Pakistani Universities and Leadership Reconnoitering the Prospects of Furtherance

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Abstract

Purpose: This study is related to the exploration of the opportunities for the betterment in the management and leadership style of Pakistani Universities. There is the emergence of managerial-ism in the Pakistani universities and the current model of performance driven and top-down management has become obsolete to respond and cope up with the requirements and expectations of the education sector.

Methodology: Quantitative and qualitative methods were used for this manuscripts. Interviews were conducted and questionnaire were floated to concern leaders of selected universities.

Findings: Performance of the Universities needs improvement, provide the resources to faculty and staff reduce the workload and top management were using transactional leadership style.

Implications: The part of HRM should be reassessed. This can help to create a performance criterion while assessing the individuals, and empower the mangers.

Recommendations: A flexibility in the management structure is required. The universities should reorganize their organizational structure, as it can improve the academic voice and help to rebuild trust.

Keywords: Leadership, Higher Education, Universities Performance, Management, Educational Leadership.
Introduction

The education sector of Pakistan has become highly attractive, which, in turn, has resulted in the education sector becoming highly marketed. Moreover, the regulations underpinning the education sector have also increased and intensified because of the changing policies of the governments. However, the purpose and the reason for the changing policies of government administering the education sector is to enhance and increase the standards and quality of the education and to increase the choices and options which the students. Such instance has resulted in the increased level of choices which the students are left with to accelerate and advance their educational career (Middlehurst, 2013). Communication scenario has completely changed with the advancement in leadership and the emergence of mobile phones in Pakistan (Ali, Rizvi & Sherdil, 2014). In addition to this, the changes in the regulations and external environment, universities have responded by making changes to their organizational structure and adapted a management-driven approach so that their operational efficiencies could be enhanced so that the external changes could be tackled effectively. Therefore, the outcomes of changes in the academic structures of the universities of Pakistan have resulted in the formulation and the deployment of complex managerial structures so that the requirements and demands posed by the changes in the regulations as well as the external environment could be fulfilled. Another underlying factor for the incorporation of a more management-led approach in the enormously dynamic education industry is to meet the demands of the audit procedures by the government’s educational regulatory authorities (McCaffery, 2018).

Moreover, the universities of Pakistan follow a similar organizational hierarchy which has been implemented and followed in the universities from a long period of time. However, such organizational hierarchy was developed and deployed to overcome the challenges and issues, universities were facing at that time (Jones, et al., 2014). The advancement of time and the changes in the dynamics of the education industry have raised several implications which have accentuated the need for change to be introduced. The current hierarchical structure of the Pakistani universities has transformed the universities’ different academic departments into separate business units which are administered and governed by different management teams. In addition to this, each management team, monitoring the separate business units or academic departments is given separate organizational and corporate targets which the management teams have to attain and accomplish with the given constrained budgets (Nica, 2013). Thus, to accomplish such corporate targets and the agenda of the management, there has been a significant increase in the number of the managerial functions within the existing academic structure and organizational hierarchy accompanied by the addition in the administrative and non-academic staff. Subsequently, such instance has resulted in an influential imbalance among the salaries and monetary rewards offered to the academic staff such as faculty members and the non-academic staff such as managers (Blaschke, et al., 2014). Furthermore, because of the domination of the management-led organizational hierarchies in the universities of Pakistan, the pay scale of the academic staff has mitigated and the incentives offered to the management are amplifying and enlarging (Tanveer & Shafiq, 2020).
Furthermore, the emergence of the management-led organizational hierarchy of the universities, there has been the deployment and incorporation of different metrics to assess and evaluate the performance and the quality of the operations. However, the government’s educational regulatory authorities have different parameters, benchmarks and metrics to assess the quality and performance of the universities. Thus, there is an evident dissimilarity and disparity among the metrics used and utilized by the managements of the universities and the government’s regulatory authorities (Mahdi & Almsafir, 2014). In addition to this, another implication which rises is that Pakistan’s government’s educational regulatory authorities release different guidelines over the period of time when they become necessary to enhance the performance and standards of the education industry. However, such guidelines are more related to the performance of the teaching and academic staff of the universities. Thus, it can be inferred that there are no such performance measurement metrics and guidelines for the non-academic and managerial staff of the universities. Such instance has resulted in the phenomenon that the degree of academic professionalism has been mitigated among the academic staff and there is the advent of the management-led approach where the performance is assessed and evaluated in terms of the accomplishment of the corporate aims and objectives of the university (Ebersberger, 2013).

In addition to this, the approach of the Pakistan’s universities to evaluate the performance of the individuals has become in line with the approach followed in the conventional human resource management practices. The assessment and the evaluation of the individual performance management requires the line managers to keep a regular eye on the performance of the subordinates; therefore, this approach is also practiced in the universities of the Pakistan where the performance of individual academic staff is regularly monitored (Alonderiene & Majauskaite, 2016). As a result to this, the role and contribution of the managers in the Pakistani Universities has become limited to judging the performance of the academic staff rather and lacks the developmental aspect. This scenario has elevated numerous concerns and reservations by the growing and advancing level of managerialism which has suppressed and deteriorated the focus on the quality and standard of education delivered by the universities. The contemporary approach of management practiced in the universities has reached to the point which has started to contradict and conflict with the conventional and traditional essence of the universities as an institution. Universities were perceived as the scholars’ collaborative and democratic republic where the professional academic staff faced and required a very little intervention from the management. Thus, the freedom to the academic professionals tended to be higher as compared to the contemporary world scenario. In the contemporary management approach, in spite of the top-down management style, academic staff enjoyed professional sovereignty, which has turned into mistrust driven by the over-management in the workplace setting (Humphreys, 2013). This management-led approach and the increasing degree of managerialism, as per the common and mutual consent has been labelled as unsustainable, inappropriate and inadequate. In addition to this, such practices in the universities in Pakistan are considered as outdated which used to be effective in the nineteenth and twentieth centuries where it was perceived that money is the primary motivator for the staff. Managers used to closely monitor the performance of their subordinates and the lower autonomy was provided to the staff to perform their job duties uniquely and were strictly bound to the defined operational
procedures (Uslu & Welch, 2018). Thus, such approach has also prevailed among the Pakistani Universities’ management approach and style. Thus, the need for change has become essential and accentuated to improve and enhance the academic standards and outcomes in Pakistani Universities, while exploring the room for opportunities for betterment. The paper will provide an overview of the changing dynamics of the educational sector of Pakistan. Additionally, the rising managerialism and the emergence of the concept of corporate universities would also be articulated and the room for improvement and betterment would be discussed. Subsequently, under the light of the findings, conclusions would be drawn and recommendations would be made.

Literature Review

Irving, (2015) stated that some degree of reform in the organization and management of the university is necessary. A corporate model was proposed by (Martin, 2016), according to which that the vice chancellors of the university should reinvent themselves as chief executives, the head of department should become the line managers in business units, and the individual academics should serve the corporation for managerial prerogative and business efficiency. In academic literature, the role of a university, its purpose and academics has always been a subject of debate. Apart from the fundamental purpose of a university, the academics have responded to a lot of management imperatives, which not only disturbs the academic autonomy and freedom but also leads to de-professionalization of the role.

(Focht, & Ponton, 2015) highlighted in their study that the managerial process in corporate universities has led to democratic deficit, he also stated that managerialism does not support prize distribution over equity and justice, or can tolerate questioning and debate. Even by enlarging the size of management in university for the functions to be performed well can shift the focus away from academics. Many managements led approaches were adopted in universities on grounds of cost effectiveness and business efficiency. On the level of competitive sector, it is debated that a corporate approach in management is necessary as it helps to maintain and control the increasingly diverse activities which takes place in university and fulfil several regulatory requirements. Some universities use complex internal audit procedures and processes which helps to develop the growth of numbers in administrative functions (Akhtar et al., 2014).

The role of Human resources have been considered as a support function, since it has been now a widely recognized department in the corporate universities and increased the intensity of the titles bestowed to the personnel. Finance, marketing and strategy endured growth with each of the evolving functions in the substructures and management. In higher education, emerging agendas has led to the establishment of new focused missions which are related to learning and teaching, student experience, enterprise, international education and employability (Saunders, & Sin, 2015). All these operations can operate in a semi-autonomous way within the university umbrella, and within their structures of management. Strong justifications can be found for each support unit but due to the existence of bureaucratic machinery in the corporate university, it has become difficult due to contradiction present between the policy messages and persistent hierarchic nature of policy
implementation. In such conditions, such processes attempt to vindicate the system and increases the efficiency but the messages gets lost due to obfuscate process (Waring, 2013). The HR department has become an influential one and grown in size, which shows an agenda beyond the government authoritative. HR has now become developed the administrative support from low level clerk desk staff, to centralized management which keeps all the records of the employee and facilitates in managing the employee related issues. HRM is a strategic approach which is designed in such a way that it helps to increase the competitive advantage of the organization. In HRM, the line managers has the devolution of power, they are responsible to improve and manage the performance of individuals by observing their performance with measureable targets and also by the help of surveillance technique. A lot of implications has been presented to this department in universities (Saunders, & Sin, 2015).

Firstly, the department of HR is no longer purely available as support function and administration but play an important role to develop policies and strategies which would support the encompassing strategies of corporate. Also that the authority and power of line managers has been increased (Irving, 2015). They are not only inherited welfare duties of personnel department, but they are also accountable for rewarding, monitoring and reviewing the performance of academic stuff and also deal with the underperformers in an effective way. (Field, 2015) in their study stated that training and development is an important unit. With the help of training and development, the line managers observe where the employees lack skills and how the work can suffer.

Academic manager is also an arguable career as it is a career path for some but has the potential of laying overemphasis on academic management somewhat than on academic leadership. The academic managers are responsible to show institutional focus and makes sure that managerial tasks and processes are accomplished with compliance. But, these managers are rather concerned about academic identity and values. More importantly, the academic leadership is not provided by those people who are in formal responsible position but it comes from those who are more concerned about high quality work in academics. (For instance the senior professor, former PhD supervisor, or a senior colleague) (Rutherford, & Meier, 2015).

The responsibility of a line managers is to manage and but are rather found reserved in their ability to lead the management. The line managers are considered as the key players in HRM. There are several studies which fails to present a definitive link and evidence of HRM (performance management) and improved performance of organization. Sometimes, the nature of HRM is attributed as amorphous and it privileges to be more eloquent than in reality. (Martin, 2016). in his study highlighted that HRM or performance management is not suited in most of environments which possess the characteristic of complexity and variability. Martin, (2016) also stated that even in textbook conditions, HRM is considered as ineffective. It was stated in a study that the employment of HRM in context of a university environment, which is complex and variable can turn out to be problematic. The staff present in a university is highly knowledgeable and skilled which has the ability to work in the most efficient way when they collaborate with a study body, academic peers or others (Tanveer & Kareem, 2018).

HRM, on the contrary is an individualistic which offers the university a one size fits all approach, and considers it to be the best practice to manage the academic work force.
nature of approach does not support the diverse operations which takes place in academic work, but the reductionist management approach makes it difficult to continue and becomes frustrating for the academics. Most of the knowledge based and creative universities have identified such short comings and have shifted their interest from HRM, some of the universities continue in their requirement for line managers to monitor and review the individual performance by regular staff appraisal (Tanveer & Kareem, 2019). There are several disadvantages in the appraisal process, it requires a great amount of time in preparation and present a follow up report which frustrates both the appraisee and appraiser (Akhtar, Azeem, & Mustafa Mir, 2014).

In the recent time, there is a growing imperative in academic organizations to retain and motivate their knowledgeable employees. These employees are those which require high degree of autonomy and freedom to work, and these employees lead many private corporations to compress their hierarchies. A resurgence have been found in the content of traditional motivation theories which were proposed by McClelland, Herzberg and Maslow. These theorists identified in their theories that employees can only stay motivated for a long time by the help of intrinsic factors. For instance, (Focht, & Ponton, 2015), identified that three main constituents which helps to improve the motivation of an individual, it includes purpose, to be a part of something which is larger than ourselves, self-directed, the urge to improve and get better in the things performed by a person and in the last autonomy, the desire to have power.

Still some of the universities use the target-led approach which have now embedded in the university system rather than making it more suitable. However, there is an urgent need to amplify research activities and collaboration with international organizations manifold to respectably stand with the world. (Ul Haq, Ullah and Tanveer, 2020). Now, it is very commonly found that the universities has changed their approach from democratic accountability, collaboration, and trust to a corporate system, which is driven managerially against the corporate objective (Waring, 2013). Some studies state that some university still in the present time continue to use the old style hierarchical system, in order to govern the administrative and support functions. The management of universities religiously follow the model of metric based approach which is rooted by the HRM. This has created an erosion in the academic autonomy and freedom, also a decline in academic trust (Rutherford, & Meier, 2015).

In one of the study it was stated that performance management is largely ineffective in universities, and highlighted that emergent leadership is found as a favorable approach (Wang, Waldman, & Zhang, 2014). The HRM fails to perceive infringement in the system and the management cannot test organizational justice and legitimacy. This type of leadership is not entirely adhered to hierarchy lines, but acts as an interplay among the individual agency and collective management, and hence it gives a role in leadership to all those who are part of institution. (Wang, Waldman, & Zhang, 2014) stated that this leadership is gaining momentum in the private sector where individual autonomy and freedom is recognized as it allows the individual to be creative in work. Transformational leadership is very important in all fields of life. A “transformational leader is someone who inspires followers to accomplish incredible results (Robbins, 2007).
According to Bass's observation, Transactional leadership use rewards or punishments, includes three components, which are typically distinguished as instrumental in follower's target achievement” (Bass, 1997).

The major difference between transactional leadership and transformational leadership given below according to (Odumeru, 2013).

<table>
<thead>
<tr>
<th>Transactional Leadership</th>
<th>Transformational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transactional leaders do not feel easy to discuss with employees about plans.</td>
<td>Transformational leaders ready to discuss with employees about plans before execution.</td>
</tr>
<tr>
<td>Leader set rewards and punishments for employees to accomplish the goal</td>
<td>Employees complete goal through superior principles and ethics</td>
</tr>
<tr>
<td>Motivates employees by tempting their self interest</td>
<td>Motivates employees by give priority to group interests first</td>
</tr>
<tr>
<td>Works surrounded by the organizational traditions</td>
<td>Works to transform the organizational traditions by implementing new thoughts</td>
</tr>
<tr>
<td>Management-by-exception: continue the status quo; pressure correct actions to recover performance.</td>
<td>Individualized reflection: Each behavior is intended for each person to convey kindness and support. Intellectual stimulation: support new and creative ideas to solve problems.</td>
</tr>
</tbody>
</table>

(Odumeru, 2013)

**Objectives**

Main objective of the paper is to explore the performance of selected universities and see the leadership style and provide solution for the betterment means to enhance performance of universities.

**Questions**

- How leaders are managing the universities, means performance?
- To explore the leadership styles in Pakistani Selected Universities?
- To explore the opportunities for the betterment of Universities?

**Methodology**

Quantitative and qualitative methods are used to collect the data from faculty, staff of selected Universities. The Multifactor Leadership Questionnaire (Bass, B. M., & Avolio, B. J. (1995) is going to use and for quantitative method and conduct interviews for qualitative analysis. Also used exploratory research according to Brannen, (2017), such a research approach does provide with a definitive conclusion, in order to answer the research answers but it permits the researcher to discover the topic in more depth. He also stated in the study that exploratory research helps to build a base of different inquiries and then helps to shape the findings of the research. Cornelissen (2017), stated in his study that explanatory approach is a building block for any research. There are four types of explanatory researches which are literature research, in depth study of problems, focus group research and case analysis.
research (Cornelissen, 2017; Meyer, 2015; Teherani, Martimianakis, Stenfors-Hayes, et al., 2015; Cornelissen, 2017; Pedhazur, & Schmelkin, 2013)

**Population and Unit Analysis**
The unit of analysis is defined as the main entity to be evaluated in a study. In typical social sciences research, the unit of analysis includes social artifacts, social organizations, groups and individuals (the most common one). After recognizing the unit of analysis, it is the duty of a researcher to identify the target which is the population chosen for the study. In order to determine the population, the researcher uses a criterion for their selection. It can be dependent upon the following characteristics like gender, age, university or school, educational requirement or etc. After the selection of population, it is important for the researcher to determine to select individuals who will be a part of population. 200 individuals from teaching and non-teaching management were selected from CBM (institute of business management).

**Data Collection & Analysis**
Through email by using google doc will get the required data. The interviews are also known as one-on-ones, such interviews help to uncover the belief, motivation and behavior of the respondents. These interviews help the researcher to thoroughly view the situation and since they are open ended interviews, it can lead to further discussions. The data obtained from such interviews is rich, raw and valuable for the researcher. Such interviews last for 30-60 minutes. Another advantage of in depth interview is that it helps to develop a good rapport with the respondent, this method is less expensive and fast. Such a method of data collection consists of less distractions, are flexible and quality data can be collected (Jamshed, 2014).
Will use the SPSS to analysis the data and alsodeductive approach will be used. The deductive approach is commonly used for the analysis of qualitative data. This approach is very easy to use and quite fast. Since the data is loosely unstructured, so the first step is to transcribe all the data. In this step, all the transcription of data will be converted to textual form. This step can be done with the help of technology, it will make the process quick and easy. In the second step, all the transcribed data will be organized by the researcher to get a clear path. This can be done either by making tables or arrange it in an alphabetic way. In the third step, the data is coded and this makes the data more considerable and understandable. The qualitative data can be categorized by the process of coding and this step makes it easy for the researcher to obtain the data at its earliest. In the fourth step, the data is validated. This is a very crucial step as it helps to ensure that the collected data is validate and not flawed. In the fifth step, a conclusion is given derived from the data analysis. This conclusion is given on the basis of the findings and implications are given based upon the findings (Ritchie, Lewis, Nicholls, 2013).

Data will be collected as per given table.

<table>
<thead>
<tr>
<th>Description</th>
<th>Participants</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workload</td>
<td>200</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Resources</td>
<td>200</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Performance</td>
<td>200</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Leadership</td>
<td>200</td>
<td>Transformational</td>
<td>Transactional</td>
</tr>
</tbody>
</table>

(Source: self-made)

**Results**

By using SPSS the following regression analysis showing in details

<table>
<thead>
<tr>
<th></th>
<th>Coefficients</th>
<th>Standard Error</th>
<th>t Stat</th>
<th>P-value</th>
<th>Lower 95%</th>
<th>Upper 95%</th>
<th>Lower 95.0%</th>
<th>Upper 95.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>2.688474</td>
<td>0.34132</td>
<td>8.142371</td>
<td>1.09E-13</td>
<td>2.046327</td>
<td>3.350712</td>
<td>2.046327</td>
<td>3.350802</td>
</tr>
<tr>
<td>Workload</td>
<td>-0.09162</td>
<td>0.058211</td>
<td>1.402211</td>
<td>0.023324</td>
<td>-0.03284</td>
<td>0.196177</td>
<td>-0.03284</td>
<td>0.196177</td>
</tr>
<tr>
<td>Leadership</td>
<td>0.073202</td>
<td>0.059787</td>
<td>1.057001</td>
<td>0.013142</td>
<td>-0.05347</td>
<td>0.180793</td>
<td>-0.05347</td>
<td>0.180883</td>
</tr>
<tr>
<td>Resources</td>
<td>0.036873</td>
<td>0.061517</td>
<td>-0.43675</td>
<td>0.042223</td>
<td>-0.14723</td>
<td>0.08429</td>
<td>-0.14723</td>
<td>0.08429</td>
</tr>
</tbody>
</table>

Table Regression Analysis (source: self-made)
In this study, 200 sample size questionnaire and interviews were conducted in the CBM institutes means 50 Universities. This study found that in Pakistan, the rules and regulations has been increased and this has led to a variety of changes in policy. The higher education commission in Pakistan keeps on changing the education policies, in order to raise the standard and quality of education, also to provide more choices in education to students. This increase in options has resulted in providing various career options to students. One of the employee from the management stated: *We work hard to bring the best policies in the institute, we abide the HEC rules and regulation before bringing any change in the education policy. The main concern of the management is to increase the quality and standard of education in this institute and offer students more career choices.*

Another finding was related to the high employment rate of managers in the university. Since, there was a constant change in educational policies, it made the academic institution to introduce new educational departments. This process has led to the hiring of various managers in different department. While interviewing a respondent from the managing department, that person stated: *In order to overcome the challenges and issues of the university regarding management led approach, the management of the university decided to hire new managers. These new managers were hired to meet the demands of education dynamics and mediate the audit processes which are led by the higher educational government authorities. Each management team monitors a specific education department, in order to meet the required targets.*

The present hierarchical process in universities has changed a lot, new educational departments have been introduced and their management requires new managers. In CBM, different business units have been monitored by different management teams. The instructors of the institution face a lot of problems related to the management led approach in the institution. According to the teachers, instructors or professors, they sometimes find it challenging to be adopt to the changes proposed by the management. When one of the respondent from the teaching faculty was interviewed, that person stated: *The teaching faculty to some extent face issues related to democracy, due to lack of freedom and speech, we cannot provide the students with adequate education. The university should not nest upon these managerial led approach, but should also give teachers the freedom of speech, in order to manifest their thoughts.*

There are a lot of rules and regulations which underpins in Pakistan’s education sector. There reason to change the educational policies is always related to enhancing the educational standard and quality. In order to cope with the changes, the managerial department of the universities like in CBM, respond to such changes by implementing new policies in the university. The teaching faculty of the university encounter problems due to the implementation of new policies from the managing department. The teaching staff was observed to be reluctant to adapt the new policies, most the teachers’ finds the process difficult as the educational policies keeps on changing and are not constant. Some of the respondents told that they are unable to follow the new policies and cannot remember them all the time due to frequent changes. One of the respondent from the teaching faculty stated: *Sometimes we are abstain from speaking, this at times becomes challenging for the teaching faculty to keep up with the management led decisions. Even if we have a plan or strategy for the betterment of students and education, we cannot practice it.*
It was also found that due to the increase of managerial involvement in the university, there was also an increase in management functions. In order to follow the organizational hierarchical structure, the number of management functions have increased and due to increased involvement of the management staff, an imbalance between the monetary rewards and salaries was found. There is an influential imbalance among the salaries and appraisals offered to the managerial staff. Moreover, due to the domination of management led organizational hierarchies in Pakistan, the incentives and pay scale offered to the management staff has become enlarged and amplified. One of the respondent from the teaching faculty stated: 

There is an increase domination of management staff and this has also added to the increase in managerial functions. This has moved the attention of the higher management towards other things.

This management led organizational hierarchy has disturbed the workplace environment for the academic staff members. The teaching faculty do not have the freedom of managing things in their own way. Individual performance of the teachers is monitored on regular basis by the management staff. This process has raised various concerns to the role of the managers as their role becomes limited and suppressed and cannot focus much on the standard and quality of education. Sometimes it becomes stressful for the novice teachers to keep up with the constant change in educational policies. One of the respondent from the teaching faculty stated:

Sometimes it is a turn off for the teachers to be continuously observed by the performance management.

The major success of a university is greatly dependent upon the academic faculty. According to (Shin, & Jung, 2014), a low academic performance of the teaching faculty is coupled with a lack of positive environment. The attitude of the teachers also changes towards the management and there seem less focused. The work environment of a teaching institution is perceived as to influence the employees in a favorable or unfavorable way. (Fonseca et al. 2014) stated in his study that the level of an employee’s motivation level is greatly influenced by work environment. The engagement of the teaching faculty impacts the success of an organization. Due to increased involvement of managerial staff, the work environment of the teachers is also disturbed.

The response gathered from the CBM teachers was quite appalling, as they were not pleased with the involvement of managerial staff in to academic processes. The academic staff now have a tons of duty to perform, apart from managing the students in class, delivering lectures, the new policies implemented by the management staff has added new tasks. The new tasks are related to the use of technology, like designing a new curriculum, conducting performance evaluation, taking attendance, students profile management and etc. Some of the tasks mentioned in this list is related to the management and the teachers find it difficult to accomplish them. While conducting the interviews, some of the teachers responded: 

A lot of new tasks have been added, it at times becomes difficult to keep up with the academic sessions. Some of the newly assigned tasks are related to management work and a constant, fair focus on education betterment cannot be kept.

Another responded stated that: The work environment of the academic faculty seems disturbed; the teaching faculty cannot keep a track of things. The managerial approach has raised, even if they are bring changes for betterment, they are doing it on their own without mutual consent. These changes sometimes leads to conflicts with the management team.
Another respondent stated: *From the past ten years, the management processes of the institution has completely evolved. The managerial staff has now become the decision makers, bureaucratization is the root of these changes.*

The managerial hierarchy have reinforced academics in the teaching institution, some of the teachers believe in reduction of the managerial staff, the ability to make all the decisions should also be lessened. In CBM, the managerial functions are mainly driven by external audit requirements which arise under the condition of bureaucracy. This as a result has influenced the managerial system and has created a paradox in the academic department. Apart from all the benefits from administrative tasks to free time, the academic staff has lost their control from taking decisions. The academic staff find it inappropriate and questions upon the organizational restructuring. One of the respondent from the managerial staff stated: *Bureaucracy has influenced the educational system, we are bound to make changes in order to meet the external demands.*

One of the respondent from teaching faculty stated: *Bureaucracy has led to dissatisfaction in most of teaching organizations, this approach is uncertain and intimidates the academic judgment.*

Another respondent from the teaching faculty stated: *these changes are like a thick layered cloud which are not being effectively implemented in the educational institutions. The change in policies cannot effectively penetrate the system, so there is dire need of efficiency.*

Due to enormous involvement of management led approach in Pakistani universities, organizational hierarchical system in practiced. The present hierarchical system in Pakistan has changed and they are now governed by various managerial teams. In order to accomplish the targets, the management functions have increased with the present academic structure.

**Discussion**

In this section of the paper, the findings will be discussed. With the span of time, various changes have been made in Pakistan’s education sectors. The higher government authority of Pakistan keeps of changing the educational policies and it is mandatory for the educational institutions to keep up with these policy changes. According to the findings of this study, it was found the there is enormous involvement of management led approach in the CBM institute. The HEC of Pakistan constantly changes the educational policies with the goal to provide standard and quality education to the students. The managerial staff was found to be under the pressure higher education commission (HEC). In order to cope with the changes, the management of the respective institute led to adapt the new changes by implementing new policies.

The management of the respective institute has a high rate of managers employed, as the managerial functions have increased. They high rate of manager employment is related to overcome the issues and challenges faced the institution. The new managers were hired in the institution to manage various educational departments, various managerial teams were active to bring changes and follow the HEC policies. The purpose to introduce these policies was related to improve the standard and quality of education provided in the institution and the meet the demands of external audit. The academic staff on the other hand, were quite reluctant to adapt the constant change in the policies. Most of the teachers from the academic faculty were not able to adapt the changes.
According to the academic staff, these changes were very frequent and were unable to remember all the policies, as it made a lot of confusions for them. The teaching faculty were abstain from speaking and did not have the power to express their thoughts. The managerial functions were increased and had a great involvement in academics, this led to an imbalance between the managerial staff and the academic faculty. In the respective institute, each managerial team monitors an educational department in order to meet the required targets. The academic faculty was quite disturbed, as it created a negative impression on the workplace environment.

The teaching faculty did not have the authority to exercise their own practice which according to them were for the betterment of the students. Being constantly monitored by a managerial team was a turn off for the academic faculty. Moreover, a great domination of the management led approach was found in the respective institute. This had a great influence over the salaries and incentives offered by the institute to the management staff. This aspect also affected the motivation of the academic faculty. The motivation level of the teaching faculty is an important element, as it has an influence over their work.

The response gathered from the teaching faculty of the respective institute was quite appalling, they did not seem pleased with the constant change in policies implemented by the management team. This created a distressed work environment, the engagement of the teaching faculty was a matter of great concern. A lot of new tasks were added to role of teaching faculty, like designing the curriculum, management of student profiles, conducting performance evaluation, taking attendance. It was found among the teachers that such tasks come under management functions and were added to their role.

The involvement of management approach in the academic staff seemed to disturb the work environment. Such a situation can even lead to conflicts between the academic staff and the management teams. This area requires particular attention from sides, that’s how a suitable workplace environment can be created. A negative work environment lowers the motivation of the employees; the academic staff of the respective institute was undergoing through the same thing. They did not have the autonomy to exercise their own practice, and were monitored by the management teams. On the contrary, the management teams were under the stress to fulfill the requirements of the external environment, enhance the standard and level of the education provided the institute. This led to increase the managerial functions and they were found to be more involved in policy implementation process than the academic faculty. Due to increased involvement of managerial staff, the work environment of the teachers is also disturbed.

**Conclusion**

It is found that the universities are not performing as per international standards because of rankings are very low. According to faculty, staff resources are not available and too much workload so we can’t produce more quality work means quality research papers. And importantly transactional leadership style was found means there is punishment also that demotivate faculty and staff as well. The discussion of this study has highlighted various points which can be put forward as a way to address these arising problems. The fundamental educational and academic purpose of a university is defined as to legally follow the government responsibilities, enhance the academic freedom, and to address the managerial
control. This study has discussed about the prevailing issue in Pakistan, related to leadership and management in the universities. The education sector in Pakistan is becoming highly marketed, in order to become highly attractive. Such instances have increased the choices in education for students. In order to respond to these changes, the university management have brought changes in the organizational structure and adapted a management driven approach. Hence, these changes have led in the deployment of the managerial structure, in order to meet the external environment demands. Another factor which underlies in the incorporation of management led approach is to meet the demands of the audit process imposed by the higher government authorities of Pakistan. Furthermore, the present classified structure of the Pakistani universities has changed the universities’ different educational departments into distinct business units which are managed and administrated by different management teams. Each management team monitors a distinct unit with the aim of attain and accomplishing the assigned goals. So, in order to achieve the corporate goals, there is a noticeable increase in the management operations within the organizational hierarchy and academic structure. According to the findings of this study, there is evident disparity and dissimilarity among the standards utilized and used by the management of the universities in Pakistan. Another matter of concern is that this issue has created an imbalance in the academic structure, the academic faculty is compelled to adapt the new changes which enormously affects their motivation level. Also, that the activities and metrics of the nonacademic staff is not measured under any guidelines. It has created a disparity in Pakistan’s universities among the teaching faculty. The higher education system in Pakistan constantly changes without any guidelines and this has led the universities to adapt managerial led approach in the universities. Incrementalism is a process in which small changes are made and builds the commitment in a gradual way. What is proposed in this study, can be achieved by the help of incremental reforms. This process can reduce resistance among people who are new the imposed methods, change the behavior and norm over a certain period of time.

**Recommendation**

The managerial team can tackle the situation by consulting the problems of the academic staff, such an act will show the spirit of cooperation. The management of the university should sit around the negotiation table with the faculty staff and try to resolve the arising issues or what is bothering them. Such an opportunity will also allow the academic staff to discuss the concerns related to academic autonomy and freedom. Trust is one of that vital component which should be found among the academic and non-academic (management) staff.

The present of the Pakistan universities have diversified and transformed, their aim is to deliver teaching and in this aspect; the academic departments are seen in the frontline. The current changes in policy restricts the academic department operations in an efficient way. Therefore, a flexibility in the management structure is required. The universities should reform their organizational structures, as it can enhance the academic voice and help to rebuild trust.

The role of line managers should also be developed as it has become demanding and increasing complex. Staff appraisal and performance management is one of the most perplex situation which needs to tackled by the line managers in an efficient way. To manage such
complex situations, a specific set of skills are required. Management development program should be conducted and the line managers should be trained. This is a peer learning process and help the line managers to adapt a managerial mindset free from any resistance. Such training programs will be beneficial for the management as it will promote growth of the university.

There is a dire need to adapt emergent leadership in such universities. Emergent leadership helps to develop the accountability, progress, authorization, and engagement within the organization. Such a leadership takes care of the organization and helps to discover hidden resources. This leadership will be beneficial to enhance the level of employee engagement. Emergent leadership can be beneficial for the university, in order to deal with complex network of auditory processes and bureaucratic systems.

The role of HRM in Pakistani universities should be reevaluated. This process will help to establish a performance criterion while assessing the individuals, and empower the managers. The HR department should support this function, as it will help to improve the management of people.

References


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