

## LEADERSHIP PATTERNS IN THE PRIVATE UNIVERSITIES OF BANGLADESH: AN EVALUATION

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**Abstract:** *With the emergence of private universities in Bangladesh, a substantial change has been taking place in the field of higher education for students and entrepreneurs. At present, there are 73 private universities which play a significant role in the tertiary education of Bangladesh and these universities are being regulated by the University Grants Commission of Bangladesh under The Private University Act, 2010. Besides, each university has its own leadership style to create competitive advantages which determine their position and success of these universities in this sector.*

*The concept and characteristics of leadership in these private universities cannot be explained in simple words because leadership in the universities is mixed up with rules, regulations, hierarchical structure, friendship, respect, different touch of motivational factors, self-assessment, self-leadership and judgment. It is to mention that not only the concept of leadership, but also the practice of delegation & decentralization of authority in these universities are not revealed. Therefore, this paper has been undertaken to explore the leadership patterns of the private universities in Bangladesh.*

**Key Words:** *Leadership, Motivation, Pattern, Transformational, Transactional, Directive and Supportive Leadership.*

### 1. Introduction

It is known that leadership is the process of influencing people to follow their leaders to achieving the organizational goal. So, leadership is obviously a subject of great importance in management. It has been observed from various researches that leadership is a part of the study of group behavior. Leaders cannot operate in isolation, and groups with tasks to perform cannot perform these tasks without leaders. The contingency leadership theorists argue that the effectiveness of leader behavior is contingent upon organizational situations (Richard, 1999). Situation is an important factor for us in determining the kind of leadership patterns to adopt in an organization. In order to be effective, a leader must be sensitive to the organizational situation. We can best understand an organizational leadership by examining its era and the ways it interacts with other components of its situation.

With the emergence of Private Universities in Bangladesh a change has occurred in the field of higher education for students and in the field of business for entrepreneurs. In a country where only about 30 percent of students who qualify for university admission

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actually gain admission into public universities, the need for private sector participation cannot be overemphasized (Hua Du, 2006).

Private sector realized that by providing session jam-free quality education they can easily capture remaining 70 percent students of the country. Keeping this in mind, well established business personalities together with the renowned academics established 73 private universities in Bangladesh till September 10, 2013. Students and their parents have also welcomed them. Compared to the educational cost of other countries of the world, they can have better services, quality education and a session jam free academic environment.

Though the tuition fees, quality of education, and facilities are not the same in all private universities, it is now well accepted that higher education is in the student's grip. The concept of a private university is somewhat different from that of a public university. There is no scope of monopoly as about 73 private universities are currently operating in the country and another 7 are waiting for approval. So, there is a competition among the universities and the criteria that are set for comparing are nothing but the quality education, quality of teachers, infrastructure, cost of education, scholarship, collaboration with other universities of the world, co-curricular facilities etc. Human resources are playing the vital role to run these universities. These are the places where someone feel free to open his mind. Considering the organizational rule and regulations each and every university must follow a hierarchy of structure, but there are patterns of leading people which involves honor to each other, friendship, respect, different touch of motivational factor, self assessment and self leadership judgment. Within a very short span of time (From 1992 to 2012) some universities have achieved a position and trust of the society by their performance. Without strong leadership behavior and pattern such kind of achievements are not possible.

Many, though not all, studies of leadership focus on the nature of leadership in the workplace, but we don't know exactly what pattern of leadership is followed in the private universities of Bangladesh. This study concentrated to explain the answer of the question **"What kind of leadership pattern is followed in the private universities of Bangladesh?"** The research is an illustration of the behavior of leaders in the private universities of Bangladesh.

### **1.1 Objectives of the Study**

The study has been undertaken with the following specific objectives.

- i. To measure whether the leaders of the private universities are creative individuals or not;
- ii. To describe the patterns of leadership mostly followed in the private universities;
- iii. To evaluate the competency of leaders in the private universities;
- iv. To identify whether leaders of the private universities are transactional or transformational;
- v. To illustrate the level of leadership behavior between supportive and directive.

## 1.2 Methodology of the Study

**1.2.1 Data Collection Method:** The study is exploratory in nature. To conduct the study, both primary and secondary sources of data are used. Primary information has been collected through face-to-face interaction with Vice Chancellor, Pro-Vice Chancellor, Dean and Registrar of different private universities. To collect primary data, a structured questionnaire ( App.1 & 2) is used. There were some questions related to their emotions, family background, knowledge, experience as an administrator and academician to identify their view points. Besides the primary data, secondary information was collected from books and published materials. Referred text books were taken into consideration.

**1.2.2 Data Analysis Method:** Primary data was summarized according to their importance after obtaining the data (primary) from respondents. Descriptive statistics were followed. In some cases, commonality was done by calculating the percentage point for each response in terms of total number of respondents. Final analysis was based on these responses and corresponding commonality. Here, both qualitative and quantitative data analysis has been used for conducting the study.

**1.2.3 Sampling Plan:** The Vice Chancellor, Pro-Vice Chancellor, Deans of different faculties and Registrar of the eight private universities were taken as sample. Most of the universities are top ranked according to the report of UGC.

**1.2.4 Sample Size:** Twenty nine (29) respondents have been selected from eight (8) private universities in the survey through convenience sampling. Respondents are the leaders and holding the top management position of the following universities.

**Table: 1 Respondents of the Different Private Universities**

| Sl #         | Name of the University                         | VC        | Pro-VC | Deans/<br>Directors | Registrar | Total |
|--------------|--|-----------|--------|---------------------|-----------|-------|
| 1            | North South University                         | ----      | 1      | 2                   | 1         | 4     |
| 2            | East West University                           | ----      | 1      | 3                   | -----     | 4     |
| 3.           | American International University – Bangladesh | 1         | 1      | 1                   | 1         | 4     |
| 4.           | Independent University Bangladesh              | ----      | -----  | 3                   | 1         | 4     |
| 5.           | Daffodil International University              | 1         | 1      | 1                   | 1         | 4     |
| 6.           | Eastern University                             | 1         | 1      | 1                   | 1         | 4     |
| 7.           | United International University                | 1         | -----  | 1                   | 1         | 3     |
| 8.           | Stamford University Bangladesh                 | ----      | -----  | 1                   | 1         | 2     |
| <b>Total</b> |  | <b>29</b> |        |                     |           |       |

## 2.0 Literature Review

### 2.1 Leadership Defined

Interest in leadership theories can be inferred from writings of early civilizations. Confucius (circa 500 B.C.) wrote one of the earliest comprehensive treatises on leadership (Ayman, 1990), and discussion of leadership can be found in the writings of Plato, Plutarch, and Caesar (Bass, 1981). “The Prince” by Machiavelli in the 16<sup>th</sup> century remains one of the key works in the annals of leadership theory (Machiavelli, 1940,

1950). In more recent times, leadership has continued to be a topic of interest, as well as a subject of contention among many leadership theorists. Several different schools of thought regarding leadership have prevailed simultaneously since early observations in this area of interest began (Stogdill, 1974). Most early theorists presented their findings based on information gained through empirical observation as opposed to statistical research.

There are a good number of theories in leadership some of them have been summarized here. The Great Man Theory of leadership attempted to explain leadership on the basis of hereby. The underlying concept of the theory is that the leader is genetically endowed with superior qualities that differentiate him from his followers (Carlyle, 1841), (Dowd, 1936). The Trait Theory of leadership focused on different personality traits with which leaders might be endowed. Traits such as height, weight, appearance, intelligence, knowledge, dominance, and initiative were studied (Green, 1994). Other early theorists proposed that the emergence of a great leader is a result of time, place, and circumstance (Mumford, 1990; Hocking, 1924). These Environmental theorists maintained that the setting or environment of the person's activity must be appropriate to encourage leadership to flourish (Tead, 1935). Personal-Situational theorists, therefore, examined the interactive effects of leadership style and situational factors. Westburgh (1931) suggested that the study of leadership must include the affective, intellectual, and action traits of the individual as well as the specific conditions under which the individual operates.

The underlying assumption of the behavioral theories is that the leader's behavior will evoke a specific behavior in the follower. The follower's resulting behavior, or action, will cause the leader to interpret his original action and either reinforce or extinguish subsequent similar behavior (Davis & Luthans, 1979).

An effective leader is one who has the ability to effectively lead his people towards the accomplishment of organizational goals. The main theme of leadership is the follower ship. It is the willingness of people to follow that makes a person leader. Leadership involves other people, employees or followers.

Leadership has some basic ingredients which are mentioned below:

- i. The ability to use power effectively and in a responsible manner.
- ii. The ability to comprehend that human beings have different motivation forces at different times and in different situations.
- ii. The ability to act in a manner that will develop a climate conducive to responding to and arousing motivation.

If management is defined as a process of making the most effective use of available human and material resources for the achievement of the specified goals, then leadership may be described as the component of management that is most concerned with the use of human resources.

## 2.2 Importance of Leadership

The leader is of central importance to the morale of the group. By virtue of his special position within the group structure he serves as the primary agent for the determination of group structure, group atmosphere, group goals, group ideology and group activities. And it is known that the level of morale depends intimately upon those various group properties. What ever the nature of the group (directive or supportive), all leaders must partake to some degree of the functions of organizer, planner, policy maker, expert, motivator, external group representative, controller of internal relationships, purveyor of rewards and punishments, arbitrator and mediator and exemplar.

## 2.3 Characteristics and Management of the Universities

To identify an appropriate leadership pattern for the private universities, it is necessary to describe the origin and characteristics of the universities. Some assumptions in this regard are:

- i. The management positions of the universities are not stable but changing, indeterminate and uncertain.
- ii. Services of the universities are dynamic according to the need of the society.
- iii. Linguistic and non-linguistic practices are central to the process of knowledge.
- iv. Since knowledge is socially produced, those who have authority define and interpret truth.

As people become free to make decisions, they internalise authority. It is because leaders have to rely in greater measure on their own personal authority. They bring more of their skills, ideas, feelings, and values to their work. Leaders rely on their person rather than their role to find their authority. Thus organizational control in a private university should be implemented by personal power, rather than legitimate power.

## 3.0 Analysis and Findings

### 3.1 The Creative Individual

Creativity developing an original product, service or idea makes a socially recognized contribution (Mcshane, 2000). Numerous researchers have focused their efforts on attempting to describe the common attributes of a creative individual. These attributes generally fall into three categories.

- a. Background Experience
- b. Personal traits
- c. Cognitive abilities

#### 3.1.1 Background Experiences

People with background experiences have some common power to establish or to understand the same business so they have in born leadership quality to lead the business.

##### 3.1.1.1 Family Background: Father's Profession

**Table: 2 Fathers' profession of the leaders of Private Universities.**

| N  | An Academician | A Businessman | A Govt. Service Holder | A Private Service Holder | A Farmer | Others |
|----|----------------|---------------|------------------------|--------------------------|----------|--------|
| 29 | 7              | 4             | 9                      | 5                        | 1        | 3      |

Table: 2 represents that most of the leaders are from educated and middle class family which indicates that they have a strong will power to learn, maintain minimum ethical level, and possess good family relation ship. So, by default from their family they composed three necessary competencies of leadership: problem solving skills, social judgment skills and knowledge (Northouse, 2005)

### 3.1.1.2 Experiences & Skills

It is observe that knowledge and abilities are needed for effective leadership. Traits, skills and abilities, which can be learned and developed by practicing are different from personality characteristics (Northouse, 2005)

Based on field research in administration and his own firsthand observations of executives in the workplace, Katz (1955) suggested that effective administration (i.e. leadership) depends on three basic personal skills: technical, human, and conceptual. Katz argued that these skills are quite different from traits or qualities of leaders. Skills imply what leaders *can accomplish* whereas traits imply who leaders are (i.e. their innate characteristics). The following table shows the experiences and skills of problem solving capacities of the leaders of private universities.

**Table: 3 Experiences of the Leaders of Private Universities**

| Experiences         | N  | Minimum (Years) | Maximum (Years) | Average |
|---------------------|----|-----------------|-----------------|---------|
| As an academician   | 29 | 0               | 44              | 28.03   |
| As an administrator | 29 | 1               | 49              | 13.41   |

Average experience of the leaders of private universities as an academician is 28 years, and as an administrator is 13 years which indicates that the leaders are proven to hold the management position, which also indicates that before working for private universities they worked for public universities or for other educational institutions as the maximum age of the private universities are at most 20 years. (from 1992- 2012).

Conceptual skills of the leaders are abilities to work with ideas and concepts. Whereas technical skills deal *with things* and human skills deal *with people* (Northouse, 2005).

### 3.1.2 Personal Traits

Certain personal traits have also been linked to creativity in individuals. The traits shared by most creative people are openness, an attraction to complexity, high levels of energy, independence and autonomy, strong self-confidence, and a strong belief that one is, in fact, creative. Individuals who possess these traits are more likely to be creative than are those who do not have them.

65.51 percent leaders of the total respondent are *confident* that they can solve the problem, so they discuss the problem with their subordinate; *devote* high level of energy; and give the solution to their superior.

27. 58 percent leaders are *confident* that they can solve the problem, so they discuss the problem with their subordinate and *direct* them to solve that; check the solution and give that to their superior.

3.44 percent leaders are *not very confident* so they discuss the problem with their subordinate including their limitations; inform their superior about the problem and devote high-level of energy to solve that.

Also only 3.44 percent leaders *are not very confident* so they inform their superior about the matter; gives ideas to the subordinate and *asked them* to solve the problem.

### **3.1.3 Cognitive Abilities and Creativity**

Cognitive abilities are an individual's power to think intelligently and to analyse situations and data effectively. Intelligence may be a precondition for individual creativity- although most creative people are highly intelligent, not all intelligent people necessarily are creative. Creativity is also linked with the ability to think *divergently and convergently*. Divergent thinking is a skill that allows people to see differences between situations, phenomena, or events. Convergent thinking is a skill that allows people to see similarities between situations, phenomena or events. Creative people are generally very skilled at both divergent and convergent thinking.

79.3 percent leaders of the total respondent are both divergent and convergent in thinking. Whereas 13.79 percent leaders are convergent and 6.89 percent leaders are divergent.

## **3.2 Functions of Leadership According to Their Importance in the Private Universities**

As we know that leadership is a subject of extreme importance in management, this is also a part of the study of group behavior. Leaders cannot operate in isolation, and groups with tasks to perform cannot perform these tasks without leaders. Leaders are members of groups, influencing them and being influenced by them. They are especially concerned with the development of the group as prerequisite for the ultimate achievement of the group's goals by organizing, inspiring, achieving the organizational goal, shaping the behavior, co-operation and discipline. Different groups are responsible to carry out the different works involved to different department of these universities relating to the management as well as finance and education. The leader is of central importance to the morale of these groups. Irrespective of the type of the group- "authoritative" group or "democratic" group, what ever the nature of the group, all leaders must partake to some degree of the functions of organizer, planner, policy maker, expert, motivator, external group representative, controller of internal relationships, purveyor of rewards and punishment, arbitrator and mediator and exemplar. Following are some functions of leader in which the importance of each function are valued by the leaders of the private universities according to the importance:

**Table: 4 Importance of the Functions of Leadership**

| Task                              | Functions   | Value |
|-----------------------------------|---|-------|
|                                   |   |       |
| Organizing People                 | The leader as an executive.                       | 6.3   |
|                                   | Establishing communication                        | 7.9   |
| Inspiring people                  | The leader as a father figure.                    | 5.0   |
|                                   | The leader as a motivator.                        | 8.7   |
| Shaping the behaviour             | The leader is the symbol of the group.            | 6.0   |
|                                   | The leader as surrogate for individual responses. | 3.3   |
|                                   | The leader as an ideologist.                      | 4.7   |
| Co-operation                      | The leader as an external group representative    | 2.8   |
|                                   | The leader as an expert.                          | 7     |
| Achieving the organizational goal | The leader as a planner.                          | 7.8   |
| Discipline                        | The leader as an arbitrator and mediator          | 6.5   |

psychological “switchboard” of the leader. In such cases, particularly, the leader finds him/her in the strategic position where he may operate as a “censor” of in-group relations.

### 3.2.2 Organizing People

The obvious role of the leader in the campus premises is organizing activities and the people of the group. Whether or not S/he assumes the direct role of determining policies or objectives of the group, it is almost invariably his responsibility to oversee the execution of these policies.

The effective chairman of committee guides the committee discussion along the appropriated lines appoints subcommittees, etc. The Dean/ Registrar of a work group lays out the work plans and supervises its general execution by organizing people. The head / coordinator of the department or the Deputy Registrar/ Deputy director finance is responsible for having the orders of the day carried out.

In his executive capacity, the leader does not himself ordinarily carry out the necessary work; he assigns it to other group members by organizing them. Occasionally, a person in



a leadership role suffers from an inability to delegate responsibility and work; he feels the necessity of being personally involved in each group activity and invariably in this way produces either or both of two difficulties in group operation: i) He becomes a bottleneck; ii) He interferes with the healthy involvement and feeling of group responsibility on the part of the other members.

### **3.2.3 Achieving the Organizational Goal**

One of the most important of all leader functions is the establishment of group goals, objectives, and policies. In general, group goals may arise from three sources:

- i) From “above”, i.e., dictated by authorities superordinate to the given group, such as commands passed down from Vice Chancellor to lower, or policies established at the top level of the business hierarchy and unquestionably accepted as directives by lower level.
- ii) From “below”, i.e., dictated by the decision of the group membership as a whole.
- iii) From the leader himself, being provided with mandates from neither above nor below and being autonomous in his policy decisions. Particularly Deans of the different faculties are playing such kind of role to achieve the academic goal.

### **3.2.4 Co-operation**

Aside from functions of policymaking, planning, and execution, the leader is often distinguished as a source of readily available information and skills for the group members. In this sense, the leader is the one who is regarded as the best qualified for the technical requirements of the group activities. (That’s why the top management of the universities are basically highly educated). His co-operation in any sense in any sector motivated, influence teachers to formulate and implement the operation. In this sense the leader works like assistants and advisers and continuously co-operate, with teachers to reach the end.

### **3.2.5 Discipline**

Particularly significant from the individual member’s point of view is the leader’s power of reward and punishment, which enables him to exercise strong disciplinary and motivational control over the group member. Often, however, the rewards and punishments have to do directly with the role of the individual in the group—he may be promoted to a more important rank in the group hierarchy, he may be given special group honours, he may be reduced in rank or deprived of a coveted group position, in extreme disciplinary action he may even be ousted from the group altogether. These types of discipline are mainly concerned with the seeking by the individual of satisfaction of subsidiary needs, such as desires for participation, recognition, and self-expression.

### **3.3 Leadership Competency**

Competencies are the underlying characteristics of people that lead to superior performance (Kochanski, 1997, pp. 40-44). These include the person’s knowledge, natural and learned abilities, values, and personality traits. Since the beginning of recorded civilization, people have been interested in personal characteristics that

distinguish great leaders from the rest of us. Early interest focused on personality traits and physical appearance (Northouse, 2005, pp.15-23) The recent literature on leadership identifies seven competencies that are characteristic of effective leaders.

**Table: 5 Definition of Seven Competencies of effective leaders**

| <b><u>Leadership Competency</u></b> | <b><u>Description</u></b>   |
|-------------------------------------|---|
| Drive                               | The leaders inner motivation to pursue goals.   |
| Leadership motivation               | The leaders need for socialized power to accomplish team or organizational goals.   |
| Integrity                           | The leader's truthfulness and tendency to translate words into deeds.   |
| Self-Confidence                     | The leaders belief in his or her own leadership skills and ability to achieve objectives.   |
| Intelligence                        | The leader's above-average cognitive ability to process enormous amounts of information   |
| Knowledge of the business           | The leader's understanding of the company's environment to make more intuitive decisions.   |
| Emotional intelligence              | The leader's ability to monitor his or her own and others' emotions, discriminate among them, and use the information to guide his or her thoughts and actions. |

Sources: S.A. Kirkpatrick and E. A. Locke,(1991).Leadership: Do traits Matter?" *Academy of Management Executive* 5, may, pp. 48-60.

H. B. Gregersen, A.J.Morrison, and J.S. Black,(1998). Developing leaders for the Global Frontier, *Sloan Management Review* 40, Fall, pp. 21-32;

R. J. House and R. N. Aditya,( 1997). The Social Scientific Study of Leadership; Quo Vadis? *Journal of Management* 23, p. 409.

**Table: 6 Descriptive Statistics of the Seven Competencies of Effective leaders**

| <b><u>Dimensions</u></b>   | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>Std. Deviation</b> | <b>Variance</b> |
|--|----------|------------|------------|-------------|-----------------------|-----------------|
| Leadership motivation  | 29       | 1          | 5          | 4.10        | 1.35                  | 1.817           |
| Self-Confidence  | 28       | 1          | 5          | 4.00        | 1.20                  | 1.448           |
| Knowledge of the business  | 29       | 1          | 5          | 3.83        | 1.34                  | 1.799           |
| Drive  | 29       | 1          | 5          | 3.07        | 1.84                  | 3.375           |
| Emotional intelligence   | 29       | 1          | 5          | 2.83        | 1.72                  | 2.971           |
| Intelligence   | 29       | 1          | 5          | 2.38        | 1.32                  | 1.744           |
| Integrity  | 29       | 1          | 5          | 1.86        | 0.99                  | 0.980           |
| Valid N (list wise)  | 29       |            |            |             |                       |                 |
| 5= Agree, 4= Partially agree, 3= Neutral, 2= Partially disagree, 1= Disagree |          |            |            |             |                       |                 |

Leaders of the private universities, as shown in table: 6 have a strong need for authority and power because they want to help co-workers. However, they tend to have a need for “socialized power” because their **motivation** is constrained by a strong sense of altruism and social responsibility. In other words, to be effective they try to gain power so that they can influence others to accomplish goals that benefit the team or organization.

They believe that (not all) time, money, place, and permission-such constraints are nothing to achieve objectives for those who really have a strong will power. Together with their skills and ability to achieve objectives they also use **impression management** tactics to convince followers of their confidence.

As the leaders are highly educated they actually know and try to know the business environment in which they operate. This **knowledge** gives them an intuitive understanding of which decisions to make for the universities survival and success.

Leaders have high drive for achievement. **Drive** refers to the leader’s inner motivation to pursue goals. But, the universities are trying to reflect the system of western policies, leaders of the private universities **believe that** (not all) “work is endless. So, start tomorrow in time to finish the task in hand.”

The leader has the ability to monitor his or her own and other’s emotions, discriminate among them, and use the information to guide his or her thoughts and actions. They don’t believe especially in the campus premises that personal relationship or friendly attitude to co-workers affects formal structure and act as a barrier for quick decision.

Leaders are not necessarily geniuses; rather, they have a superior ability to analyse alternative scenarios and identify potential opportunities.

The leaders of the private universities are not conscious about the truthfulness and tendency to translate words into deeds. It is known that, in general followers consistently identify **integrity** as the most important leadership characteristic and leader's will only have followers when trust is maintained through the leaders integrity. But considering the case of private universities leader's integrity based on the power of position rather than the power of words.

### **3.4 Transformational and Transactional Leadership**

Transactional leadership is “managing” – helping organizations achieve their current objectives more efficiently by linking job performance to valued rewards and ensuring that employees have the resources needed to get the job done.

In contrast, transformational leadership is about “leading” – changing the organization's strategies and culture so that they have a better fit with the surrounding environment. Transformational leaders are agents of change who energize and direct employees to a new set of corporate values and behaviours. (McShane, 2000, p. 450)

Transactional leadership improves organizational efficiency, whereas transformational leadership steers organizations onto a better course of action. Unfortunately, too many leaders get trapped in the daily managerial activities that represent transactional leadership. They loose touch with the transformational aspect of effective leadership.

Considering the concept of private universities, in the classroom, teachers are being transactional when they give students a grade for work completed. The same teacher when involves himself into the process of achieving the vision of that university and engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower, she/ he become transformational. Transformational leader behaviours contributed to organization's mission, which included creating an empowering environment for clients and staffs in human service organizations (Seltzer & Miller, 1990). Bass (1998, P.42) argues that at less stable levels where the environment changes more rapidly, the leader has to become more anticipatory or somewhat transformational.

In today's dynamic environment of private universities, transactional leadership is thought of crucially essential to achieve extraordinary performance. A leader who is transformational not only possesses leadership traits and understands the leadership behaviours and contingencies, but also knows how to inspire employees with compelling personality. He/she has the ability to provide a strong aura of vision and contagious enthusiasm that substantially raises the confidence, aspirations, and commitment of followers as well as to arouse followers to be more highly dedicated, more satisfies with their work, and more willing to put forth extra effort to achieve success in challenging times' (Schermerhorn, 1999, p. 275)

Twenty eight (28) personnel of the eight (8) private universities, who are working under the direct supervision of the top management (Vice Chancellor, Pro-Vice Chancellor, Dean & Registrar) of these universities, provide information about the transactional or

transformational role of their superior through a formal questionnaire (App. 2). According to the survey ten (10) personnel of the management position articulates a vision of future opportunities, talks optimistically about the future opportunities, can be trusted to their subordinate, mobilizes a collective sense of mission and serves as a role model for the subordinate. That indicates that they have a strong inclination toward transformational leadership. Fourteen (14) management personnel deals with the current problems of the universities and is alert for failure to meet standard, keeps careful track of mistakes, talks about special rewards for good work to their subordinate and offcourse monitors performance for errors needing correction, which indicated that have a strong inclination toward transactional leadership. Rest of four (4) positions are changing their role according to the necessity of time and work in neutral position.

According to the survey, 35.71 percent management personnel plays the transformational leadership role and 50 percent management personnel are transactional. But the survey also indicates that the transformational leadership has a strong linkage with transactional leadership. A transformational leader first solves the current problem of the universities and then he articulates a vision of future opportunities. Transactional leadership can serve the structure of relationships and readiness that is already in place, and transformational leadership adds to the structure and readiness by helping the followers to transcend their own immediate self – interests and by increasing their awareness of the larger issues.

However, expecting all management in an university to be transformational leaders is unrealistic and unwise. It is unrealistic because few organizations, if any, have such a concentration of transformational leaders. It is unwise because such a concentration is likely to breed more chaos than quality (Evans & Deans, 2000).

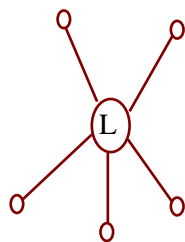
### 3. 5 Leadership Behaviour

There are two extremes of leadership behaviour: **Directive (task) behaviours and Supportive (relationship) behaviours** (Northouse, 2005) Directive behaviours assist group members in goal accomplishment through giving directions, establishing goals and methods of evaluation, setting time lines, defining roles, and showing how the goals are to be done, and who is responsible for doing it. Supportive behaviours help group members feel comfortable about themselves, their co-workers, and the situation. Supportive behaviour involve two-way communication and responses that show social and emotional support to others. Between these two leadership extremes lay a number of different leadership styles.

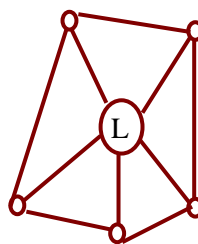
Although it is widely acknowledged that effective leadership behaviour is frequently the result of a particular business situation (for example, if a project must be completed within a very limited time frame a directive leadership style might be effective, whereas in a situation with little time pressure that requires extensive coordination between different individuals and departments, a more supportive style might be appropriate) there is a common misperception that supportive leaders are superior to directive leaders. Most research does not support this. For example, in one study, teams of three people were presented with a series of problem solving task. The teams with directive leaders were

instructed to simply follow orders. The teams with supportive leaders were encouraged to offer suggestions and question their orders. There was no difference in *productivity* between the groups.

### Structures of Directive and Supportive Leadership



Structures of  
Directive Leadership

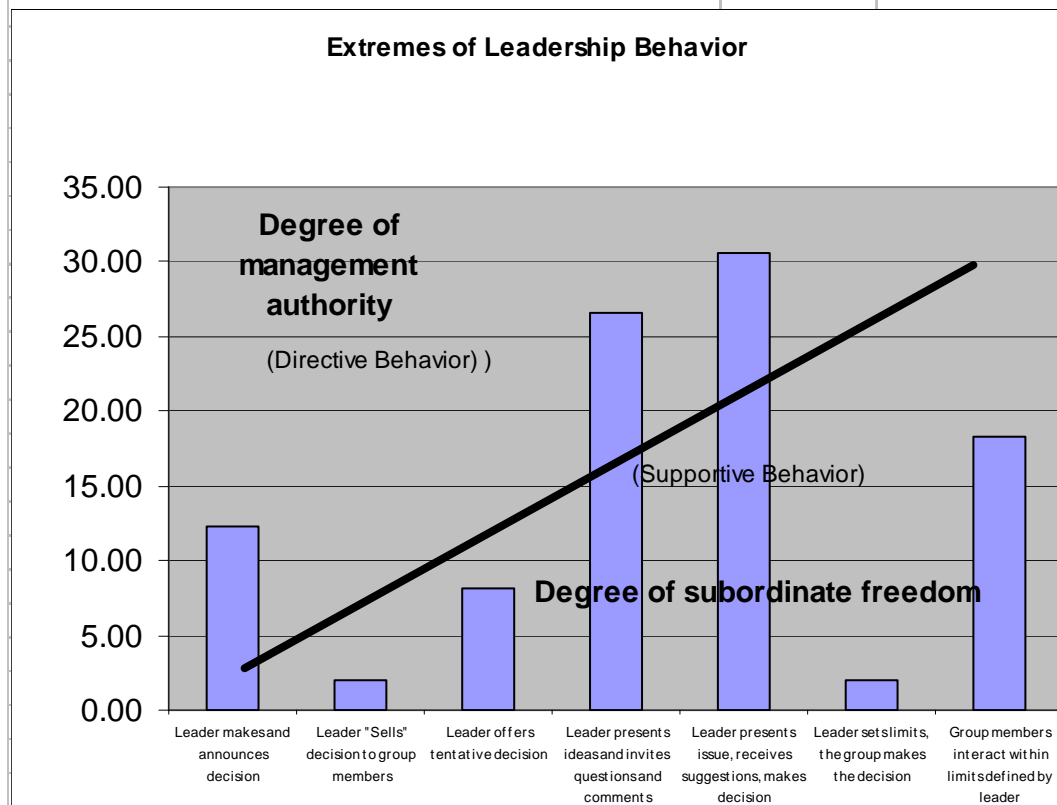


Structures of  
Supportive Leadership

These two extremes of leadership are not fully supported or followed in the private universities, as the decisions are taken based on situations and most cases the decisions are taken by the top management of the university. The basic premise of their behaviour is that different situations demand different kinds of leadership. From this perspective, to be effective, a leader requires to adapt his or her individual style to the demands of different situations. Following table shows the level of leadership styles of the private universities between the two extremes of leadership behaviour:

**Table:7 Graphical Representation of Different Levels for Leadership between Directive and Supportive Behaviour of Leadership**

|   | Frequency (f) | %          |
|---|---------------|------------|
| Leader makes and announces decision                         | 6             | 12.24      |
| Leader "Sells" decision to group members                    | 1             | 2.04       |
| Leader offers tentative decision                            | 4             | 8.16       |
| Leader presents ideas and invites questions and comments    | 13            | 26.53      |
| Leader presents issue, receives suggestions, makes decision | 15            | 30.61      |
| Leader sets limits, the group makes the decision            | 1             | 2.04       |
| Group members interact within limits defined by leader      | 9             | 18.37      |
|   |               | <b>100</b> |



30.61 percent leaders of the total respondents presents issue, receives suggestions and makes decision whereas 26.53 percent leader presents ideas and invites questions and comments. Which indicate that most of the leaders are in the middle of Directive and Supportive behaviour. 12.24 percent leaders make and convey decision, which indicates that, they play the directive role, where as 18.37 percent leaders fully play the supportive role.

#### 4. Conclusion

Private universities are playing a substantial role in the tertiary level of our education sector. Thus, it is expected to have a decent and acceptable leadership pattern prevailing in these universities. It is revealed that leaders of these universities are neither fully authoritarian / directive nor supportive. They are mostly following the **consultative approach** regarding administration and finance. They are in a position to share information and feelings and treat each other with respect. Most relationships in the private universities are based on a hierarchical system, which has a positive role in some aspects, like quick decision making, maintaining discipline, inspiring etc. Leaders rely on open communication and flexible management system and use various leadership personalities and styles to accomplish his / her goals and objectives. But all these happened only because of the personal power (education, family background, experiences, competency etc.) and for the power of positions. So, the achievements of private universities mostly depend on persons rather than groups.

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*Full Name:* \_\_\_\_\_

*Experience as An Academician (only):*\_\_\_\_\_ years

*Your father (Please tick):* a. an academician                      b. a businessman  
c. a Govt. service holder                      d. a private service holder  
e. others

*Q 1: To make a decision about a complex problem:*

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| <b>Heading</b>                     | <b>Functions</b>  | <b>Value<br/>11 to 1</b> |
|------------------------------------|---|--------------------------|
| Organizing People                  | 1. The leader as an executive                               |                          |
|                                    | 2. Establishing Communication                               |                          |
| Inspiring People                   | 3. The leader as a father figure                            |                          |
|                                    | 4. The leader as a motivator                                |                          |
| Shaping the Behaviour              | 5. The leader is the symbol of the group.                   |                          |
|                                    | 6. The leader as a surrogate for individual responsibility. |                          |
|                                    | 7. The leader as an ideologist.                             |                          |
| Co-operation                       | 8. The leader as external group representative.             |                          |
|                                    | 9. The leader as an expert.                                 |                          |
| Achieving the organizational goal. | 10. The leader as a planner.                                |                          |
| Discipline                         | 11. The leader as an arbitrator and mediator.               |                          |

4. *Work is endless. So, start tomorrow in time to finish the task in hand.*  
a. Agree      b. Partially agree      c. Neutral      d. Partially disagree  
e. Disagree.
5. Authority and Power is essential for those who want to help co-workers and direct people to achieve organizational goal.  
a. Agree      b. Partially agree      c. Neutral      d. Partially disagree  
e. Disagree.
6. When a politician says “YES”!, that indicates ‘may be’. When he says “MAY BE”!, that means ‘no’, and if he says “NO”. We understand that he knows nothing about politics.  
a. Agree      b. Partially agree      c. Neutral      d. Partially disagree  
e. Disagree.
7. Time, money, place, permission these constraints are nothing to achieve objectives for those who really have a strong will power.  
a. Agree      b. Partially agree      c. Neutral      d. Partially disagree  
e. Disagree.
8. *Geniuses are specialized, managers are generalized, leaders are analyser.*  
a. Agree      b. Partially agree      c. Neutral      d. Partially disagree  
e. Disagree.
9. It is necessary to have knowledge about each and every sector of the business, so that it will help to take prompt decision with out making any delay.  
a. Agree      b. Partially agree      c. Neutral      d. Partially disagree  
e. Disagree.
10. Personal relationship or friendly attitude to co-workers affects formal structure and act as a barrier for quick decision.

|    | Action   | Value |
|----|--|-------|
| a  | through formal authority.  |       |
| b. | by controlling the allocation of rewards valued by them and the removal of negative sanctions. |       |
| c. | through the ability to apply punishment.   |       |
| d. | by possessing knowledge or skills that they want.  |       |
| e. | by virtue of the admiration and identification they have with you.                             |       |

Signature:-----  
Date:

S.A. Kirkpatrick and E. A. Locke, "Leadership: Do traits Matter?" *Academy of Management Executive* 5 (may 1991). pp. 48-60.

*R. J. House and R. N. Aditya , “ The Social Scientific Study of Leadership; Quo Vadis?”  
Journal of Management 23 (1997), pp. 409-73.*

## Appendix: 2

Designation &amp; University: \_\_\_\_\_

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Please Tick the appropriate mark which is more suitable for your superior: (Concentrate on the person to whom you may report)

*Q1: My superior : (Circle / Tick the mark against each comments)*

|    | Comments   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|--|----------------|-------|---------|----------|-------------------|
| 1  | Focuses attention on irregularities, mistakes, exceptions, and deviations from what is expected of me. | 1              | 2     | 3       | 4        | 5                 |
| 2  | Engages in words and deeds that enhance his / her image of competence.                                 | 1              | 2     | 3       | 4        | 5                 |
| 3  | Monitors performance for errors needing correction.  | 1              | 2     | 3       | 4        | 5                 |
| 4  | Serves as a role model for me.   | 1              | 2     | 3       | 4        | 5                 |
| 5  | Points out what I will receive if I do what is required.   | 1              | 2     | 3       | 4        | 5                 |
| 6  | Instills pride in being associated with him / her.   | 1              | 2     | 3       | 4        | 5                 |
| 7  | Keeps careful track of mistakes.   | 1              | 2     | 3       | 4        | 5                 |
| 8  | Can be trusted to help me overcome any obstacle.   | 1              | 2     | 3       | 4        | 5                 |
| 9  | Tells me what to do to be rewarded for my efforts.   | 1              | 2     | 3       | 4        | 5                 |
| 10 | Makes me aware of strongly held values, ideas, and aspirations, which are shared in common.            | 1              | 2     | 3       | 4        | 5                 |
| 11 | Is alert for failure to meet standards   | 1              | 2     | 3       | 4        | 5                 |
| 12 | Mobilizes a collective sense of mission.   | 1              | 2     | 3       | 4        | 5                 |
| 13 | Works out agreements with me on what I will receive if I do what needs to be done.                     | 1              | 2     | 3       | 4        | 5                 |
| 14 | Articulates a vision of future opportunities.  | 1              | 2     | 3       | 4        | 5                 |
| 15 | Talks about special rewards for good work.   | 1              | 2     | 3       | 4        | 5                 |
| 16 | Talks optimistically about the future.   | 1              | 2     | 3       | 4        | 5                 |

*Transactional leadership* : Add up scores for the odd numbers item ( ie. 1,3,5,7,9,13,15). Maximum score is 40. Higher scores indicate that your supervisor has a strong inclination toward transactional leadership.

*Transformational leadership*: Add up scores for the even numbered items (i.e., 2,4,6,8,10,12,14, 16 ). Maximum score is 40. Higher scores indicate that your supervisor has a strong inclination toward transformation leadership.

**Source:** Steven L. McSHANE / Mary Ann VON GLINOW , Organizational Behavior, 2000. p. 463

**Q 2:** *My leader who is the VC / Pro-VC/ Dean/ Registrar of this University:*

1. Makes and announces decision.
2. “Sells” decision to group members.
3. Offers tentative decision.
4. Presents ideas and invites questions and comments.
5. Present issue, receives suggestions, makes decision.
6. Sets limits, the group makes the decision.
7. Group members interact within limits defined by the authority.

Signature:----- Date:

**Sources:**

*Encyclopaedia of Management*- 4<sup>th</sup> Edition, Edited by Marilyn M. Helms, D.B. A

*Theory and Problems of Social Psychology* – By David Krech.