resources.” (The HOD points outward as if indicating books, articles, and other resources, emphasizing variety). “We provide our students with a wide array of resources, including access to the latest academic journals, historical documents, and digital tools that support research and learning.” (The HOD’s expression becomes more serious, nodding to show the importance of resource quality).

“We constantly update our materials to ensure they are relevant and reflect the most recent scholarship in the field.” (The HOD’s face relaxes into a smile, showing pride in the department’s commitment to resource excellence).

“Lastly, the quality of content delivery is crucial.” (The HOD leans in slightly, speaking with more animation and passion, and uses their hands to mimic the flow of teaching). “Our faculty are dedicated to delivering content in a way that is clear, engaging, and thought-provoking. We don’t just lecture; we involve students through case studies, interactive sessions, and multimedia presentations.” (The HOD uses expressive hand gestures to illustrate the diversity of teaching methods, maintaining an enthusiastic expression). “We strive to make learning not just informative but also inspiring.” (The HOD’s eyes light up, showing genuine passion for teaching).

“In summary, these four indicators—students’ contribution, learning environment, learning resources, and the quality of content delivery—are at the core of our teaching philosophy in the Pakistan Studies Department.” (The HOD places a hand over their heart briefly, signaling sincerity, and nods firmly). “We are committed to continuously enhancing these areas to provide our students with an enriching and impactful educational experience.” (The HOD ends with a warm smile and a respectful nod, conveying dedication and a deep sense of responsibility).

5. Verbatim of Respondent No. 5 (NUML)

The HOD sits upright, appearing composed yet approachable, making eye contact with the researcher. They use calm and deliberate gestures to emphasize key points.

"As the Head of Department at NUML, I appreciate this opportunity to discuss our teaching philosophy, which is centered on four crucial indicators: students' contribution, learning environment, learning resources, and quality of content delivery." (The HOD raises four fingers, sequentially emphasizing each point with a slight nod, maintaining a thoughtful and serious expression).

“Let’s begin with students’ contribution.” (The HOD leans forward slightly, hands spread open as if inviting participation, and maintains a steady gaze with a warm, encouraging smile). “In economics, active student participation is critical. We encourage our students to ask questions, engage in debates, and apply economic theories to real-world situations.” (The HOD gestures with an open palm toward the audience, suggesting inclusivity and openness to ideas). “Their contributions help to create a dynamic learning environment where everyone benefits from shared insights.”

(Nods approvingly, reflecting the value placed on student engagement with a reassuring smile).

“Next, let’s focus on the learning environment.” (The HOD gestures around with open hands, indicating the broader setting, then makes a calm downward motion with both hands, symbolizing stability and support). “We strive to create a learning environment that is not only intellectually stimulating but also welcoming and supportive.” (The HOD’s expression is earnest, with a slight nod, showing commitment). “This means fostering a classroom culture where diverse perspectives are respected, and students feel safe to express their thoughts on complex economic issues.” (The HOD smiles gently, signaling an inclusive and respectful atmosphere). “Thirdly, we emphasize the importance of learning resources.” (The HOD uses a hand to gesture toward an imaginary shelf of books and then to an invisible computer screen, illustrating the range of resources available). “Our department ensures access to high-quality resources, including the latest academic journals, databases, and simulation software for economic modeling.” (The HOD nods seriously, with a focused expression, underscoring the significance of up-to-date materials). “We regularly update our resources to keep pace with the evolving field of economics, ensuring our students are well-equipped with the tools they need.” (The HOD’s expression brightens slightly, reflecting pride in the resources offered).

“Lastly, let’s talk about the quality of content delivery.” (The HOD leans slightly forward, hands moving smoothly as if guiding a flow of information, showcasing the methodical nature of teaching). “Our faculty members are dedicated to delivering content in a way that is engaging, clear, and relevant to current economic trends. We use a mix of lectures, interactive discussions, and real-world case studies to connect theory with practice.” (The HOD’s hands move rhythmically, demonstrating the dynamic nature of teaching methods, and their face shows genuine passion for the subject). “Effective content delivery is about making complex concepts accessible and interesting for students.” *(The HOD smiles, showing confidence and enthusiasm for effective teaching).

“To sum up, these four indicators—students’ contribution, learning environment, learning resources, and the quality of content delivery—are fundamental to our approach in the Economics Department.” (The HOD places both hands together in a firm gesture, indicating unity and focus, and nods confidently). “We are constantly refining these aspects to ensure that our students receive a comprehensive and impactful

education in economics.” (The HOD concludes with a warm smile and a slight bow of the head, conveying respect and commitment to continuous improvement.

6. Verbatim of Respondent No. 1 (IIUI)

“As the Head of (. . .) Department at IIUI, I am pleased to share our approach to quality teaching, which is built around four key indicators: students' contribution, learning environment, learning resources, and quality of content delivery.” (The HOD raises four fingers, nodding slightly as they count each point, maintaining a calm and attentive expression).

“First, let’s address students' contribution.” (The HOD leans slightly forward, hands open, encouraging inclusivity and engagement). “We believe that students should be active participants in their learning journey. We encourage them to share their perspectives, engage in class discussions, and take part in group activities.” (The HOD gestures with open palms, moving outward as if inviting students to contribute). “This engagement is essential in creating a lively and interactive classroom environment where everyone learns from each other.” (The HOD nods thoughtfully, showing appreciation for active student involvement).

“Next, let’s focus on the learning environment.” (The HOD gestures around the room with both hands, symbolizing the entire environment). “At IIUI, we aim to create an inclusive and supportive atmosphere that promotes intellectual growth and creativity.” (The HOD’s expression is serious but warm, emphasizing the importance of this aspect). “It’s important that our students feel comfortable expressing their ideas and exploring new concepts without fear of judgment.” (The HOD nods gently, conveying sincerity and commitment to providing a safe learning space).

“Now, when it comes to learning resources,” (The HOD gestures as if pointing to books and digital screens, indicating the diversity of resources available). “we ensure our students have access to the most relevant and up-to-date materials, including academic texts, digital databases, and multimedia resources.” (The HOD’s tone becomes more serious, with a nod of affirmation). “We continuously update these resources to align with the changing demands of the curriculum, providing a rich foundation for academic success.” (The HOD’s expression brightens, reflecting pride in the resources available).

“Lastly, quality of content delivery is crucial.” (The HOD leans forward slightly, using a hand to illustrate the flow of teaching). “Our faculty are trained to deliver content in a manner that is engaging, clear, and effective. We use a mix of

traditional lectures, interactive sessions, and modern teaching tools to keep our students engaged.” (The HOD gestures dynamically, showing the variety of teaching methods). “This approach ensures that the material is not only informative but also meaningful and relevant to the students’ experiences.” (The HOD’s expression shows enthusiasm for delivering quality education).

“In conclusion, these four indicators—students’ contribution, learning environment, learning resources, and quality of content delivery—form the backbone of our teaching philosophy.” (The HOD clasps hands together, nodding with a reflective smile). “We are committed to continually improving in these areas to offer a learning experience that is enriching, inclusive, and effective for all our students.” (The HOD ends with a warm smile and a slight bow of the head, signaling respect and dedication).

7. Verbatim of Respondent No. 2 (IIUI)

The HOD sits upright, maintaining eye contact with the researcher. They have an approachable demeanor, using hand gestures to emphasize each point.

“As the Head of (. . .) Department at IIUI, I’m glad to discuss our approach to quality teaching, which revolves around four key indicators: students’ contribution, learning environment, learning resources, and quality of content delivery.” (The HOD raises four fingers, nodding slightly with each point, conveying a calm and confident expression).

“First, let’s look at students’ contribution.” (The HOD leans slightly forward, hands open as if inviting interaction and collaboration). “In the field of education, we prioritize active student engagement. We encourage our students to take an active role in class discussions, group projects, and presentations.” (The HOD gestures outward with an open palm, illustrating the concept of student participation). “This involvement helps them develop their critical thinking and communication skills, contributing to a dynamic and interactive learning experience.” (The HOD nods approvingly, showing satisfaction with student engagement and a gentle smile).

“Next, we emphasize the learning environment.” (The HOD gestures around the room with both hands, signaling the overall classroom setting). “We aim to create a nurturing and inclusive environment where students feel safe to express their thoughts, ask questions, and explore ideas.” (The HOD’s hands move in a calming downward motion, indicating a supportive space). “Our goal is to foster a collaborative atmosphere that promotes intellectual and personal growth.” (The HOD’s expression is sincere, reflecting commitment to providing an inclusive environment).

“Third, let’s discuss learning resources.” (The HOD points as if indicating books, digital tools, and other materials, showing the range of resources available). “We provide our students with access to high-quality resources, including the latest academic texts, research journals, and digital platforms.” (The HOD’s expression is focused and serious, nodding to emphasize the importance of quality resources). “We continuously update these resources to align with the current trends and research in the field of education, ensuring our students are well-equipped.” (The HOD’s expression softens into a smile, showing pride in the department’s commitment to resource excellence).

“Lastly, the quality of content delivery is fundamental.” (The HOD’s tone becomes more animated, and they lean slightly forward, hands moving in smooth motions to illustrate the flow of teaching). “Our faculty are trained to deliver content in an engaging and effective manner, using a mix of lectures, interactive activities, and multimedia presentations.” (The HOD gestures with both hands, indicating the variety of methods used). “This approach ensures that the material is not only academically rigorous but also relatable and accessible for our students.” (The HOD smiles warmly, conveying enthusiasm and passion for quality teaching).

“To summarize, these four indicators—students’ contribution, learning environment, learning resources, and quality of content delivery—are central to our teaching philosophy.” (The HOD places his hands together, nodding with a reflective expression). “We are committed to enhancing these areas to provide an enriching and impactful learning experience for our students in the Education Department.” (The HOD ends with a respectful nod and a warm smile, conveying dedication and sincerity).

8. Verbatim of Respondent No. 3 (IIUI)

The HOD sits upright, maintaining eye contact with the researcher. They have an approachable demeanor and use gestures to emphasize key points.

“As the Head of (. . .) Department at IIUI, I am pleased to share our perspective on quality teaching, focusing on four key indicators: students’ contribution, learning environment, learning resources, and quality of content delivery.” (The HOD raises four fingers, nodding slightly with each point, maintaining a confident and thoughtful expression).

“First, let’s discuss students’ contribution.” (The HOD leans forward slightly, hands open as if inviting participation and collaboration). “We believe that students should actively engage with the material. We encourage them to share their

interpretations, discuss literary texts, and participate in group discussions.” (The HOD gestures outward with open palms, symbolizing the inclusivity and dialogue encouraged in the classroom). “Their involvement is essential, as it enriches the learning experience and helps them develop critical analysis skills.” (The HOD nods appreciatively, with a gentle smile, showing satisfaction with student engagement).

“Next, we focus on the learning environment.” (The HOD gestures around the space with both hands, encompassing the entire classroom setting). “Our department prioritizes creating a supportive and respectful environment where students feel comfortable expressing their views on various literary and cultural topics.” (The HOD makes a calming motion with their hands, indicating a balanced and open atmosphere). “We aim to foster an atmosphere of mutual respect and intellectual growth, encouraging students to explore their ideas freely.” (The HOD’s expression is warm and sincere, reflecting their commitment to a positive learning environment).

“Third, we emphasize learning resources.” (The HOD gestures as if pointing to shelves filled with books and digital resources, highlighting the department’s offerings). “We provide our students with access to a vast collection of classical and contemporary texts, research materials, and digital archives related to Urdu literature.” (The HOD’s tone becomes more serious, with a nod of affirmation). “We continuously update our resources to ensure they are relevant and comprehensive, helping our students gain deeper insights into the language and its literature.” (The HOD smiles with a sense of pride, showing confidence in the resources available).

“Finally, let’s discuss quality of content delivery.” (The HOD leans forward slightly, using their hands to mimic the process of delivering content). “Our faculty are experienced in presenting material in a manner that is engaging, clear, and accessible. We incorporate traditional lectures, interactive sessions, and multimedia resources to keep the students engaged and enhance their understanding of complex texts.” (The HOD’s hands move dynamically, showing the variety and richness of teaching methods, and their face reflects enthusiasm). “We aim to make our classes not just informative but also inspiring and relevant.” *(The HOD’s expression brightens with a smile, demonstrating passion for effective teaching).

9. Verbatim of Respondent No. 4 (IIUI)

The HOD sits with a professional and open posture, maintaining eye contact with the researcher. They use expressive gestures to engage and convey their points clearly.

“As the Head of (. . .) Department at IIUI, I’m glad to discuss our approach to quality teaching, which revolves around four main indicators: students' contribution, learning environment, learning resources, and quality of content delivery.” (The HOD raises four fingers, nodding slightly to highlight each point, with a composed and confident expression).

“First, let’s talk about students' contribution.” (The HOD leans forward slightly, hands open as if welcoming interaction and collaboration). “In psychology, it is vital for students to actively engage in discussions, share their thoughts, and relate theories to real-life situations. We encourage them to contribute their perspectives and participate in group activities.” (The HOD gestures outward with open palms, symbolizing inclusivity and the importance of student input). “Their involvement enhances their learning experience and helps them connect theoretical concepts with practical application.” (The HOD nods approvingly, showing enthusiasm for active student engagement with a gentle smile).

“Next, we focus on the learning environment.” (The HOD gestures around the room with both hands, indicating the entire classroom setting). “We strive to create a safe, supportive, and stimulating environment where students feel comfortable sharing their thoughts and exploring new ideas. In psychology, it is crucial that students feel emotionally and intellectually secure.” (The HOD’s hands make a calming motion, signaling a supportive and open atmosphere). “This helps to foster deeper understanding and growth, enabling students to engage freely.” (The HOD’s expression is warm and sincere, reflecting a commitment to a positive and inclusive learning environment).

“Third, let’s discuss learning resources.” (The HOD gestures as if pointing to books, digital tools, and research journals, indicating the variety of resources available). “We provide our students with access to up-to-date research articles, psychological assessments, digital tools, and case studies that are relevant to the field.” (The HOD’s tone becomes serious, with a nod to emphasize the importance of having diverse and current resources). “We make sure these resources are continually updated so that our students have the best material available to enhance their learning.” (The HOD smiles with a sense of pride, showing confidence in the department’s resource offerings).

“Lastly, let’s focus on the quality of content delivery.” (The HOD leans forward slightly, hands moving smoothly as if guiding the flow of information). “Our faculty members are trained to deliver content in a way that is engaging, interactive, and

insightful. We integrate lectures, case studies, role-plays, and multimedia tools to make the learning process more dynamic.” (The HOD uses their hands to mimic interactive and dynamic teaching methods, showing a variety of approaches). “This ensures that our students not only learn the theoretical aspects but also gain practical skills applicable in real-world scenarios.” *(The HOD’s expression reflects enthusiasm and passion for teaching, emphasizing the value of practical application).

“In summary, these four indicators—students’ contribution, learning environment, learning resources, and the quality of content delivery—are central to our teaching philosophy in the Psychology Department.” (The HOD places their hands together, nodding with a thoughtful smile). “We are committed to continuously improving these aspects to provide an enriching, meaningful, and impactful learning experience for our students.” (The HOD concludes with a warm smile and a slight bow of the head, signaling respect and dedication to quality education).

10. Verbatim of Respondent No. 5 (IIUI)

The HOD sits upright with a professional posture, maintaining eye contact with the researcher. They use expressive hand gestures to emphasize each point clearly.

“As the Head of (. . .) Department at IIUI, I’m pleased to share our approach to quality teaching, which is structured around four essential indicators: students’ contribution, learning environment, learning resources, and quality of content delivery.” (The HOD raises four fingers, nodding slightly as they count each point, maintaining a calm and thoughtful expression).

“First, let’s discuss students’ contribution.” (The HOD leans forward slightly, hands open as if inviting participation and collaboration). “In international relations, it’s critical for students to actively engage in debates, discussions, and critical analysis. We encourage our students to share their insights, perspectives, and ideas in the classroom.” (The HOD gestures outward with open palms, symbolizing the importance of student interaction and inclusivity). “Their contributions help to create a dynamic learning environment where different viewpoints are explored, and critical thinking is developed.” (The HOD nods with approval, showing satisfaction with active student engagement and a gentle smile).

“Next, we prioritize the learning environment.” (The HOD gestures around the room with both hands, symbolizing the entire classroom setup). “In the IR Department, we aim to foster an environment where students feel comfortable expressing their views, especially on complex international issues. It’s essential that they feel safe and

respected.” (The HOD makes a calming motion with their hands, indicating a supportive and inclusive space). “We strive to build a collaborative atmosphere that encourages open dialogue, critical thinking, and mutual respect.” (The HOD’s expression is warm and sincere, showing their commitment to maintaining a positive learning environment).

“Thirdly, we emphasize the importance of learning resources.” (The HOD gestures as if pointing to an imaginary shelf of books, articles, and digital databases, indicating the variety of resources available). “We ensure our students have access to a wide range of up-to-date resources, including academic journals, policy papers, and digital tools relevant to international relations.” (The HOD’s tone becomes more serious, nodding to emphasize the significance of comprehensive resources). “We constantly update these materials to keep pace with the latest developments in the field, ensuring that our students are well-equipped with the necessary knowledge and tools.” (The HOD smiles with a sense of pride, reflecting confidence in the resources provided).

“Lastly, let’s address the quality of content delivery.” (The HOD leans forward slightly, using hand motions to illustrate the process of delivering information). “Our faculty are trained to deliver content in a way that is engaging, relevant, and insightful. We integrate lectures with discussions, simulations, and multimedia tools to keep our students engaged and to deepen their understanding of international affairs.” (The HOD gestures dynamically, demonstrating the variety of teaching methods, and their face shows genuine enthusiasm for effective teaching). “Our goal is to make complex international concepts accessible and relatable for our students.” *(The HOD’s expression reflects passion and commitment to delivering quality education).

“In conclusion, these four indicators—students’ contribution, learning environment, learning resources, and the quality of content delivery—form the foundation of our teaching philosophy.” (The HOD places their hands together, nodding with a reflective expression). “We are committed to continuously improving these aspects to provide an enriching, impactful, and comprehensive learning experience for our students.” (The HOD ends with a warm smile and a slight nod of the head, signaling dedication and sincerity).

11. Verbatim of Respondent No. 6 (IIUI)

The HOD sits with a professional and approachable posture, maintaining eye contact with the researcher. They use expressive gestures to emphasize key points and

connect with the researcher.

“As the Head of (. .) Department at IIUI, I’m pleased to share our approach to quality teaching, which centers on four key indicators: students' contribution, learning environment, learning resources, and quality of content delivery.” (The HOD raises four fingers, nodding slightly with each point, maintaining a confident and attentive expression).

“First, let’s look at students' contribution.” (The HOD leans forward, hands open as if inviting interaction and participation). “In media studies, it’s essential for students to be actively involved in discussions, creative projects, and practical activities like simulations and workshops. We encourage our students to voice their ideas and perspectives, as this enriches the learning experience.” (The HOD gestures outward with open palms, symbolizing inclusivity and engagement). “Their contributions not only enhance their skills but also foster a collaborative environment where they learn from each other.” (The HOD nods approvingly, with a smile that shows enthusiasm for student engagement).

“Next, we focus on the learning environment.” (The HOD gestures around the room with both hands, indicating the classroom and lab settings). “Our department aims to create an innovative and interactive learning space where students feel comfortable experimenting with new ideas and technologies.” (The HOD uses a hand motion to illustrate openness and inclusivity). “We want students to feel confident expressing their thoughts, especially in areas like media production and analysis.” (The HOD’s expression is warm and encouraging, reflecting a commitment to fostering creativity and exploration).

“Third, we emphasize the learning resources.” (The HOD gestures as if pointing to media equipment, digital platforms, and research tools, indicating the variety available). “We provide access to state-of-the-art equipment, including cameras, editing software, studios, and a comprehensive library of media literature and online databases.” (The HOD’s tone becomes serious, nodding to underline the importance of these resources). “These resources are continuously updated to stay aligned with the latest trends and technologies in the media industry, ensuring our students gain practical, hands-on experience.” (The HOD’s smile reflects pride and confidence in the department’s resource offerings).

“Finally, let’s discuss quality of content delivery.” (The HOD leans forward, using their hands to illustrate the dynamic process of delivering lectures and

workshops). “Our faculty use a variety of methods—lectures, interactive sessions, practical exercises, and multimedia tools—to engage students effectively. We aim to make the learning experience immersive and relevant to real-world media scenarios.” (The HOD gestures with enthusiasm, showing how different methods are integrated into the teaching approach). “This ensures that our students are not only absorbing theoretical knowledge but also developing the practical skills needed for their future careers.” *(The HOD’s expression shows passion and dedication to quality teaching).

“To sum up, these four indicators—students’ contribution, learning environment, learning resources, and quality of content delivery—form the foundation of our teaching philosophy in the Media and Communication Department.” (The HOD clasps their hands together, nodding with a reflective smile). “We are committed to continually enhancing these aspects to provide a rich, meaningful, and impactful learning experience for our students.” *(The HOD concludes with a warm smile and a slight bow of the head, signaling respect and dedication to their role).

12. Verbatim of Respondent No. 7 (IIUI)

The HOD sits with a composed and professional posture, maintaining eye contact with the researcher. They use expressive gestures and facial expressions to emphasize key points and connect with the researcher.

“As the Head of (. . .) Department at IIUI, I’m pleased to discuss our approach to quality teaching, which revolves around four key indicators: students’ contribution, learning environment, learning resources, and quality of content delivery.” (The HOD raises four fingers, nodding slightly with each point, maintaining a confident and thoughtful expression).

“First, let’s focus on students’ contribution.” (The HOD leans forward, hands open as if encouraging interaction and collaboration). “In our field, it is vital for students to engage actively in discussions, debates, and group projects related to the history, culture, and political dynamics of Pakistan. We encourage our students to present their perspectives and critically analyze various events and policies.” (The HOD gestures outward with open palms, symbolizing inclusivity and engagement). “Their contributions not only deepen their understanding but also build a collaborative learning environment.” (The HOD nods with a satisfied smile, showing enthusiasm for active student participation).

“Next, we emphasize the learning environment.” (The HOD gestures around with both hands, indicating the broader classroom and academic space). “We strive to

create a stimulating environment where students feel comfortable discussing sensitive and significant national topics. It's important for us to provide a platform where diverse views are respected." (The HOD uses a calming hand gesture, signaling a balanced and inclusive atmosphere). "This helps foster a sense of intellectual freedom and respect for differing perspectives." (The HOD's expression is warm and sincere, demonstrating a commitment to building a supportive environment).

"Third, let's talk about learning resources." (The HOD gestures as if pointing to books, journals, and digital tools, showing the variety of resources available). "We provide access to a wide range of resources, including archival documents, research journals, historical texts, and online databases. These resources are crucial for students to engage in research and explore various dimensions of Pakistan's history and politics." (The HOD nods affirmatively, with a serious tone, emphasizing the importance of these resources). "We continuously update our collection to ensure our students have the most relevant and comprehensive materials for their studies." (The HOD smiles, showing confidence and pride in the department's offerings).

"Lastly, let's discuss the quality of content delivery." (The HOD leans forward slightly, using hand movements to illustrate the process of delivering information). "Our faculty are committed to delivering content in a way that is engaging, thought-provoking, and relevant. We incorporate lectures, documentaries, interactive sessions, and field trips to enhance the students' learning experience." (The HOD gestures dynamically, illustrating the diverse teaching methods used). "This ensures that our students gain a comprehensive understanding of Pakistan's past and present in an engaging and meaningful way." *(The HOD's expression reflects enthusiasm and a passion for effective teaching).

"To conclude, these four indicators—students' contribution, learning environment, learning resources, and the quality of content delivery—form the foundation of our educational approach in the Pakistan Studies Department." (The HOD brings their hands together, nodding with a reflective smile). "We are committed to continually enhancing these aspects to provide an enriching and impactful learning experience for our students." (The HOD finishes with a warm smile and a slight bow of the head, signaling respect and dedication to quality education).

13. Verbatim of Respondent No. 8 (IIUI)

The HOD sits upright with a professional and composed posture, maintaining eye contact with the researcher. They use expressive hand gestures to emphasize their points clearly and connect with the researcher.

“As the Head of (. . .) Department at IIUI, I’m pleased to discuss our teaching approach, which focuses on four main indicators: students' contribution, learning environment, learning resources, and quality of content delivery.” (The HOD raises four fingers, nodding slightly as they highlight each point, with a confident and attentive expression).

“First, let’s talk about students' contribution.” (The HOD leans forward slightly, hands open as if inviting interaction and participation). “In economics, it is crucial for students to actively engage in discussions, problem-solving activities, and case studies. We encourage them to share their insights, analyze economic models, and bring real-world examples into the classroom.” (The HOD gestures outward with open palms, symbolizing the importance of student involvement and inclusivity). “This interaction enhances their understanding and allows them to apply theoretical concepts practically.” (The HOD nods approvingly, with a smile that shows enthusiasm for student engagement).

“Next, we focus on the learning environment.” (The HOD gestures around the room with both hands, indicating the entire classroom setup). “We aim to create a conducive learning environment where students feel comfortable discussing complex economic theories and models. It’s important that they feel supported, whether they are questioning concepts or proposing new ideas.” (The HOD’s hands make a calming motion, signaling a supportive and inclusive atmosphere). “This helps build their confidence and fosters critical thinking.” (The HOD’s expression is warm and sincere, reflecting their commitment to maintaining a positive and engaging learning space).

“Third, let’s discuss the learning resources.” (The HOD gestures as if pointing to books, digital tools, and research articles, showing the variety available). “We provide our students with access to a comprehensive range of resources, including economic journals, statistical databases, and digital platforms that offer interactive learning tools.” (The HOD’s tone becomes serious, nodding to emphasize the importance of these resources). “We ensure that these materials are updated regularly, so our students have the latest information and tools to enhance their learning experience.” (The HOD smiles, showing pride and confidence in the department’s resource offerings).

“Finally, let’s focus on the quality of content delivery.” (The HOD leans forward slightly, using their hands to illustrate the dynamic process of teaching). “Our faculty use a combination of lectures, interactive sessions, simulations, and multimedia tools to make the learning process engaging and insightful. We aim to connect economic theory with real-world applications, so students understand its relevance.” (The HOD gestures with enthusiasm, showing how different teaching methods are integrated into their approach). “This ensures that students not only gain theoretical knowledge but also develop analytical skills that are essential in economics.” *(The HOD’s expression reflects passion and dedication to delivering quality education).

“In conclusion, these four indicators—students’ contribution, learning environment, learning resources, and the quality of content delivery—form the foundation of our teaching philosophy in the Economics Department.” (The HOD places their hands together, nodding with a reflective smile). “We are committed to continuously improving these aspects to provide a comprehensive and impactful learning experience for our students.” (The HOD concludes with a warm smile and a slight nod of the head, signaling respect and dedication to quality education).