NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
INNOVATION AND KNOWLEDGE MANAGEMENT
MASTER'S PROGRAMME

MASTER'S THESIS

THE IMPACT OF DIFFERENT LEADERSHIP STYLES IN THE DEVELOPMENT OF LEARNING ORGANIZATION: A CASE STUDY OF NEAR EAST UNIVERSITY

SADAF RAFIQ

NICOSIA
2016

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
INNOVATION AND KNOWLEDGE MANAGEMENT
MASTER'S PROGRAMME

MASTER'S THESIS

THE IMPACT OF DIFFERENT LEADERSHIP STYLES IN THE DEVELOPMENT OF LEARNING ORGANIZATION: A CASE STUDY OF NEAR EAST UNIVERSITY

PREPARED BY:
SADAF RAFIQ
20146021

SUPERVISOR
ASSOC. PROF. DR. MUSTAFA SAĞSAN

NICOSIA
2016

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES

Innovation & Knowledge Management Master's Program
Thesis Defence

The Impact of Different Leadership Styles in the Development of Learning Organization: A Case Study of Near East University

We certify the thesis is satisfactory for the award of degree of
Master of Innovation & Knowledge Management

Prepared by Sadaf Rafiq
31th August 2016
20146021

Examining Committee in Charge

Assoc. Prof. Dr. Mustafa Sağsan	**Near East University** **Department of Innovation & Knowledge Management**
Assist. Prof. Dr. Tunç Medeni	**Yıldırım Beyazıt University** **Department of Management Information Systems, Faculty of Business**
Assist. Prof. Dr. Tolga Medeni	**Yıldırım Beyazıt University** **Department of Management Information Systems, Faculty of Business**

Approval of the Graduate School of Social Sciences

Assoc. Prof. Dr. Mustafa Sağsan

Acting Director

DECLARATION

Sadaf Rafiq

Signature…………………………………..

Date…………………………………

DEDICATION

In the memory of my charming and the most handsome nephew
Raaef Ahmad Faridi (late)

ACKNOWLEGMENTS

ÖZ

Çalışma, farklı liderlik yöntemlerinin öğrenen örgütlerin gelişimine olan etkisini ortaya çıkarmayı amaçlıyor. Çalışmanın ana motivasyonları, liderliğe karşı değişim ve büyük talep dayatan dinamik değişiklikler ve karmaşıklıklardan gelir. Bu değişiklikler aynı zamanda liderlik ve öğrenen örgütler ilişkisine de karışmıştır. Bunun büyük yansıması olan liderlik ve öğrenen örgüt aktiviteleri Yakın Doğu Üniversitesi'nde şu anda hakim durumdadır.

Bu çalışmada iki bağımlı değişken kullanılmıştır; bunlar iki farklı regresyon modellerindeki dönüşümcü liderlik (DL) ve etkileşimci liderliktir (EL). Her bir modelin bağımsız değişkeni aynıdır; bunlarda stratejik yön (SY), sürekli öğrenme (SÖ), diyalog sorgulama (DS), takımsal öğrenme ve işbirliği (TÖİ), güçlendirme (GÜ), sistem bağlantıları (SB) ve yerleşik sistemlerdir. (YS). İki farklı sıradan en küçük kareler (EKK) regresyon modelleri, YDÜ'deki 106 katılımcıdan toplanan veriler kullanılarak öğrenen örgütler üzerindeki dönüşümcü ve etkileşimci liderlik stillerinin etkileri şekillendirilmiştir.

Korelasyon sonuçları değişkenler arasında önemli bir ilişki göstermektedir. Dönüşümlü liderlerlik regresyonu sonucu gösteriyor ki Stratejik Yön (SY) ve sürekli öğrenme (SÖ) modelleri bağımlı değişkende olumlu bir etki yaratırken, Etkileşimci Liderlik (EL) regresyon sonuçları da gösteriyor ki Stratejik Yön (SY) ve Güçlendirme (GÜ)'nin Etkileşimci Liderlik'de (EL) olumlu bir etkisi olmaktadır. Sonuçlar ayrıca göstermiştir ki öğrenen örgütlerin altında bulunduğu koşullar, değişme eğilimindeki liderlik içeriğinde olumlu etkileri yaratabilir. Nicel sonuçlar sonrasında nitel analiz yapılmıştır. Bağımsız değişkenlere olan önemsiz etkisinin nedenine karar vermek için yapılan kodlu röportajları formule edebilmek için az sayıda röportaj yapılmıştır. Bu çalışma, dönüşümsel liderlik stillerinin benimsenmesini ve akademik liderler ve hizmetçi liderlik gibi diğer birçok alternatif dönüşümsel liderlik formlarının örgütlersel öğrenmede faydası olacağını önermektedir.

Anahtar terimler: Dönüşümcü liderlik, etkileşimci liderlik, stratejik yönerge, sürekli öğrenme, diyalog sorgulama, Ekip öğrenmesi ve işbirliği, gömülü sistemler, güçlendirme, sistemler bağlantıları, öğrenen örgütlerin boyutları.

ABSTRACT

The study ascertains the impact of different leadership styles on the development of learning organizations. Primary motivations of this study stem from increasingly dynamic changes within an organization and complexities that are imposing changes and huge demand in leadership. Such changes have also interfered with the association between leadership and learning organizations. This greatly mirrored leadership and learning organization activities that are currently prevailing at Near East University (NEU).

Two dependent variables are used in this study i.e. transformational leadership (TF) and transactional leadership (TS) in two different regression models. Independent variables of each model are the same i.e. strategic direction (SD), continuous learning (CL), dialogue and inquiry (DI), team learning and collaboration (TLC), empowerment (EM), systems connection (SC) and embedded systems (ES). Two different ordinary least squares (OLS) regression models were utilized to model the impacts of transformational and transactional leadership styles on learning organizations using data collected from 106 respondents at NEU.

The correlation results show significant relationship among the variables. The TF regression result shows that SD and CL have significant positive impact on the dependent variable, whereas the TS regression result shows that SD & EM have significant positive impact on TS. The results further showed that conditions under which learning organizations can pose favorable effects on leadership tend to vary with the context. The qualitative analysis was followed after the quantitative results. Few interviews were conducted to formulate the themes after the analysis of coded interviews to determine the reasons of insignificant impact of some independent variables. The study suggest to adopt transformational leadership styles and many other alternative forms of transformational leader like academic leaders and servant leadership style would be very effective on learning organizations.

Key terms: Transformational leadership; transactional leadership; strategic direction; continuous learning; dialogue and Inquiry; team learning and collaboration; embedded system; empowerment; systems connection; dimensions of learning organizations.

LIST OF ABBREVIATIONS

Abbreviation   **Explanation**

TF   Transformational Leadership

TS   Transactional Leadership

SD   Strategic Direction

CL   Continues Learning

DI   Dialogue and Inquiry

TLC   Team Learning and Collaboration

SC   Systems Connection

EM   Empowerment

ES   Embedded System

NEU   Near East University

EMU   Eastern Mediterranean University

CIU   Cyprus International University

GAU   Girne American University

SPSS   Software Package for Social Science

OLS   Ordinary Least Squares

ANOVA   Analysis of Variance

TABLE OF CONTENTS

LIST OF TABLES

xiv

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

1.1 Background

Leadership is strongly presumed to be the backbone of every organization and significant strides have been developed to improve how people lead. This has resultantly led to the establishment of learning models and theories. Notable outcomes from such models and theories have postulated that there is a strong connection between leadership and learning (Nafei and Khanfar, 2012). Implications have been made that learning organization are the catalyst that can be utilized to aid in achieve the much coveted fruits of leadership. Insights drawn from studies undertaken by scholars such as Boseman (2005) have highlighted that dramatic changes in organizations will continue to predominate as the world economy continues to undergo a series of changes. This has had an upward effect on the demand of leaders, who are capable of steering the organization into sound performance. Thus effective leadership maneuvers greatly require shifts in leadership and this is strongly contended to be capable of being achieved through learning organization (Hallowell, 2011). Leaders are thus viewed to be in a strong position to stimulate organizational commitment and enhance job satisfaction so as to positively influence organizational performance.

It is puzzling that the need to squeeze optimal performance out of the employees by leaders has been heavily regarded as a multi-faceted approach. Hallowell (2012) postulates that factors that induce individuals to optimally participate and perform hinge on elements such as past experience and exposure, level of education and the environment under which they operate. This has therefore been posing implications on the effectiveness of leaders in participating towards learning organization initiatives. Hence it can be said that the impact of leadership styles on learning organization is centered on their ability to recognize and acknowledge the importance of such elements.

Despite the magnitude of studies that have been conducted to analyze the impact of leadership styles on learning organization, different assertions have been made and most have highlighted numerous areas, which have remained unexplored. For instance, the association between leadership styles and learning organization is considered to be of paramount importance not only theoretically but also practically in real world. Such importance is however tied to vast factors that range from competitive advantage to organizational performance. This can be reinforced by contentions made by Riaz and Haider (2010), which postulate that dynamic changes and organizational complexities will continue to pose threats towards the attainment of organizational goals. The disposal of learning organization efforts towards leadership styles is therefore viewed as a mechanism that can be used to deal with such changes and complexities.

On the other hand, the concept of leadership is also tangled by numerous dimensions which range from "laisez faire", "transactional" to "transformational leadership". Emerging trends have exhibited a strong favor towards the role that is being played by transformational and transactional leadership styles towards learning organization (Popper & Lipchitz, 2000; Coad & Berry, 1998; Edmondson, 1999). This stems from vast ideas which are in defense of these approaches citing their capacity to initiate change and enforce it respectively (Bass, 2000).

Despite the availability of huge amounts of proof about the leadership impact, the rising role that is being played by transformational and transactional leadership styles has been uncountable. Thus studies are greatly called for to uncover how recent trends and events surrounding such leadership styles influence the association that exists between leadership styles and learning organization. As such, conditions under which these two facets of leadership yield profound effect on leadership's potency to implement and execute learning organization efforts. This also comprises circumstances that can hamper the effectiveness of leadership styles on learning organizations. In order to completely understand the rationale of different leadership styles which include servant leadership, academic leadership, transformational, dispersed and transactional style is also necessary to study. Even in recent studies, servant leadership style is considered as

the alternative to transformational leadership style as it is more concern with the relationship to provide service.

Meanwhile, Near East University (NEU) has been going through a series of tremendous positive changes. Such changes have seen an increase in the number of international students flocking to NEU and it is estimated that the number of international students exceeds 21000 and that the number of bachelors programs offered at NEU has risen beyond 69 (Bachelors Portal, n.d). Such positive changes are being attributed to learning organization initiatives that are being embarked on by NEU. However, NEU has been exposed to growing competitive pressure that is posed by other universities such as "Eastern Mediterranean University" (EMU) and "Cyprus International University" (CIU). The ability to withstand such competitive pressure is also being attributed to effective leadership styles and sound learning organization initiatives. This study therefore seeks to analyze the impacts of leadership styles on learning organization with regards to NEU.

1.2 Research problem

It is strongly presumed that the linkage that exists between leadership styles and learning organization is a bid to steer the organization into the desired path of success (Nafei and Khanfar and Kaifi, 2012). Notable bids have been greatly specified to be connected to the need to attain a competitive advantage and boost organization performance. This can be evidenced by notions established by Edmondson (1999) which stipulates that organizational performance is favorable in circumstances under which effective leadership and learning organization initiatives are prevalent.

However, this idea has been refuted by Riaz and Haider (2010) citing that the presence of effective leadership and learning organization efforts does not guarantee sound performance. This is because the potency of organizational members to positively respond, participate, and contribute to leadership and learning organization efforts is determined by elements such as career and job satisfaction.

Moreover, there have been significant changes in leadership approach. Contrasting approaches have revealed that a proactive combination of transformational and transactional leadership styles is now being adopted in most organizations. This puts a stumbling block in reinforcing arguments surrounding the adoption of one leadership style. This is because circumstances under which these leadership styles will yield astonishing results are different and diverse. This has attracted considerable support from Bass (2010), who established that conditions under which transformational and transactional leadership styles will significantly influence learning organization initiatives are different. This therefore implies that notable achievements in one leadership style can be surrounded by a poor performance of the other leadership style under the same circumstances.

Observations have also been made that transformational and transactional leadership styles are dominating other leadership styles in terms of usage in most organizations. The reason of it might be that dynamic changes and complexities need to be properly dealt with by leaders, who are considered to be major players of learning organization (Franco and Haase, 2009). Questions can also be raised by the compatibility of different leadership styles under the same learning organization circumstance. Hence, studies by Bass (2010) recommend that insights be drawn about the impact of both leadership styles on learning academic organization. As a result, there is no clear cut about the impact of leadership styles especially transformational and transactional leadership styles on learning organizations. Circumstances under which different leadership styles can yield effective results on learning organization are therefore not clearly visible. This study therefore, thrives to ascertain the impact of transformational and transactional leadership styles on learning organizations.

1.3 Research objectives

Prime attention of this study is thrust upon efforts to uncover the impacts of different leadership styles on learning organizations. Inherent and subsequent objectives of this study can be specified as follows;

1) To ascertain which learning organization dimensions pose significant impacts on transformational and transactional leadership styles.
2) To proffer illumination surrounding probable measures that can be adopted to enhance the effectiveness of transformational and transactional leadership styles on learning organizations.
3) To determine the nature and significance of impact that is posed by continuous learning.

1.4 Research questions

Having established the main targets of this research, the study will therefore strive to divulge answers to the following questions, so as to proffer effective avenues and solutions that can be harnessed to enhance the role that is played by leadership styles on learning organizations;

1) What are the impacts of different leadership styles on learning organizations?
2) What type of learning organization dimensions poses significant impacts on transformational and transactional leadership styles?
3) What probable measures that can be adopted to enhance the effectiveness of transformational and transactional leadership styles on learning organizations?
4) What is the nature and significance of impact that is posed by continuous learning?

1.5 Research Methods of Social Sciences

The research method of social sciences helps to analyze the data received by the respondents on the mentioned subject. The whole data is collected to analyze and get the over-all idea of impact of different leadership style on learning organization. At first, the frequencies of demographic aspect and all perspective is analyzed and noted through cross-sectional option. After that (mean, median and mode) in the other words the detailed statistic would be done. Then, the correlation among all the variables (dependent and independent) is performed to understand the relationships better. This

data therefore is used to perform regression model using Statistical Package for Social Sciences (SPSS) by using the latest version-23.

1.6 Significance of the study

With the alarming pace at which, the world economy is undergoing severe and dramatic changes, which are coupled by innumerable complexities, a refined approached in therefore greatly called for. This study is therefore significant as it provides update solutions that are tailor made to deal with such dramatic changes and complexities. It is also of paramount importance that the effects of leadership styles especially of transformational and transactional leadership styles be assessed and evaluated so as to provide concrete evidence that can address issues of lack of consensus among researchers. In addition, this study is among the few literatures that addresses the impact of leadership styles on learning organization. Hence, solutions that suit geographical and regional elements can be adopted by neighboring organizations or countries.

1.7 Assumptions of the Study

1. It is assumed that participants were fully aware of the leadership styles and they respond to the questionnaire according to their understandings and perceptions.
2. Target respondents fully cooperated and provided maximum information in this respect.
3. It is assumed that target participants had the idea of the objective of this research study and keen to know the results of this study.
4. This study assumed that NEU was the ideal place to practically implement the leadership styles and participants were at the level of practicing leadership styles on different levels.
5. In this research study, participants were fully agreed and showed their consent to participate in filling the questionnaire and had no objection in any kind of question of the questionnaire.
6. Previous research studies and information required for this research study was easily available and accessible.
7. There were no hurdles and restrictions in retrieving research areas.

1.8 Limitations of the study

The following are the limitations of this study;

1. Departmental heads were bound by the university's policies and law because of which some information was not disclosed.
2. Due to financial constraints and geographical boundaries, the scope of this thesis is restricted to Near East University of Northern Cyprus
3. Only specific leadership style's effect is captured in this study and not all kind of styles has been captured.
4. Some specific and limited statistical tests applied to get the results and interpreted according to those results.
5. Since the sample study was only selected from Near East University, Northern Cyprus. Therefore not all respondents might be a true representation of all antecedents of the real learning organization environment.
6. The research was limited to approximately 220 Near East University Departmental Heads. Realistic perceptions and opinions might not be captured. Thus there is a need for a larger sample population to obtain more reliable results.
7. Some qualitative data was not reachable as it was limited to qualified persons, for instance some academic journal and article sites.
8. The study was constrained to a limited budget as available funds for this study were limited.

1.9 Organization of the study

The undertaking of this study follows a chronologically laid six chapter's framework in which insights that provide details about the background are laid in the first chapter. This chapter also defines the research problem and main objectives of this research study. This research will be a case study of NEU mainly aimed to highlight the impact of different leadership style in development of learning organization.

The second chapter dwells on theoretical and empirical evidence that is literature review about the past and current viewpoints of several researchers around the globe that aid in

laying a sound base upon which evidence will be drawn to reinforce the established arguments. It will spinning around three main elements that are Leadership Styles, Learning Organization and Dimension of Learning Organization. The chapter will embrace all the approached of previous researchers, whether it was pessimistic and optimistic towards all above mentioned elements. All the previous research work used in this chapter clearly stated with the reference of (American Psychological Association) APA-6 referencing style.

The descriptive chapter provides a detailed description of leadership styles, leadership theories and learning organization framework that have been and are currently in play at NEU and in the educational sector. It provides a brief over view of barriers and challenges faced by education sector in recent times and how these barriers and challenges is affecting leadership styles. A brief description of educational reforms and its impact on leadership styles will also be highlighted in this chapter.

Research methodology issues are covered in the fourth chapter. In this chapter every possible rationalization for a certain questions inquired in the questionnaire will be covered and also it clearly shows relationship between certain questions with all the variables used for the said topic of this thesis. Quantitative and qualitative data will be collected from all the departmental heads of Near East University (NEU) that will be used for later on both quantitative and qualitative analysis for the next chapter.

While the results & analysis chapter deals with the analysis and presentation of results in form of tables and graphical representation. This chapter provides a detail analysis of quantitative and qualitative data collected from all the key departmental head of NEU through the help of questionnaire used. It shows the relationship among all different variables (dependent and independent) involved. Moreover, this chapter clearly show how much one variable is impacting another variable and the reasons behind it. Validity, reliability and limitation are also discussed in this chapter.

Discussion, Conclusions and recommendations that are deduced from this study are provided in the last chapter. The discussion will be done on the present analysis and results with reference to literature in this chapter. Later on, it will also cover the main

idea that how can this research be helpful and how it can be contribute to the organizations or industries.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The objective of this literature review is to comprehend the impact of leadership styles and to identifying those variables that have greater effect and causes in building a continuous learning climate within the learning organization. The focus of this chapter is to provide insights and identify those factors and determinants that have to a certain degree significantly influence in the development of continuous learning organizations. It concentrates on the contributions from different researchers and authors, what they have done so far to date, and discussing their points of view on the subject matter. This research paper undertakes to comprehend and argue the significance of leadership styles with the support of the hypothesis formulated from the "dimensions of learning organization". In this literature review, the study is concerned primarily with the pivotal role of top leaders and leadership styles of the learning organization. The impact of a number of variables on the creation of a learning organization will also be examined in the form of learning organization dimensions variables. These variables will include "strategic direction", "continuous learning", "dialogues and inquiry", "team learning and collaboration", "embedded systems", "empowerment" and "systems connection".

2.2 Learning organization

With the world economy and the business fraternity succumbing to huge changes, it is unbearable that changes in leadership styles and approach have grown significantly in demand. Such growth is strongly presumed to be in huge demand so as to affect sound and effectiveness in learning organization (Eagly et al., 2003). Such notions have been reinforced by Senge (1990) who advocates the need for organizations to continually strive to ensure adaptability to changes in business and economic environments. This can be attributed to the fact that new perspectives have to be developed to cater for such

changes. Thus huge responsibilities are thruster on managers to aid and motivate workers or members to adapt to change. Such changes have however resulted in both opportunities and calamities for organizations and this has compounded the demand for learning organizations. Learning organization is therefore viewed as a powerful tool that can be utilized to sail the organization during and after a period of transition. It is of paramount importance to note that whether change or not, opportunities or adversities, learning organization still continues to play a vital role in organization. This however hinges on the role that is played by leaders in an organization through the demonstration or application of leadership styles.

Senge (1999) defined learning organization as a corporation that promotes learning amongst its affiliates so as to continuously remodel itself. Dodgson (1993) outlined that learning organization dwells on the need to all the employees and to minimize gaps between level employees so as to promote a self-directed learning. Argyris & Schon (1978) posit that learning organization thrives to improve the ability of organizations' potency to comprehend and address change. Effective and efficient organizations are therefore those that are capable of developing process and systems that can reinforce desired or stipulated organizational activities. This can be achieved by getting rid of 'learning disabilities' and the ability to comprehend the five disciplines i.e. team learning, personal mastery, mental model, building shared vision and systems thinking (Senge, 1990). The 'heart' of these disciplines is "systems thinking" and all the other disciplines revolve around it. The above disciplines take effect at "individual and group levels", "inter-organizational level" and "organizational level".

Personal mastery can be defined as the ability to improve inherent human potency to achieve the desired outcomes by creating a conducive atmosphere that encourages individuals to improve their potential towards addressing given issues or achieving required objectives. The mental model deals with the ability to continuously picture clarify and improve our perceptions towards required decisions and actions (Senge, 1990). On the other hand, the ability to transform collective thinking and conversational abilities so as to boost individual potential beyond the anticipated group level is known as team learning. Shared vision deals with efforts to establish and promote commitment

among group members by providing graphical plans of future needs. Lastly, systems thinking offer a completely different way of thinking about the facets that influence behaviour, help provide insights of a particular issue and enhance understanding of a particular situation (Argyris & Schon, 1978).
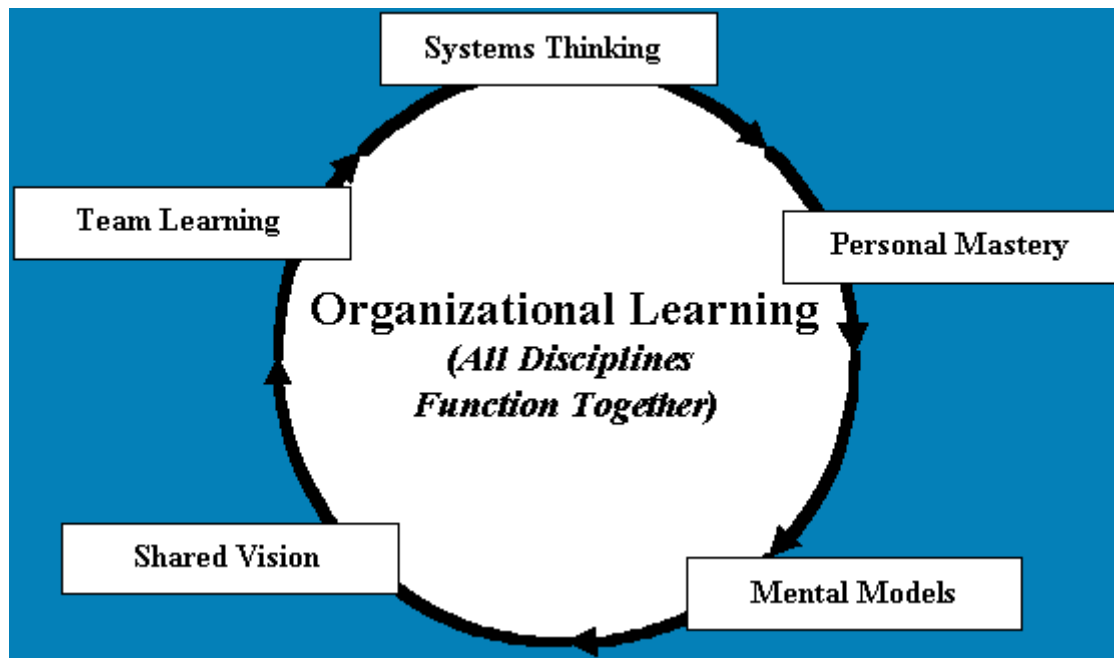
Figure 2.1: Model of learning organizations (Source: Senge, 1996)

2.3 Learning organizations and the attainment of organizational objectives

Learning organizations do not only help organizations attain stipulated goals but also provide monitoring and evaluation measures that can be used to guide the organization towards the intended destination. Learning organization leaders are therefore compelled to set goals thereby directing organizational activities, members and resources by either direct or indirect participation (Bass, 2010). This is essential to educational institutions such NEU which might be making efforts to realign its goals with those of other stakeholders such as communities, students and governmental bodies. Learning organizations thus play an important role of enhancing commitment of its members and stakeholders towards the attainment of its goals. This is because learning organizations are naturally designed to improve themselves as they contain appraisal mechanisms that can siphon bad strategies and fine tune the effective methods. As a result validity and reliability aspects are considered to be considerably catered for by learning

organizations (Popper and Lipshitz, 2000). Learning organizations tend to possess vast elements of flexibility in organizational culture. This is based on conclusions drawn from the study of reputable organizations such as Hewlett Packard and Walmart, which considered leadership as a powerful engine of dealing with change (Bass, 2010). As such, introduced new systems to enable them to meet the needs of their clients. Learning also regards that organizational goals need to be fine-tuned as the organization undergoes a series of change. Thus the roles of managers are contended to change as it matures with time. It is in this regards that a different leadership stance is adapted from animation to creators as the organization shifts from development to the building up phase of the organization.

2.4 Leadership and Learning Organization

Successful creativity and innovation rely upon leadership (Teresa et. al., 2008). In the present era, being a leader means experimentation, thinking out of the box, creativity, innovation and transforming an organization towards the advancement and development of continuous learning organization (Agbor, 2008). Leadership supported by good management can readdress an organization into a learning organization. It can also empower individuals and reinforce teamwork in the organization to steadily and rapidly realize the vision. Uthairat, (2003) in support with Adair, (2009) stated that an innovative organization does not happen overnight, it requires suitable leadership and good management. This is the reason leaders in an organization are always viewed as "facilitators" to acquire new learning and motivate individuals to get equipped with new learning. The leader in a learning organization is also characterized as a "team player", who, instead of focusing on planning and controlling roles, act as "mentor" and "coach". Senge (1997) recommended that it is important for an organization to strengthen leaders' communities inside the firm or company, instead of seeing or realizing the role of leadership as an "obligation of a single person".

Avcı (2014) in support with McGill et al., (1993) mentioned in his research that the relationship between organization and leader has both qualitative and quantitative qualities. He elaborated that the leader's behavior will be of affect in the construction of a learning organization. According to Collins (2001) the good leaders always take responsibility on their shoulders and have courage to face the consequences of error and mistakes rather than blaming other people or other external factors create a healthy environment in learning organization for learning new things. All of them explain how the success of the organization can be destroyed without an efficient leader.

Senge (1990) states the leaders as a "designer, steward and trainer" in learning organization. Designer in the regards relates to the designing of values, purpose and vision in relation to the prevailing systems, policies and strategies. Thus the responsibilities of a leader are to design a suitable learning system that can enhance the productivity of workers in dealing with issues and situations. The strand steward does not necessarily mean the ownership of a vision but rather refers to the assuming of managerial duties over a vision by a leader. Thus the leader is entrusted with commitment and responsibilities over the vision. On the other hand, training is not restricted to inferring understanding of things but rather aiding individuals to possess strategic understanding through 'purpose story', systemic structures, patterns of behavior and events. He also described that the people's learning working within the learning organization is the duty of the leadership. In addition to this, Goodridge et al., (2015) stated that leaders should be effective in talking and give motivational speech which eventually affects the organizational culture. The motivation will raise awareness about organizational goals and missions and encouraging individuals to think beyond the routine work and out of the box.

Recently, Kareem (2016), conducted research on leadership style in building a learning organization. She highlighted two types of leaderships. One was Transformational Leadership and other one was Transactional Leadership. She defined transformational leaders as those leaders who support, recognize, correct and lay down expectations. Goodridge et al., (2015) in support of Bass (1997) also described the process of motivating individuals or groups to develop changes in different environment and

function of the organization as a whole. Marquardt (1996) believed that transformational leader always creates multifunctional teams which coordinate with each other, develop shared vision and allows risky operation to develop innovation and creativity, engages employees in systemic thinking.

Phongsichomphu et al., (2013), elaborated ideas postulated by Clegg et al. (2005) stated that by using individual's skills and knowledge, transformational leaders structured and generated creativity and innovation to empower their individuals in order for them to contribute in transforming processes within the organization. Hence in this way they invigorated individuals to be creative and state-of-the-art (Shukla, 1997). Whereas a transactional leader is one who influences his subordinates through exchange of rewards and praise, identifying their mistakes within specified tasks or jobs. Ivey and Kline characterized these leader as "leader-follower exchanges" (2010, p. 247). Bass and Avolio (1997, p. 147) defined transactional leaders as those transactions which are associated with constructive and corrective behaviors. He defined the constructive behavior as contingent reward in the form of bonus and explained the corrective behavior as "Management-by-Exception". The transactional leader keeps observing or monitoring his subordinates efforts and performance and appreciates subordinates by giving them rewards in exchange of good performance and vice versa, imposes penalties against poor work. Bass (1985, p. 154) advocated and argued that transformational leadership reflects social values and emerges at the time of change and distress however, transactional leadership can be seen in well-ordered society.

Goodridge et al., (2015) highlighted the effects of senior leadership involvement in their recent research studies. According to them, the most highly rated success factor within an organization is "Senior Leadership Involvement". They said senior leaders should support their employees' activities by motivating them, establishing goals for them and removing barriers for them. They also emphasized that leadership commitment and creation of a vision is fundamental to "stakeholders' to understand the benefits for the organization as a whole.

Salman et al., (2011) in support of Padler, (1995) stated in their research that a learning organization is the one that creates learning opportunities for every individual within the

organization and continuously gives a push with the objective of attaining the strategic targets of the organization. They see leadership as an exercise of stimulating all members of organization to achieve that target. Teare and Dealtry, (1998) in support of Buckler (1996) asserted that learning of each and every member is dependent on organizational culture and it is the responsibility of organizational leaders to create that learning atmosphere by building a learning organization. Johnson (2002) agreed with Teare & Dealtry (1998) and Buckler (1996) and postulated that leaders should transform the organization instead of maintaining the existing position of the organization (Mahoney, 2000). Moreover, Örtenblad (2004) additionally explained that leaders should play a role of facilitator for a learning member considering the fact that continuous learning is necessary for an organization to sustain competitive advantage. He argued that if leaders fail to create an environment where members of the organization fail to understand how to learn then those members will turn out to be a "walking encyclopedia" (Steiner, 1998) with outdated knowledge. Thus leading the organization towards a dark tunnel with no opening on the other side.

In connection with the above writing, Swee and Peter (2002) alluded to the vital role of leaders in any organization. They stated that leaders should have a clear vision, dedication and commitment towards the achievement of organizational goals and the learning outcomes. Besides this, a leader should acknowledge the fact that failure or non- success are part of continuous learning process. Therefore, the leader needs to produce an environment of trust and egalitarianism within which individuals feel friendly and approachable. Particularly, they emphasized the fact that leaders should determine the performance gaps and then decipher these performance gaps by establishing goals. They have mentioned in their research that leadership with reference to all authors (Garvin, 1993, McGill, Slocum and Lei, 1993) is seen as an engine in nurturing learning atmosphere through the leader's behavior like welcoming criticism, desire to obtain feedback, being ready to take risks, accepting faults and errors and empowering individuals to make decisions.

Hence, it can be concluded with the reference of previous literature reviews that leadership has a strong impact and influence in building a learning organization. It is

essential for good leaders to share power and delegate responsibilities, which would lead to the development of the learning organization. Leaders should empower individuals rather than control them. Instead of providing individuals with the right answers, ask them the right questions, placing more emphasis on flexibility rather than insisting on adherence. Leaders should foster a culture, in which trust and respect are interrelated, flexibility and innovation flourish and remove obstacles for them in building a learning organization.

2.5 Changes in leadership paradigms

Significant shifts in leadership paradigms are apparently visible in modern day organizations. Such changes in paradigms can be categorized into two broad categories and these categories are emphasis on leadership as a cornerstone of learning organization and full-range leadership. These are herein discussed as follows;

2.5.1 Emphasis on Leadership as a Cornerstone of Learning Organization

Despite the availability of various leadership avenues that are disposal to organizations, the ability of to attain stipulated directives and targets is still pinned of leadership. Thus organizational leaders are considered to be the engine of both organizational growth and success. Leaders are however not only restricted to the success and growth of the organization but are also regarded as innovators who are capable of introducing new concepts and precepts. The introduction of new concepts and precepts is conducted in line with prevailing circumstances and future positions of the firm. This according to Bass (1996) this is synonymous to learning organization and he considers that prime attention be given in order to execute this facet. As such, leadership is deemed to be the cornerstone of learning organization. However, recommendations proffered have shown different paths in terms of advocating leadership in learning organizations. According to Hunt (1999) the prescription of leadership in organization is a function of the goals of the organization. This implies that in circumstances were the organization endeavors to change certain aspects of its operations, transformational leadership is highly prescribed. In behavioral related circumstances, a "charismatic approach" is usually preferably especially in learning organizations where the leader is heavily interacts with

employees. Though different approaches may be recommended under different circumstances, implications point to the notion that leadership is still being prescribed as a chief element in learning organization. Leadership styles such as transformational have been contended to be responsible for enhancing effectiveness, commitment and satisfaction since their inception (Senge, 1996). The role of leadership in learning organization is strongly related with the needs of the learning organization. However, outstanding leaders in learning organization are presumed to possess more transformational traits as opposed to transactional features (Bass, 2000).

2.5.2 Full Range Leadership

Since the inception of leadership styles by Senge (1990) into the academic spotlight, shifts in leadership paradigms have also taken a twist with most leaders exhibiting both transformational and transactional leadership traits. This has prominently risen to be known as "full range leadership". There is no common approach with a full range leader and he can adopt both transformational and transactional leadership approaches at any given moment in time (Avolio & Bass, 1991). Thus full range leaders can adopt a "contingent reward system" or a "management by exception" approach. The adoption of mixed approaches of leadership is viewed as a strategy that can enhance organizational effectiveness. Critics however can be raised against full range leadership. This stems from inherent weaknesses that are associated with each individual approach (Odumeru and Ogbonna, 2013). Foremost, it is criticized on the bases that transformational and transactional leadership styles are separate entities which require separate treatment and approach. Thus a combination transactional and transformational leadership can yield possibly negative or poor results especially in circumstances were an improvement in one approach is detrimental to the success of the other style (Odumeru and Ogbonna, 2013). Secondly, the utilization of different leadership styles can strongly affect leadership performance though emphasis is placed on improvement in organizational effectiveness. Others have however defended full range leadership citing that circumstances under which transformational and transactional leadership can yield effectiveness in organization tend to differ (Avolio & Bass, 1991; Eagly et al., 2003).

Hence recommendations are made that a combination of these two approaches can yield improvements in organizational effectiveness.

2.6 Vital elements of Transformational and Transactional Leadership

Various assertions can be made about the elements of transformational and transactional leadership. For instance, Burns (1978) postulated that these two types of leadership are different avenues but of the same dimension. However, revelations by Eagly et al. (2003) revealed that transformational and transactional leadership are totally independent of each other. This follows a "Multifactor Leadership" study that exhibited that there are three essential independent factors that set a demarcation between transactional and transformational leadership. This therefore implies that there are transactional and transformational leadership is composed of different distinguishing elements. According to Eagly et al. (2003), these vital elements are classified as follows;

There is a strong linkage between transactional and transformational leadership and such connection is based on the idea that both contain features of full range leadership. Full range leadership is important to the establishing and maintaining learning organizations. The following elements can be drawn concerning transactional and transformational leadership.

2.6.1 Inspirational leadership

Learning organizations need to be maintained at each stage or level of the organizational structure. This requires that top leaders be supported by their subordinates who must be capable of identifying missing components and put in place the necessary changes that are required to promote learning organization. "Inspirational leadership" thus stresses the importance of coaching and mentoring subordinates. Good leadership styles are therefore seen as emanating from top leaders stretching to the lowest parts of the organizational structure (Bass, 2000).

2.6.2 Intellectual stimulation

In order to fully tap and harness the expertise of organizational members, intellectual stimulated is required. Thus both transformational and transactional leaders must be

capable of intellectually stimulating the expertise of their followers (Boseman, 2008). This must is augmented by structures that promote employees to air their grievances and creating a platform where effective problem solving can be undertaken.

2.6.3 Individualized consideration

"Individualized consideration" can be defined as the ability to recognize the different needs and ability of followers. This implies that different treatment and learning structures must be availed to different individuals by both transformational and transactional leaders.

2.6.4 Contingent reward

According to Eagly, et al., (2003) contingent rewards must be availed to individuals who demonstrate exceptional performance. Alternatively, they can be given as a motivational tool that is designed to propel individuals to fully perform to their maximum potential. Contingent rewards can take the form of over times, raises, and promotions.

2.6.5 Management by exception

It is increasingly advocated that leaders demonstrate or assume transformational goals as opposed to transactional (Senge, 1996). This stems that transformational approaches are more capable of handling problems that arise during the course of the organization's operations. In the case of incapacity, management by exception can be called for.

2.6.6 Passive leadership

A passive leader awaits problems to take root in an organization and then ultimately devise solutions to eradicate the impediments. This is commonly known as "passive management by exception" but he can abdicate a "laissez-faire approach". Arguments are placed that both Transactional and Transformational Leadership be proactive in learning organizations (Eagly, et al., 2003).

Implications can therefore be drawn from these elements of transactional and transformational leadership that leadership behavior hinges on inspirational and charismatic features, intellectual stimulation and personalized consideration aspects. However, inspirational and charismatic features are highly related. This can be

reinforced by assertions made by Bass (1985) which outlines that there is a high correlation that exist between inspirational and charismatic features. Despite the existence of such correlation, inspirational and charismatic features are important attributes of leadership behavior. Alternatively, leadership behavior assumes different form and some leaders may exhibit contingent reinforcement traits in which rewards are offered to organizational members for meeting set standards. Leadership behavior can also be observed to be assuming a management by exception stance. Management by exception behavior is associated with disciplinary action, sanctions, reprove and correction (Lewin, Lippitt and White's, 1939). Findings have confirmed that transformational elements have a bilateral association with management by exception but positively related with contingent reward (Bass, 1999; Avolio, Bass and Jung (1999).

2.7 Motivational Dynamics of Transformational Leadership

Transformational and transactional leadership are characterized by the fact that they each dwell on self-concept and material needs of the employees respectively. Transformational leaders primarily focus on establishing goals and self-concepts that consistent with those of the leader. According to Shamir, House and Arthur (1993) the need to ensure consistency will ultimately propel the employees to act in a manner that ensures that their efforts in consistent with both the needs and actions of the leader. Motivational dynamics of transformational leadership are therefore characterized by favorable actions to ensure consistency and acts of increased self-worth among followers. Such characteristics tend to increase in prevalence as one move up the leadership chain. This tends to influence the relationship between organizational followers and their leader. Dansereau (1995) posits that high quality leadership skills are associated with the ability of the leader to motivate, support the abilities and protect the integrity of their followers. This usually gives a different perception about what constitute a true leader. For instance, leaders are there to serve and ensure that their followers are fully satisfied and this extends to include subordinates, peers and supervisors.

2.8 Dimensions of learning organizations

The notion of dimensions of learning organizations was pioneered by Marsick and Watkins (2003) and stems from the idea developed by Senge (1996). Insights by Senge (1996) highlighted that it is efforts made by individuals to improve their capabilities to attain desired outcomes. The refinement by Marsick and Watkins (2003) provided detailed guidelines of the exact areas such capabilities can be enhanced. Marsick and Watkins' (2003) dimensions have been reckoned to be beneficial on their ability to incorporate different aspects of learning organization, "validity, depth and comprehensiveness" (Moilanen, 2001). The most distinguishing features of a learning organization is contended to be comprising of a structure and its inherent culture; and members of that institution. Moreover, this model assumes that a learning organization is composed of four levels and these are;

1) Individual level which is comprises of dialogue enquiry and continuous learning.

2) Group or team level which comprises of team learning and collaborations.

3) Organizational level which is made up of empowerment and embedded systems.

4) The Global level is made up strategic leadership and systems connections.

Implications can be drawn from this framework that efforts to attain organizational goals hinges on the ability of the organization to collaborate with members at both individual and group levels. The dimensions of learning organizations are culturally oriented and aim to capture learning culture and organizational members' perceptions in relation to the proposed dimensions. This is important as it gives a clear mark indication of both current and future positions of the organization. Thus according to Marsick and Watkins (2003) learning organizations can be categorized into seven dimensions. These dimensions are graphically shown in figure 2.2.
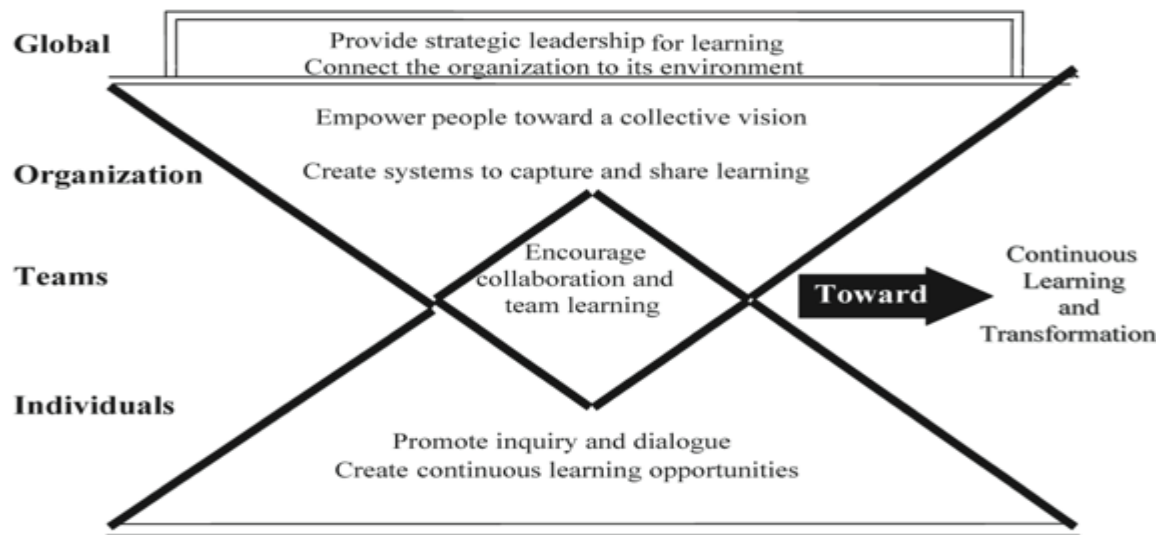
Figure 2.2: Dimensions of learning organizations model (Source: Marsick and Watkins, 2003)

Implications that can be deduced from figure 2.2 entails that there are leadership levels of learning that can be adopted by leaders. Such levels encompass global, organizational, teams and individual levels. Leadership is therefore viewed as a vehicle that can influence the interplay of learning organizations so as to ensure a continuous learning and transformation.
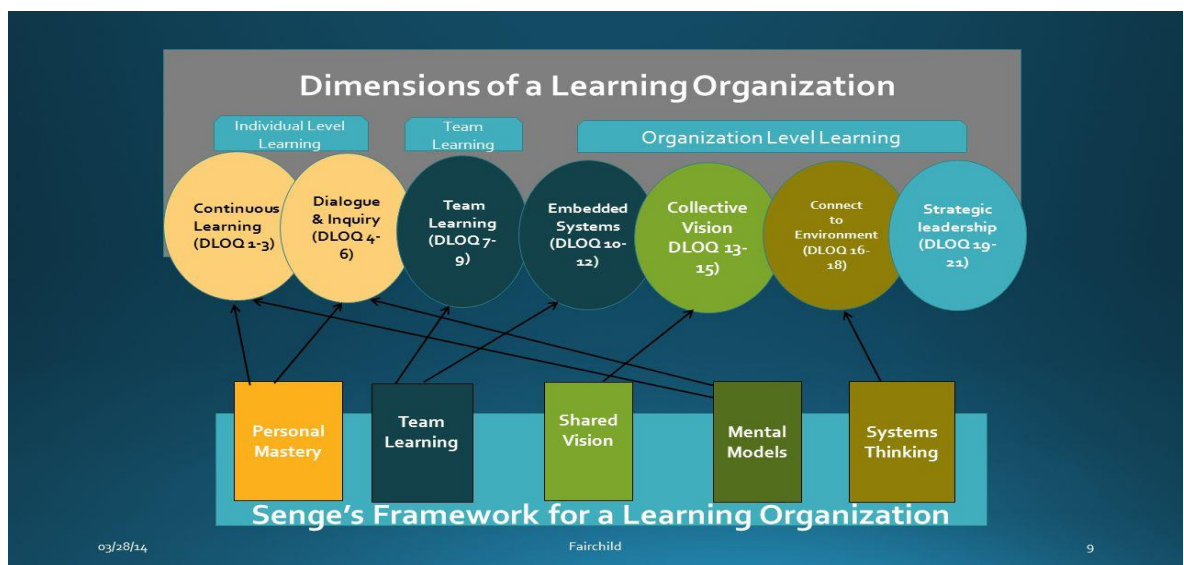
Figure 2.3: Dimensions of learning organizations (Source: Senge, 1996)

A simplified model which showed a linkage between learning organization dimensions and elements of learning organization was developed by Senge (1996). Senge (1996) contends that each learning organization dimension is influence by either one or two elements of learning organization. The interplay of the dimensions learning organization and learning organization elements can be expressed diagrammatically as depicted in table 2.3. The dimensions of learning organizations are herein discussed;

2.8.1 Strategic direction (SD)

Strategic direction plays a significant role in the development of learning organization. Strategic direction of an organization defines what course of action an organization should adopt to achieve its target or goal successfully for its survival and also provide support in sustaining its competitive advantage. Strategic direction plays a significant role in the development of learning organization. Strategic direction of an organization defines what course of action an organization should adopt to achieve its target or goal successfully for its survival and also provide support in sustaining its competitive advantage. Strategic direction in development of learning organizations requires on the other hand, skilled leadership, appropriate planning and proper utilization of available resources and activities as well as ensuring individual's commitment, whereas on the other hand, it requires creativity, innovativeness and proper understanding of the business and evaluating the market opportunities and the organization's strengths. Many studies show that improper implementation of strategy or strategic direction can lead the organization toward huge failure.

Previously, it has been in the discussions and researchers have pointed out several factors that cause failure like leadership style, vague information, unpredictability, organizational structure, organizational culture, intellectual capital, and new technology. Each of these factors have different levels of impact and carries a different power on strategic direction but according to the past studies leadership is by far the most significant factor influencing strategic direction in the learning organization.

In relation to the above, Naserinajafabady et al., (2013) along with Benet (1999), stated that strategy provides a direction to an organization with long-range planning which helps the organization to learn how to attain its objectives in a competitive environment.

Moreover, Daft (2014) added that it is related to organizational performance and gives a strategic plan to establish and provide a direction to an organization on how to uses its human capital, available resources and knowledge within the organization in order to compete with the external environment to get the competitive advantage. Wzhen (2010) explained management knowledge as the results of strategy through the role of strategic knowledge, the synchronization between critical knowledge transferable and such factors can lead to high efficiency and efficacy in evolution of learning organization.

Therefore, it is clear by Millett (1998) explanation that strategic direction has a competitive edge which depends on its capability to fit with the change more efficiently and more quickly than its competitors because of its emphasis on the concept of teams and teamwork that meaning that individuals working within it also need to share their knowledge with others in the learning process.

De Geus (1997) posited another angle to strategic direction and stated that an organization must maintain a positive exchange within a constantly changing context. In addition to this, Palmer, (2010) posits that it provides better communication to individuals with senior management to share their ideas and knowledge which also enhances individual ability to ask the right questions without any fear. These enriched communication exchanges will also put individuals in a better position to offer human capital endorsements that support the organization's strategic preferences. hence, strategic direction not only facilitates the organizations to develop and survive, but also individuals working within by taking the right line of actions for their improvement and growth in order to develop the learning organization.

Millett (1998) mentioned that strategic direction mainly refers to the organization's growth of the key competencies for current and future. It is also concerned with the learning process on the preferred position of the organization. Cummings & Worley (1997) agreed with Millett's point of view and added that strategic direction also involves a self-design change strategy which is intended to provide the organization

25

with a capacity to change and repeatedly redesign according to the market demand. In other words, the whole organization is participating in the process of transformation for improvement and development of a learning organization.

Collins (2001) described a learning organization as one that nurtures an exceptional environment in which construction of deep and strong intellectual teams of executives is possible. These are the strategic thinkers and leaders of the organization. Strategic thinkers are the one who are capable of forecasting, envisioning and sustaining a flexible culture and who delegate authority to others to create strategic change as required (Hitt et al., 2001; Serfontein, 2009; Jooste & Fourie, 2009). Leaders nurture a learning environment that offer openings for continuous advancement and encourages individuals to participate in learning activities. The planning concept as a learning process is given and highlighted by Arie de Geus (1996). His concept has been successfully adopted by many organizations for example, Shell - one of the well- recognized leading companies in the world, which promotes continuous learning both at the strategic and operational levels in a significant way and applies corporate planning procedures in the most constructive manner. Having such growth and development initiatives within organizations is essential to stimulating individual efficiency and cultivating organizational success (Noe, 2004)

To summarize the above, it can be determined by reference to past literature that strategic planning and direction may play an important part in the establishment of a learning organization because it provides organization-wide vision and long-term target and goals. It also helps in identifying performance gaps experienced by the organization. Strategic direction shows a clear path to the leaders, how to develop an accurate and effective plan for the mobilization of available resources. It also provides enhanced communication between leaders and employees to share knowledge and ideas. Moreover, by the use of learning processes and the systematic gathering of crucial information, the organization is able to identify opportunities in the external environment and build and maintain a sustainable competitive advantage, adapt to change and enable organization growth.

2.8.2 Continuous learning (CL)

Continuous learning is defined by Robin (1990) as continuous systems that designed to ensure that people can continually develop themselves through learning. The learning process can include training and development; and on the job training. Continuous development involves "a commitment to learning". This is the fundamental responsibility of leaders of the organization to develop a culture in which each member of the firm can enhance their knowledge and abilities through continuous learning process.

Desson and Clouthier, (2010, p. 02) used the term "personality" for culture identity in their studies. They illustrated the culture as how individuals working in an organization think and take action on a particular job by keeping in mind the beliefs, value system, interaction and communication internally within the whole organization and also with the stakeholders and their attitudes towards organization. Basically, culture represents the common and constant uniqueness that differentiates one organization from another learning organization.

Davenport, (2000) explained that in other words, organizational culture determines the social identity that represents uniqueness of any organization. Continues learning culture is the vital ingredient for successful management of any learning organization. A supportive culture of learning values and knowledge and also encourages its sharing, creation, and the appropriate application of knowledge within the organization. In general it can be said that organizational culture with coordination between its different levels, encouraging innovation and development of individuals' views of environment, supports the process of learning within the organization. Continues learning culture moreover, shapes the behavior of the organization's members who are present in its behavioral values (Robin, 1990).

In addition to the above writing, Joseph and Changjun (2009), debated that an organization should construct a kind of culture that not only chains but also enables the individuals and teams within the organization to gain the knowledge as they demand.

The firm should encourage and create an environment that focuses on continuous learning and should have a kind of arrangement that allows each individual and teams to share their part of the knowledge with others within the firm accordingly, individuals and teams are more likely to feel invested in the organization by obtaining new knowledge. Therefore, it is significant for an institution to construct or build a continuous learning climate that is appropriate to create and renovate knowledge to keep pace with new innovation and market demands. Organizations that encourage and strengthen an environment by enabling continuous learning, lead towards success and creativity through its continuous learning cultural framework. Schein (2004) indicated that a culture of continuous learning defines clearly how a members and teams working in should react and how an organization should function.

According to Tawuttanakul and Sribannasarn (2006), the organizational culture plays an essential role in transforming any organization into a successful learning organization. Thongpan (2008) stressed on the obligatory renovation of the organizational culture that enables the easy flow of information sharing among all levels and members of the organization. When responsibility among members of the organization is less, it is nearly impossible to substitute a learning environment. In other words, it is more difficult to share, transfer and recognize an individual's learning within organization. (Saritwanich, 2006; Thianthai, 2007)

Ti Yu and Chen (2014) reported that an individual and teams will be more boosted by sharing knowledge once the individual and teams learns the culture of that organization and develops knowledge performance for the members and teams working in the organization. They also stated that learning culture in an organization has other positive aspects to it such as the impact it has on the method of an individual and teams' learning style, either formal or informal, and which contributes to both personal development and firm performance. They further alluded to the degree to which the effective learning organization relies on a positive continuous learning culture and starts with an individual's commitment to learn. He found that culture that encourages continuous learning has a strong impact and influence on organizational performance in development of learning organization.

Pawluczuk and Ryciuk (2015) expanded their research studies on a bigger scale to show that there exists a connection between culture and continuous learning because culture is an independent variable (Shrivastava, 1983), and this internal variables enables the organization to develop an appropriate sensible structure to deal with the unexpected events (Weick, 2001). It is also linked with personal mastery, vision sharing and system thinking. Stamm (2003) indicated that constructing suitable organizational learning culture is a vital factor for stimulating creativity, innovation and success of the firm.

Baek-Kyoo (2007) concluded in his research that creativity and innovation has become one of the utmost vital foundations for sustained competitive advantage. This study found that organizational culture and leadership support are important factors for encouraging individual and teams' creativity and ultimately continued existence in cut-throat competition environments. By adopting an integrative approach to improve the creativity of their employees, leaders can help their employees win the race of sustained competitive advantage.

In a nutshell, it can be said that culture is a vital element in advancing a continuous learning environment organization-wide. In fact culture is the utmost component of the learning organization as it plays a significant role in supporting the overall learning process. A supportive learning climate values knowledge and also encourages disseminating and sharing organization-wide. Moreover, continuous learning culture shapes the behavior of the employees. Culture that encourages continuous learning hence leads towards innovation, creativity and long term success. The involvement and long-term commitment of organization leaders is also significantly important in the implementation of continuous learning culture throughout the organization.

2.8.3 Dialogue and inquiry (DI)

This dimension involves the manipulation of organizational culture in manner that will facilitate experimentation, questioning and response or feedback (Marsick & Watkins, 2003). The importance of promoting inquiry and dialogue is allowing individuals to

acquire sound or productive reasoning capabilities. This also confers upon individual the potency to inquire and as well listen to others.

2.8.4 Team learning and collaboration (TLC)

Collaboration and team learning deals with the ability to harness different individual potential and abilities by encouraging different groups of people to corporate and work together. Collaboration is therefore regarded as the heart of organizational culture and attracts rewards (Senge, 1996).

2.8.5 Embedded Systems (ES)

Embedded systems refer to the creation of measurement systems that can measure system performance of the organization. Such systems will also aid in making insights learned available to organizational members (Mbassana, 2014). It also comprise of efforts to measure progress made from training activities.

2.8.6 Empowerment (EM)

Empowerment initiatives are geared towards conferring the mandate and capacity upon organizational members in developing and participating in the formulation and implementation of the organization's vision. This is of significant importance as it aids in motivating employees and encouraging them to assume responsibilities of given tasks. Asgarsani at el., (2013) mentioned the fact that in present times, individual empowerment is considered as a most significant variable for existence and survival of learning organizations. Now those organizations that believe in countinous learning should view every individual working within it as the most expensive, valueable and unique organizational asset. Leaders nowadays move toward the synergistic and harmonious potential of individuals instead of adopting the culture of commad and monitoring all the time. Leaders realize that every individuals is unique and must know about their potential and capabilities. Individual empowerment is a new way of thinking

on the part of an individual's development and growth that creates increases in their productivity, enhancements in quality, and overall profitability of learning organizations.

A strong organization created and established by a qualified and knowledgeable workforce with a sense of empowerment among them creates a sense of belongingness and have great impact not only on their personal performance and develoment but the overall organizational creativity as well. Empowering individuals also creates self-control and self-regulation in them that establishes the sense of accepting the new responsibilities and challenges, and raise a positive attitude about themselves, others and their environment, and essentially see others as partners, not as a competitor within the organization.

Asgarsani et al., (2013) identified four steps in their studies for empowering individuals working in learning organization. According to them the leaders role in empowering individuals is vital in an organization. They must identify and eradicate those conditions or factors that could create sense of powerlessness among them, like a complex hierarical structure, improper reward and appreciation system, and the natüre of the job itself. He futher asserted the need of management strategies for empowering them like individuals, systems of feedback, rewards based on merit system and job enrichment. Moreover, he suggested the proper and efficient use of informational resources that support empowerment effectively. Finally he said in supporting of Ghanizadeh (2011), the personal experience of individuals through the empowerment process that builds or creates strength, sense of potency or efficacy of the subordinates. Empowerment provide opportunities to individuals for self-selection, accountability and participation in decision making in the organization. He elaborated organization strategic orientation of individuals empowerment falls subject to leadership challenges, culture and economic issues, levels within organizational learning, innovation, and individual development amongst others.

The researcher emphasizes the fact that leaders play a pivotal role in the empowerment process by providing and building an atmosphere where they stimulate an individual's tacit and explicit knowledge so as to nurture an individual's innovativeness and enables

him/her to make sound decisions. İt is also necessary that leaders should construct effiective and clear medium of communication management to pass through all the relevant and important information to individuals working within the organization in order to make their decision better and more profitable within an organizational context.

Elnaga and Imran (2014) in support with Lashon, posited that an individual or person would be more devoted, energetic, creative and confident, when individual realises a vested interest in the learning organization. The process needs leaders and individuals to work together to create and achieve particular targets and its expected outcomes within stipulated boundaries. Great empowerment demands leaders to delegate some of their control to subordinates.

İn linking with the above argument, Linjuan (2010) discussed and concluded in his studies that by delegating the power and authority to individuals working within, transformational leadership has both directly or indirectly positive impact on workforce in building a learning organization. Transformational leaders are more likely to empower individuals and enjoy participation of their workforce in decision making process than transactional leaders.

Stemming from the above writing, few scholars have highlighted the importance of transformational and transactional leadership in empowering employees. According to Spreitzer (1995), empowering individuals is significantly important that every individual has a clear understanding of the mission of an organization and how well that organization is performing. Lawler (1992), agreed with Spreitzer and asserted that these are main determinents for empowerment. He futhers explained that transformational leaders are the ones who enjoy delegating authority and empowering individuals by clearly stating the organization's mission, vision and objectives. Whereas individual performance based on rewards or incentive, often associated with transactional leadership, may recognize and reinforce individual knowledge and competencies.

2.8.7 Systems connection (SC)

This refers to the availability of systems that can enhance and encourage employees to possess a global perspective of the organization (Marsick and Watkins, 2003). System connections thus shift efforts from domestic or local activities of the firm to include international objectives into the operational framework of the organization. Thus operational systems can be said to be efforts that are spent to ensure that the organization commences or continues to increasingly collaborate with the external environment. Systems connections are advantageous in the sense that they aid in promoting diverse perspectives among organizational members.

2.9 Conceptual framework
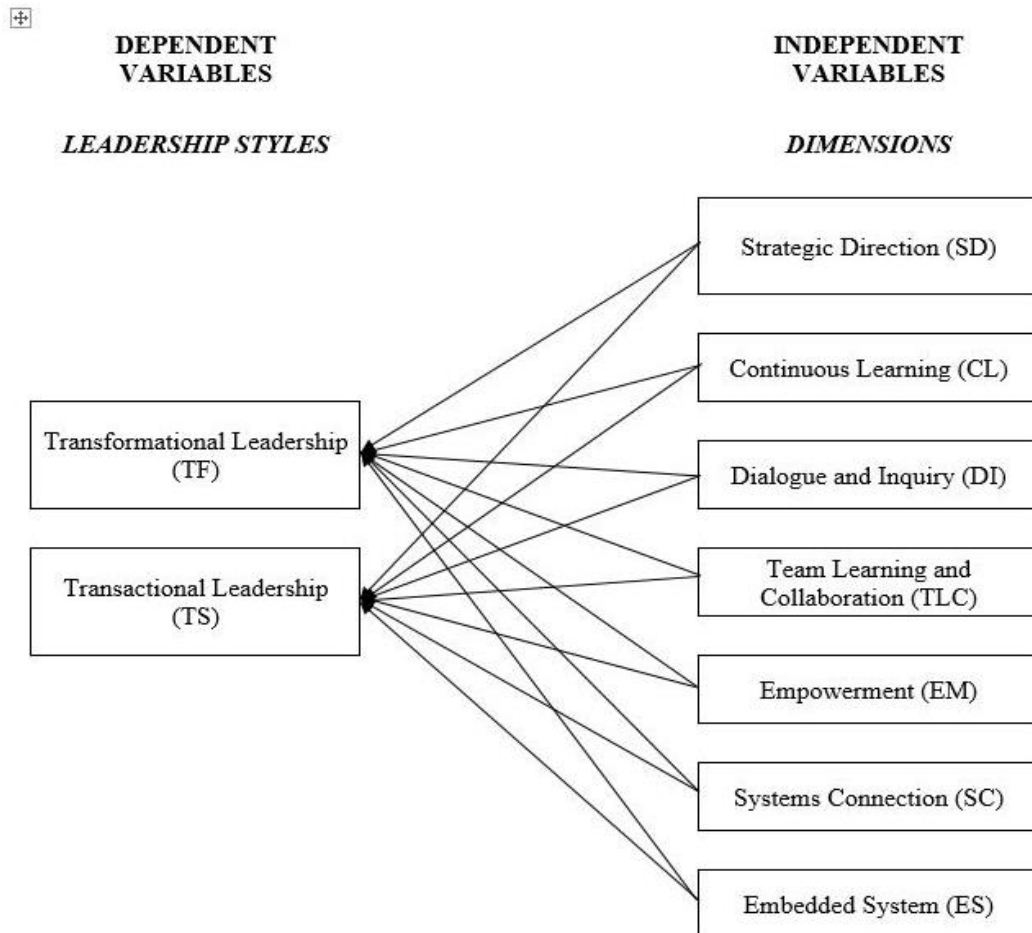
Figure 2.4 Conceptual Framework (Source: Adopted by researcher based on literature deductions)

From the above analysis it can be observed that transformational and transactional leadership styles have been dominating headlines in researches as far as the area of leadership styles are concerned. The successful execution of by transformational and transactional leadership styles is surrounded by the interplay of learning organization variables which are synonymously referred to as dimensions of learning organizations.

Studies by Popper and Lipshitz, 2000; Sarros and Santora, 2001; Vecchio and Pearce, 2008) have outlined that the presence of a conducive leadership atmosphere can trigger favorable changes in the dimensions of learning organization. Having established that transformational and transactional leadership styles have been the chief cornerstone of this research, the following conceptual framework can therefore be developed. Conceptual aspects can therefore be drawn using this analysis as reinforced by a model developed by Marsick and Watkins (2003) as shown in figure 2.4. Thus ordinary least squares regression (OLS) models will be formulated and tested based on this conceptual framework.

2.10 Summary of the literature

The current research study aimed to understand the concept of learning organizations and to determine the greater effect and influence of leadership styles on continuous learning organizational productivity, performance, motivation and personal and professional growth of employees as well as the long-term success and sustainability of the organization. By employing various means of research, including primary and secondary research sources, the paper sought to outline the linkages, effects and underlying factors surrounding the interplay of leadership styles and learning organizations.

The role of leadership in the development of a learning organization and a continuous learning culture is discussed in the light of transformational and transactional leadership qualities and attributes. Since transformational leaders tend to motivate people and empower them to unleash their creativity and apply innovative practices while

performing their job roles and responsibilities, they can act as a source of competitive advantage and help the organization better adapt to today's challenging business environment. Similarly, they can also play a pivotal and extremely important role in building a learning culture in the organization which is rooted in mentoring, coaching and leading roles rather than controlling functions.

In order to create and embed a learning culture throughout the organization, the current research study emphasizes the importance of strategic direction and planning in order to identify the performance gaps incurred by the organization. Successful and effective leaders thus rely on organization-wide learning and continuous improvement in order to develop an organization-wide vision and long-term goals and targets. They hence set a strategic direction for the business which is supported by skilled leadership, accurate and effective planning and the mobilization of available resources. In addition, by the use of learning process and the systematic gathering of crucial information, the organization is able to identify opportunities in the external environment and build and maintain a sustainable competitive advantage, adapt to change and enable business expansion and growth.

Another important idea discussed in the current research study is the development and implementation of an organization-wide learning culture. In fact, culture is one of the most important elements of the learning organization and they play a significant part in supporting the overall learning process. As far as the organizational continuous learning cultural framework is concerned, it requires the involvement and long-term commitment by the organizational leadership to embed a learning culture that values continuous learning. By creating continuous learning opportunities and building formal systems that help people collect, disseminate and share knowledge, firms can actually enhance their overall knowledge-based performance and compete successfully in today's challenging and extremely competitive marketplace.

Changes in leadership paradigms established that leaders are the cornerstone of any organization and are considered to be the engine of growth and success and this stems from one of their attributes of being innovators. Thus their innovative role is also interplayed with learning organization initiatives to influence continuous learning goals.

Such changes also further establish the existence of full range leadership in organizations were managers are adopting both transformational and transactional approaches.

Despite their huge differences, transformational and transactional approaches are severely determined by essential elements of inspirational leadership, intellectual stimulation, individualized consideration, contingent reward, management by exception and passive leadership.

Motivational dynamics of transactional leadership revolve around the need to stimulate positive actions, motivate, ensuring consistency and acts of increased self-worth among followers. End results are however targeted at ensuring that followers are capable of establishing goals and self-concepts that consistent with those of the leader. Efforts are also meant to ensure that organizational followers act in a manner that ensures that their efforts in consistent with both the needs and actions of the leader.

Learning organization is therefore efforts made by individuals to improve their capabilities to attain desired outcomes and is composed of individual, group, organizational and global levels. Learning organization can be decomposed into dimensions of strategic direction, continuous learning, dialogue and inquiry, team, learning and collaboration, embedded systems, empowerment and systems connections.

2.11 Conclusion

Using the above mentioned analysis it can be noted that the notion behind learning organization stems from the endeavor by organizations to attain their objectives. Such objectives encompass the need to survive in the dramatic and rapidly changing environment which is greatly undermining both the competitiveness and performance of firms. Thus the concept of a learning organization is strongly contended to be an instrument that can be employed to attain the above mentioned objectives. However, it was exhibited that the effectiveness of learning organization hinges on leadership and learning organization dimensions. Foremost, it can be concluded that leadership should not be restricted to controlling but rather be extended to incorporate creativity,

innovativeness and transformational ability. Thus the effectiveness of leaders to institute and empower learning organization is determined by their propensity to initiate creativeness, innovation and transform the organization. In addition, it can also be concluded that transformational leaders have a greater capacity to institute and empower learning organization as compared to transactional leaders. This is because they are responsible for creating a conducive organizational environment that can facilitate continuous learning.

Conclusions can be drawn that strategic direction forms a critical element in the effectiveness of learning organization. Provided insights have exhibited that strategic direction confers the organization with clarity about courses of action that can be undertaken to attain the much coveted fruits of learning organization. Strategic direction thus forms a catalyst that contributes to the enhancement of competitiveness and sound or profound performance of the firm. Effective strategic directions can be viewed as those directions that comprise of strategic knowledge and synchronization frameworks. However, the extent to which strategic direction is mapped is determined by the availability of strategic thinkers who can contribute to strategic knowledge development and synchronization.

Similar deductions can be made about the paramount importance of organizational learning culture as it influences how individual members thinks and respond in relation to their beliefs and values. Culture is thus a blue print of how individual members react and how the organization functions. The vitality of organization culture in learning organization does not only influence behavior but also extends to incorporate knowledge attainment initiatives and capabilities. Therefore organizational culture can be regarded as a force that yields tremendous transformational abilities with great power to influence learning styles and continuous learning.

The effectiveness of learning organization is asserted to be strongly determined by the existence of continuous learning facilities or schemes. Such facilities are essential as they help to enhance individuals' capabilities, talents and skills and this further encompasses their ability to make sound decisions and utilize the organization's resources effectively and efficiently. This can be reinforced by empowering individual

members as it gives them a chance for self-selection, accountability, and participating in decision making in the learning organization.

Overall, it can therefore be concluded that the concept of learning organization stems from initiatives to warranty survival, competitiveness and sound performance. But the effectiveness of such an approach to accomplish these tasks hinges on leadership, strategic direction, continuous learning, dialogue and inquiry, team, learning and collaboration, embedded systems, empowerment and systems connections.

CHAPTER THREE

LEADERSHIP, LEARNING ORGANIZATION AND EDUCATIONAL SYSTEMS

3.1 Leadership context in tertiary education

Academic institutions are strongly presumed to exhibit leadership anomalies but similarities can be observed in senior positions. Educational institutions such as NEU possess senior executive positions that mirror those of traditional executive roles encountered in other business sectors. As such, senior executive roles found in academic institutions comprise of roles such as Rector, Vice- Rector, President and Vice-President. But roles such as headmasters and Deans are considered to be resonating and have transitory terms of office (Black, 2015). Leadership positions in the academic fraternity can also be conferred on the basis of honor and this usually transpires with professors or other senior members. The other distinguishing feature is that academics can also assume leadership roles which can include external professional bodies, research collaborations and peer groups. Despite such observable differences, whether leaders in tertiary or non-tertiary institutions, they all possess the trait that there are all leaders.

Davies, Hides & Casey (2001) postulates that there is a growing demand for efficient and effective usage of resources, which are being attributed to increase globalization trends. This growing demand is further imposing pressure on higher education whose activities are considered to be market driven. This is being coupled by the notion that academic activities consist of integrated developmental, social, lifestyles, learning demands.

Leaders in tertiary institutions are considered to be primarily motivated by the need to ensure operational efficiency in service delivery. This is because management,

administration, accommodation, student services and sports facilities are usually aligned with research and teaching activities of the educational institution. Davies, Hides & Casey (2001) also outline that traditional leadership approaches are now incapable of addressing most and major issues that are being encountered in the educational sector. Such dismal in capabilities are being attributed to the notion of shared responsibility among academics usually conflicts with the desire to ensure effective and efficient usage of resources. Further insights can be drawn from Garforth and Kerr (2009) contends that there are increased incidents of managerialism in higher education. Increased trends of managerialism in higher education are associated with problems of consternation because of marketization, transparency, flexibility, audit and culture of metrics.

Deem (1998) also outlines that working practices and culture in tertiary institutions usually clash. Moreover, middle level managers are considered to be exhibiting strong behavior of ownership and highly identifying themselves with the future objectives of the institutions. Krantz and Gilmore (1990) also established that there are divergences between managerial-ism and leadership between tertiary institution leaders and academics. Thus institutions such as NEU are advocated that they ensure that complementarily exist between management and leadership.

In addition, educational institutions tend to respond and evolve to the changes that are posed by globalization and this can affect their principles and identity which are often modeled to the outside community by individuals such as the Vice-Rector. Thus leadership, principles and identity goals of the institution need to be redefined in line with such changes. Leaders in educational institutions like NEU are therefore vindicated to identify and priorities the changing needs of academic students.

3.2 The importance of leadership in educational systems

The importance of leadership is not only deeply enforced in non-academic institutions but also extends to take a huge toll in normal day to day activities of academic institutions. The most important force to reckon with is that leadership enables educational institutions to offer high access to high quality academic services. Leaders

are therefore contended to play significant roles in the academic fraternity as they support high quality teaching and learning (Connelly and Barloletti, 2013). The importance of leadership in educational systems can be categorized based on two distinguishing features. That is, on the basis of academic students and that of employees.

3.2.1 To academic students perspective

Wallace Foundation (2011; p2) revealed that individual academic variables have insignificant impact on learning but the effect becomes huge when they are jointly combined. This is however conditional on the basis that a conducive environment is created by the leader. Loius, Wahlstrom & Anderson (2010) however argued that leadership only poses minimal effects on student learning next to classroom activities. Further revelations by Loius, Wahlstrom & Anderson (2010) showed that indirect and direct effects of leadership on student learning constitute 25% of total academic impacts. This highlights the need to institute major leadership changes. In addition, arguments can be leveled on the benefits of leadership on student learning on the basis that leadership is more effective in cases where it is needed the most. This stems from evidence which has shown that leadership normally yields astonishing results in cases where the academic institution is under a crisis. This is augmented by lack of evidenced which has shown that academic institutions undergoing a crisis can have their fortunes overturned without the efforts of as good leader (Wallace Foundation, 2011).

Ideas highlighted by Loius et al., (2010) also showed that academic students can benefit from good leadership when leadership efforts help to improve organizational performance. Thus the improvement of organizational performance is presumed to offer spill over benefits. Student performance is also regarded as a function of the ability of the leader to follow stipulated directives and attain goals. This can be augmented by study results obtained by Waters, Marzano &McNulty (2003) which revealed that there is a correlation between student learning and good leadership. The nature of correlation was however discovered to be hinging on the ability of the leader to possess the required know how and understanding of the situation at hand. Waters, Marzano & McNulty

(2003) established that the potency of leadership to improve student learning hinges on the following factors;

1) Creating a successful vision of high standard.
2) Establishing a conducive environment of educational learning.
3) Promoting leadership among other members.
4) Making improvements in instructions.
5) Good management of process, people and data.

3.2.2 To employees' perspective

Cordeiro (2010) postulated that prominent organizations are those that are capable of attracting and satisfy their employees. For institutions such as NEU their successes is determined by the capacity of faculty members to contribute towards the success of the institution. Thus for NEU to attain a level of where faculty allocations are optimum, job satisfaction and employee retention are vital key elements. Insights by Wong & Heng (2009) revealed that if academic institutions such as NEU are capable of fully engaging in retention practices then they can cut labor costs by 10%. This has however been there norm at NEU as it has successfully managed to retain some of its employees.

The form of leadership that is prevalent at NEU is academic leadership. Gmelch, (2002) recommends that academic leaders should be capable of leading, directing, inspiring and motivating faculty members towards attaining the desired objective. Leaders from the academic fraternity are therefore urged to enhance their ability to bring together academic followers, give them a sense of direction and empower them too effectively and efficiently execute their tasks.

The number of stakeholders in an academic institution such NEU is considered to be huge. Such a number comprises of faculty members, students, government etc., are considered to be suffering from numerous problems. The increased number of stakeholders entails an increased probability of a conflict.

In order for immense benefits to be reaped in educational institutions like NEU, it is advisable that more autonomous systems be designed to promote freedom of professional nature among the followers. However, the nature of freedom is regarded by personal and professional (Bryman's 2007).

McKeachie (1997) outlines those faculty members such as lecturers tend to feel highly satisfied when opportunities are availed for them to acquire new skills. As such, they are capable of demonstrating loyalty and showing a sense of belonging. If the teachers have the opportunity to learn new knowledge and training for new skills then it makes them more happy and satisfied with the job and performance. Research further explores that professional autonomy is also required in their decision making.

Training facilities also form a strong determinant towards the effectiveness of leadership in educational institutions. According to Tellas et al., (2007) training is a mechanism that allows individuals to acquire new information and skills through learning.

3.3 Changing roles of leadership in educational systems

Various changes have been observed concerning leadership and such changes emanated from 20th century to the 21st century. 20th century leadership has been heavily characterized by trait theories of leadership. Middlehurst (2012) contends that 20th century leadership was centered on individuals who held leadership positions and little effort was thrust on organizational relationships between leaders and their followers.

3.3.1 Behavioral theories

The developments of behavioral theories were developed in the aftermath of trait theories and were primarily based on actions and behavior of influential leaders. Behavioral theories refute the idea that leaders are made but rather contend that they are born. Thus implications from behavioral theories assert that leadership skill can be attained by learning, experience and training. Thus under behavioral theories educational institutions such as NEU were compelled to observe the following aspects;

1) Strive to attain balance task and relational focus.

2) Possess an ability to collaborate with people and should be capable of listening to, influence people and recognize that educational environment and democracy are shared.

3) Demonstrate authentic behavior and clarify their values.

4) Acknowledge that they differ in both at different level and units (Kezar et al., (2006).

3.3.2 Contingent theories

Contingent theories were based on the need to understand how leadership context affect the effectiveness of leaders. Implications were therefore different contexts require different approaches. Fiedler (1997) asserts that a successful leader is therefore a person who possesses the ability to recognize such differences and institute the necessary strategies for effective functioning of the organization. Observations from contingent theories also highlight that leadership is a process which is bound to change and hence leadership styles as well.

3.3.3 Power and influence theories

Proponents of these theories contend that power and influence can be acquired, deployed and demonstrated (Burns, 1978). Power and influence are therefore contended to be having an important bearing on purpose, tasks and responsibilities. Contingent theories possessed similar traits with former theories in the sense that they also focused on the relationship between leaders and followers. Other leadership theories 20th century leadership styles were latter developed to complement. For instance, the multifactor leadership also came on the scene in 2002 and focused on five basic constituencies which are;

1) Assisting fellow members to perform.

2) Contributing to the vision.

3) Capable of encouraging others.

4) Challenge existing systems.

Notable differences between 20th century theories and 21st century theories were based on the notion that mainly only based on leaders and their associated activities. Such

leadership theories also sought to examine how power influences leadership and what constitute good leadership. Modern theories were however capable of recognizing the impact posed by contextual factors on leadership. Emphasis is also placed on collaboration by 21st centuries. Studies were therefore conducted to ascertain how issues such as leadership affect change, learning and empowerment. 21st century theories were characterized by the following theories;

3.3.4 Chaos and complexity

Chaos and complexity theories were based on the work by Wheatly (1999) who sought to establish the nature of association between management and leadership. The results of the study revealed that leadership dimensions are self-organizing and are dynamic and relational. Thus focus is put on non-linear and complex situations. This has been reinforced by other studies which have shown that there is a strong association between ambiguity and leadership (Birnbaum, 1988).

Hence, institutions according to chaos and complexity such NEU are considered to be;

1) Possessing complex purposes and goals and the idea of chaos and complexity becomes an issue of paramount importance.

2) Leaders at NEU are therefore deemed to be successful if they are capable of developing structures that have the necessary facilities that can facilitate leaders to institute changes by having equitable resources and expertise.

3) Leadership structures at NEU are capable of being enhanced because they have a high tendency to promote learning.

4) Leaders at NEU are however; to some extent regard the institution as flexible to respond to change. This is because leaders at the institution have to a greater degree dislike maneuvers that can bring change at the institution.

5) These theories also require that people be engaged and data collected to enable them to make complex, ethical and effective decisions. However, little is done by NEU to engage people especially academic students.

6) Academic institution must utilize cognitive lenses to deal with ambiguous situation.

3.3.5 Relational and team leadership

21st century approaches are now focusing of team leadership and collaboration with organizational members. Bensimon and Neuman (1993) posit that institutions such as NEU must possess structures that can promote team work and relationships among members. Recommendations deduced from relational and team leadership stipulates that;

1) Team leadership aids in dealing with ambiguous decisions.
2) The formation of teams those are willing to challenge existing hierarchy structures, be trusted and capable of effectively communicating.
3) Decentralization as a procedure of designing organizations to facilitate change processes.
4) Redesigning of organizations to promote leadership collaboration.

3.3.6 Great Man Theory

According to this theory the qualities of a leader are inherit in nature and cannot be acquired. This theory states that leaders are born leaders and cannot be learnt. This theory portrait leaders as great heroic in nature and great leaders arise when the actual leadership is required. This theory used the word "Great Man" it is because of the initial concept of leadership when it is only considered as the Male inheritance quality. The initial concept came from the leadership of military forces and how they won different wars from their military leadership. The theory was popular in nineteenth century when it was assumed that the leaders at the right time just magically emerge at that time to control the situation and lead a particular set of group. Even in this century people believe that prominent leaders have the inherent abilities to lead the people.

3.3.7 Servant Leadership Style as an Alternative to Transformational Leadership Style

"The great leader is seen as servant first…" – Robert K. Greenleaf

Although transformational leadership style is consider as the most famous style in leadership theories and has been studied by many scholars in past years but transformational leadership style is not only the objective to achieve organization goal

whereas changing in the environment is challenging the old conceptualization of transformational leadership style. We can see many changing in many leadership styles like transcendent, self-sacrificial and many ethical leadership styles. The nature of leadership style matters in all type of leadership like transformational leadership style is egoistic in nature whereas servant leadership style is altruistic in nature (Patterson, 2004).

Transformational leadership style is more focuses on the organizational goals and how to achieve them in contrast to servant leadership styles which focuses more on its employees and subordinate rather than giving focus on organization goals. Most scholars defined transformational leadership style as weaker form due to the reason that it focuses more on organization goal over the service (Whetstone, 2002, Parolini et al., 2009). Some scholars discussed that in order to achieve the organizations objectives, more ethical violation being made transformational leaders whereas servant leaders are more toward obeying rules and regulation Stephens and colleagues (Stephens, Victor, 1995). For servant leaders the organizational goal is secondary priority. Transformational style of leadership is the style in which leaders transform self-interest of individuals into collective interest and goal of the organization where as in servant leadership style the moral authority is not changeable to achieve common goal (Kanungo, 2001).

Ethics play vital role in transformational leadership style as it demonstrate the leaders moral values and ethical vision. Organization now a day moving toward more innovative ways to empower their employees and bring prosperity during working hours rather than old traditional top-down hierarchical leadership style. This paradigm shift from leader-following approach, where the agents consider themselves as the opportunity and thus therefore requires more evaluation by the leaders toward more trustworthiness, self-esteemed and team achievements of the goal within the employees. Now a day, almost all big corporations in the world are being adopted by this approach as it benefits all stakeholders and it fulfills the objective to focus on the requirements of the followers.

As servant leadership styles take care of all type of stake holders then there is also a requirement to research from different organizational level for multiple levels of conclusions. These kinds of leadership styles originated at early 2000 but for different level of theoretical models, which will cater different outcome have become important to understand the process of leadership within a large setup. Further it can be divided into group level, individual and organizational level leadership style. Different models have been presented by different scholars including multilevel theoretical modeling within organization (Van Dierendonck, 2011). The model illustrates the process of servant leadership style on the basis of literature and empirical evidence. The process not only motivates the servants but also help to lead in future goals. The relationship among the leaders and followers are such fruitful for the organization but also changes attitude, motivational level and outcome performance of the employees in order to gain the same objective.

3.3.7.1 Review of Servant Leadership Style on Individual Basis:

Servant leadership style can be applied on individual basis as well where leader and followers are being studied individually. The initial focus was on the leader but later it was discovered that different demographic aspects play vital role in this model (McCuddy & Cavin, 2009). Different people working in same organization belong to separate gender with different socio-economic background. Individually the leadership can be examined on the basis of values, perspective and perception of any scenario and situation. It also the behavior toward the followers and acceptance or rejection of specific task assigned, which will lead to problem solving attitude related to the organizational success (Ehigie & Akpan, 2004, Mullins, 1996). This is the natural feeling of an individual that one wants to serve and the other person came up with the conscious choice to lead. Many different outcomes have been examined in different organizations, which are positive in nature. For example sales behavior, employee's performance, effectiveness of supervision, overtime hard working, extra efforts to

achieve the target, creativity and overall organizational behavior (Barbuto & Wheeler, 2006).

3.3.7.2 Review of Servant Leadership Style on Organizational Level

Servant leadership style is also being studied under group and organizational level where the practices and policies, standard procedures of many people collectively form the beliefs and value system of any organization. Employee's performance individually is much affected by the organizational environment (Patterson, 2005, Rousseau, 1988). At the organizational and team level the whole mindset of servant leadership styles motivate employees and hence self-decision making power will enable them toward creativity and innovation. Collectively, this leadership style changes the overall climate of the organization where followers take their own decision without any hesitation and with self-confidence which lead toward learning and development (cf. Irving & Longbotham 2007, Taylor et al. 2007, and Mayer et al. 2008). Most of the directors of the organizations adopted servant leadership styles have been found with an increase in collective effectiveness and collaboration with different stakeholders. The overall performance of the organization has been increased on the basis of large return on assets (Peterson, Galvin, & Lange, 2012).

3.3.8 Dispersed Leadership Style

Dispersed Leadership is referred to as the diffused process of leadership within the organization. This kind of leadership rather than relying on the traditional and solely with the designated leaders, it is being extended to all the members of the group or the organization. Each member of the team thus considers this leadership as the task of their everyday life in order to achieve the common goal of the organization.

All leadership theories evolution can be seen from the literature from great man theory where the initial focus was on the individual leader's behavior and their traits to transformational theory, where the focus moved more toward followers and relationship of leaders with the followers. The emerging theories are now more focusing on the requirement of acceptance of a leader by the followers. New directions of thinking has

been emerged now that no matter what situations are being faced by the leaders and followers, it all depends on the social relationship importance and the rationale to accept any single person as the ideal leader does not exist in all kind of conditions.

Dispersal leadership styles emerged now with the same thinking which follows less formal leadership styles where role of the leaders is not associated with the organization goal. In this type of leadership, individual in all types of the department in organization can exercise leadership role on other colleagues which ultimately lead toward the overall leadership style of the organization. Most of the researchers discussed the difference between the exertion of leadership and exertion of authority over the colleagues. This differentiates the formal organizational authoritarian style with the dispersed leadership style (Heifetz, 1994). Raelin (2003) proposed to develop a "Leaderful" organization with the help of simultaneous, aggregate and sympathetic leadership style.

3.4 Educational reforms and the impact on leadership styles

There are vast benefits that can be reaped from tertiary institutions such as NEU. Foremost, because NEU plays a crucial role in tertiary education, it holds a major position in human capital development and innovation. Ideas given by Dill and Van Vught (2010) showed that educational institutions like NEU play a critical role towards the sustenance and success of creating a knowledgeable economy. As such, issues of tertiary education have significantly dominated international frontiers and have been characterized by numerous reforms (OECD, 2008).

Altbach et al., (2009) postulated that there has been a tremendous change that has been observed in the academic field. Such changes were mainly characterized by changes in diversity and scope and this is common with NEU which has been diversifying its programs. This saw NEU introducing new programs among others civil aviation.

In the past 50 years ago, reference was hugely made to what is known as the traditional research universities. However, institutions such as NEU are no longer making reference to the model of the "ivory tower" and collegial 1. This can be coupled by the increase in

the number of programs offered by NEU, internationalization; growing pressures on costs and increased competition from other universities such as Eastern Mediterranean University (EMU), Girne American University (GAU) etc. thus this has caused an increased magnitude in leadership roles and activities.

Higher education systems have significantly expanded around the world and this has greatly characterized huge differences between 20th and 21st century's educational systems. This has been attributed to the rising educational demand by the public (Guri-Rosenblit et al., 2007). This can also be attributed to factors such as numerous, movements of people from under developed to developed economies, urbanization, democratization, growing female participation and social mobility. Such major shifts can be pointed to the idea that education is the engine for economic development.

Major reforms in the educational sector are also be caused by the increasing rate of technological change. This according to Altbach et al., (2009) has contributed to the soaring participation and access to education. Thus the demand for leadership has also increased with increases in participation and access to education at NEU. The number of students who are widely participation in educational development and accessibility has also grown magnificently. Notable individuals who are participating in such growth trends are considered to be female.

Moreover, communication and education delivery technologies have been greatly adopted into the educational system at an alarming rate. Such improvements in technology will have profound effect on leadership as they tend to affect organizational activities and service delivery (Johnson et al., 2012). Leadership roles and effectiveness has to a large extent changed with the adoption of new and modern technologies in the academic field. Thus the rate at which leaders lead can be said to have grown as well but improved in magnitude and effect. These improvements in technology have however improved student access to educational material and service delivery. This can be evidenced by queuing machines introduced by NEU at the registration offices, banks etc and projectors and smart boards.

3.4.1 Role of Academic Leaders

Due to the increased in the responsibilities and strict criteria of public accounts committees and limited budget the role of academic leaders has become a challenge now a day. The leader has to be visionary and field active in nature and has to include many qualities as far as academic leaders are concern. For effective leadership, the person has to be committed to lead other people working under his role, perform his technical task and able to visualize different conditions in order to achieve organization goal. The different qualities are being discussed to be an effective academic leader in any organization;

First of all, the right mind set of the individual in order to serve the other people and lead them toward right direction plays important role in effective leadership. The successful leader is one who is not only able to control their own actions and decisions but also try to control others mindsets which are being led by that leader.

Second the leaders should love their co-workers. Here the love means the amount of respect that you pay to your people and dignity toward your work and organizations is important. Good leaders always pay respects to their co-workers and treat them with dignity they actually deserve for. This is crucial to let your followers know that you care for their needs and requirements whether you like them or not. Leaders must value their relationships with the organizations and people if they want them to lead with authority.

Third effective quality of academic leader is the good verbal and written communications skills which can be achieved with the help of interpersonal skills. Communication is not one sided process it takes both ends to be effective for better communication it is good to listen carefully first. First the leader needs to be understood so that they will be able to understand others. This can be achieved with the help of effective listening. Ineffective listening gives a bad impression on the self-respect of the followers and hence effects the innovation and creativity. It is to be noted that listening is different from hearing. For academic leaders it is necessary to communicate in a respective professional way which can only be possible with the help of effective listening.

Fourth, academic leaders must always tell the truth with sympathy. There may be a situation to face conflicts on the personal level because many people do not differentiate official matters with the personal issues. But if the leader is truth and honest then the leader will be able to present their case with compassionate and defend them honestly. This is a natural process of arising of any kind of conflicts among the co-workers and no one can avoid them and it's a constant variable of communication. A good leader is one who is ready to handle any kind of conflicts with effective and productive manner.

Fifth, the academic leader should be visionary and proactive in nature. It is really effective if any individual respond to any situation which were already expected rather than respond after the situation which already been occurred. This is the quality of a successful leader to act one step ahead in order to have competitive advantage.

Sixth, the leader must be committed with the team. It is the responsibility of the leader to visualize the mission of the team and remind them about their goal and tasks when necessary. An effective leader is one who is committed with the organization and visualize different situations in order to perform technical tasks which will ultimately help in leading the team.

Seventh, the leader must be innovative and creative at the right time. It is important to know the best time to implement new rule or policies and think out of the box in order to motivate innovation and creativity among team members. Taking the risk for some people might be risky but routine procedures are not those much effective and useful for the team as a whole as much as new thinking and idea can bring new changes. So it is very important to think out of the box and motivate innovation and creativity.

Finally, Academic leaders should be a good follower also. The person who is a leader must have in mind that the person is also working under some authority and answerable to that authority so should be adhere to procedures and policies and have the qualities of a good follower. Everyone works under some authority, may be supervisor, board of directors or president so a good leader is one, who priorities his work along with the goals of the organizations. The person should not act like a lone wolf that no one has the

authority to question that leader. Successful leaders have necessary qualities of followers.

3.5 Conclusion

From the above analysis it can therefore be concluded that academic institutions such as NEU possess leadership anomalies but similarities with non-academic institutions can also be observed. Senior positions at NEU can also be said to be resonate and have transitory. It can also be concluded that there is a growing demand for efficient and effective usage of resources which is being attributed to increased globalization trends. As such it is imposing pressure on higher education whose activities are market driven.

This is being coupled by the notion that academic activities consist of integrated developmental, social, lifestyles, learning. Leaders in tertiary institutions are primarily motivated by the need to ensure operational efficiency in service delivery. This is being caused by the fact that management, administration, accommodation, student services and sports facilities are usually aligned with research and teaching activities of the educational institution. Further conclusions can be drawn that working practices and culture in tertiary institutions usually clash especially when middle level managers demonstrate strong behavior of ownership and highly identifying themselves with the future objectives of the institutions.

The importance of leadership in educational systems is surrounded by the idea leadership enables educational institutions to offer high access to high quality academic services. The importance of leadership in educational sector spans between academic students and that of employees. Despite such benefits, academic leaders are strongly urged to be capable of leading, directing, inspiring and motivating faculty members towards attaining the desired objective. This is reinforced by the notion that the number of stakeholders in an academic institution is huge.

Conclusions can also be made that there have been significant changes in leadership and such changes can be decomposed into 20th century and 21st century leadership approaches. The major differences separating these two leadership approaches is attributed to the fact that the later focused on behavioral traits, contingent or circumstances, power and influences while the former is centered on chaos and complexity, and relational and team leadership. It can also be concluded that the educational sector has undergone which reforms which range from diversity and scope, no longer making reference to the model of the "ivory tower" and collegial 1, the rising educational demand by the public, the increasing rate of technological change, number of students who are widely participation in educational development and accessibility and communication and education delivery technologies.

Lastly it can be inferred that in order to understand the transformational and transactional leaders, other leadership styles like servant leadership, dispersed leadership and academic leadership style are also necessary to understand. Servant leadership style has become important now day due to the fast moving social networking and environment in the organization to maintain a good relationship with workers and followers which will ultimately lead toward achieving organization goals. Although there is no ideal leader yet been born at a given situation but to understand the situation and respond according to the situation is the key element of the leader this is what where dispersed leadership styles emerges. Academic leadership has become a challenge for the new generation in order to be innovative and creative in nature and have friendly environment in the academic organization in order to achieve the goals.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

This current research aimed to identify the most appropriate leadership style that can turn an organization into the learning organization. In other word, this research highlights the concept of learning organization in one hand and on the other hand to determine the greater effects and influence of various leadership styles on continuous learning, organizational performance and productivity, motivation, personal and professional growth of the employees. Learning organization being a worldwide topic of discussion carry immense significance in present time.

The role of leadership has always been considered the most significant factor within organization-wide. As leadership has a strong impact and influence in building a learning organization. Leadership styles have been analyzed and researched on the basis of various leadership theories. Some of them have been mentioned and discussed in chapter three for instance great man theory, behavioral theory, contingent theory, power and influence theory, chaos and complexity theory, relational and team theory, management theory and relationship theory.

Each of these leadership styles were mainly based on leaders and their related activities and actions. Such theories sought to examine how power influences and impact leadership and what constitute good leadership within an organization. It is not an easy task for any organization to determine which leadership style is more appropriate and has great influence and impact to address dynamitic and rapidly changing environment which is greatly undermining both the competitiveness and performance of any organization. By generalizing the fact and figures, it might be said that organizations might adopt and use the combination of various leadership styles for building an organization into the learning organization.

This study was accompanied by taking an over view of both areas - the leadership styles and learning organization on how different circumstances may affects the leadership style in organization in building the learning organization. To achieve this purpose, leadership styles in the light of transformational and transactional were thoroughly read and were deeply investigated. This research adopted quantitative and qualitative mix method to achieve the results. Work done by the previous researcher on the said subject were also quantitative and a few were qualitative studies comprises the present facts and figures gained through the present research data that is questionnaire inquired by the respondents.

The research methods help to analyze the data received by the respondents on the mentioned subject. The whole data collected to analysis and get the over-all idea of impact of different leadership style on learning organization. At first, the frequencies of demographic aspect and all perspective were analyzed and noted through cross-sectional option. Then, the correlation among all the variables (dependent and independent) performed to understand the relationships better. This data therefore is used to perform regression model using Statistical Package for Social Sciences (SPSS) software by using the latest version-23. At the end, ANOVA and t-statistics carried out to find out that to what extent the conceptual model of this thesis is true and also how much it is away from the reality and the causes and reasons behind these variations.

By amalgamation of both quantitative and qualitative studies, this research study helps the organizations to understand which leadership style or combination of different leadership styles within the organization would be more appropriate in time of dynamic and rapidly changing environment. This environmental dynamics could be internally and externally or both. Once they would have a recent research contribution with them, it might be stress-free for them to plan-out their strategic planning and direction for the future accordingly and sustainability of the organization.

4.2 The Research Pattern of Quantitative Analysis

Purposive sampling method is used in this study as it is suitable to the nature of the study and the objectives intended to be achieved and nature of the data to be collected.

4.3 Method of Analysis

Quantitative research method is implemented in this research. Other information regarding the topic, which is also known as secondary data was made possible and collected by past researches done by various researchers and existing data available. It comprises of online resources like blogs, articles, electronic research journals, projects as well as case studies, encyclopedia, Wikipedia, books and so on. Whereas, this research used quantitative analysis by using a research survey questionnaire to comprehend the impact of various leadership styles in development of learning organization. The survey questionnaire was adopted by Marsick and Watkins (2003) and changes were made accordingly, so that the dependent and independent variables can match the intended objectives and prevailing circumstances. The quantitative method still upholds a greater share of consideration as this study is new and being pertinent to the present scenario.

4.3.1 Data collection and presentation

Due to the nature of the study and time constrained, well-planned pattern questionnaires were used as a research instrument, which embraces each and every facet of this dissertation to retrieve the required data from respondents. The adoption of well-patterned questionnaires as a research instrument can also be justified by their nature of being cost effective and that the research has control of the research process. The questionnaire comprises of 17 different questions about different leadership styles. To determine the impact and magnitude towards different leadership style on development of learning organization was recorded on Likert Scale, which had a score of 1 to 5 that is strongly disagree to strongly agree respectively. The collected data was presented in the form of tables and charts, so as to enhance the deductions made from the analyzed data.

4.3.2 Socio-Demographic or background Information

The first part of the research questionnaire is divided into two background informational parts; Personal background Information and Professional background Information. Personal background information included age, gender, marital status, nationality and Professional background information comprises academic title, how many employees working in your department, how many years are you working on this position and do you have work experience before NEU which previous experiences. This socio demographic data will help us to determine the effect of leadership style on the basis of gender, their marital status and no of years of experience.

4.4 Research design

The employed research design is based on the developed conceptual framework, in which dependent variables have been ascertained to be Transformational (TF) and Transactional (TS) leadership, whilst the independent variables are Strategic Direction (SD), Continuous Learning (CL), Dialogue and Inquiry (DI), Team Learning and Collaboration (TLC), Embedded System (ES), Empowerment (EM) and Systems Connection (SC). It is in this regard that correlation and Ordinary Least Squares (OLS) regression method is the most appropriate method of analyzing the relationship and impact of independent variables on dependent variables respectively. The utilization of the OLS is justified by the fact that it allows one to identify the magnitude of impact and nature of relationship between the variables (Gujarat, 1999). Thus is order to analyze the impact of different leadership styles in the development of learning organization the following regression models will be employed;

$$TF = \beta_0 + \beta_1 SD + \beta_2 CL + \beta_3 DI + \beta_4 TLC + \beta_5 EM + \beta_6 SC + \beta_7 ES + \varepsilon \ldots\ldots\ldots\ldots (1)$$
$$TS = \beta_0 + \beta_1 SD + \beta_2 CL + \beta_3 DI + \beta_4 TLC + \beta_5 EM + \beta_6 SC + \beta_7 ES + \varepsilon \ldots\ldots\ldots\ldots (2)$$

The dependent variables are represented by TF and TS which denotes transformational leadership and transactional leadership respectively. Regression estimators are represented by β_0, β_1, β_2, β_3, β_4, β_5, β_6, and β_7. The error term is denoted by ε. OLS p-value results were utilized to subject the formulated hypotheses to testing. The

research hypotheses were formulated based on the dimensions of learning organization adapted from Leufvén et al. (2015). Based on the two developed models, the study will therefore thrive to verify the validity of the following formulated hypotheses;

Table 4.1 Null Hypotheses for transformational leadership

Test method	Null hypothesis (H_0)
OLS p-values	SD has significant impact on transformational leadership.
OLS p-values	CL has significant impact on transformational leadership.
OLS p-values	DI has significant impact on transformational leadership.
OLS p-values	TLC has significant impact on transformational leadership.
OLS p-values	EM has significant impact on transformational leadership.
OLS p-values	SC has significant impact on transformational leadership.
OLS p-values	ES has significant impact on transformational leadership.

Table 4.2 Null Hypotheses for transactional leadership

Test method	Null hypothesis (H_0)
OLS p-values	SD has significant impact on transactional leadership.
OLS p-values	CL has significant impact on transactional leadership.
OLS p-values	DI has significant impact on transactional leadership.
OLS p-values	TLC has significant impact on transactional leadership.
OLS p-values	EM has significant impact on transactional leadership.
OLS p-values	SC has significant impact on transactional leadership.
OLS p-values	ES has significant impact on transactional leadership.

4.5 Sampling method

As this study is conducted in Near East University to determine the impact of different leadership styles on learning organization. Therefore, a sample of key leaders or

departmental heads of the NEU are the target respondents that includes Assistant Professor Doctor, Associate Professor Doctor, Doctors, Professor Doctor and some departmental heads under the heading of "others" for example Head of Marketing Department and Head of International Office… etc of NEU. To achieve the target and identify the sample size for this study, purpose sampling technique was used to aid in selection of the sample size. Purpose sampling is advantageous because the selection process is based on the intentions of the researcher, which in this case is to determine the impact of leadership styles on learning organization (NEU). The study sample is based on a population of 220 departments at NEU and the sample selection process is based on a technique devised by techniques by Taro Yamane (1964) which can be specified as follows;

$$n = \frac{N}{1+N(e)2}$$

The sample size is denoted by n while e represents the margin of safety, which in this case is 5% and N = population under study. The sample size can therefore be estimated as follows;

$$n = \frac{220}{1+220(0.05)2}$$

$$n = \frac{220}{1+220(0.0025)}$$

$$= 141.9354$$

A total of 142 questionnaires will therefore be distributed to respondents in 142 departments at NEU. From the 142 questionnaires that were distributed, a total of 106 questionnaires were successfully received and this represents a rate of response as 74.65%, which can be considered to sufficiently offer a good description of the population under study. The 106 questionnaires that were retrieved were composed of the following individual characteristics;

Table 4.3 Academic title of the sampled respondent

	Frequency	Percent	Cumulative Percent
Assist. Prof. Doctor	28	26.4	26.4
Assoc. Prof. Doctor	36	34.0	60.4
Doctor	2	1.9	62.3
Professor Doctor	34	32.1	94.4
Others	6	5.7	100.0
Total	106	100	

4.6 Research instrument and its measures

The instrument is mainly centered on ascertaining the impacts of various leadership styles and hence Likert Scale values of 1-5 will be used to measure such impacts. This scale is used to perform quantitative analysis. The Likert Scales of 1-5 corresponds to the respondents' views of the magnitude of impact, which ranges from 1 strongly disagree to 5 strongly agree. A number of different impacts will be recorded based on the same scale. The well planned pattern questionnaire thus thrived to determine the impacts posed by the seven independent variables, which are herein identified as dimensions of learning organization on two dependent variables of leadership style that is Transformational Leadership Style (TF) and Transactional Leadership Style (TS). The questionnaire was adopted from Marsick and Watkins (2003) but changes were made according to requirement of this thesis, so that the variables can match the intended objectives and prevailing circumstances. The main idea to develop this questionnaire was to acquire information, data and facts associated with the current reality. The questionnaire was handed over and distributed to Head of Departments in person of NEU. The associated variables are herein discussed.

4.6.1 Dependent Variable - Transformational leadership (TF)

The dependent variable transformational leadership is based on the developed conceptual framework. An OLS will thus be used to ascertain the impacts of learning organizations on the transformational leadership. The adoption of the variable transformational leadership is based on the following decomposition made in table 4.4.

Table 4.4 Decomposition of the dependent variable transformational leadership

TRANSFORMATIONAL LEADERSHIP (TF)	
TF1	I try to make others comfortable to work with me
TF2	I always encourage my sub-ordinates and employees for their self-development
TF3	I provide opportunity to my subordinates to think creatively
TF4	I facilitate others to think about solving old problems in new ways
TF5	I ensure appropriate working conditions for my sub-ordinates and other employees

4.6.2 Dependent Variable - Transactional leadership (TS)

Regression model number two involves the interaction of the variable transactional leadership and the seven dimensions of learning. Hence it is considered as a dependent variable and it is characterized of the following five individual elements;

Table 4.5 Decomposition of the dependent variable transactional leadership

TRANSACTIONAL LEADERSHIP (TS)	
TS1	I always explain my sub-ordinates what to do if they want to be rewarded for their efforts
TS2	I give recognition or rewards when employees achieve their targets
TS3	I feel satisfied when my subordinates meet standards that we mutually agree upon
TS4	I am content to let others work in the manner that they want
TS5	I don't bother what others do unless the work is absolutely necessary

4.6.3 Independent Variable - Strategic direction (SD)

A decomposed description of the variable strategic direction is outlined in table 4.6. Expected relationships between strategic direction and transformational and transactional leadership based on the proposed associations established by Marsick and Watkins (2003). Thus a positive association between strategic direction and both transformational and transactional leadership is anticipated.

Table 4.6 Decomposition of the independent variable strategic direction

STRATEGIC DIRECTION (SD)	
SL1	I build vision alignment across different levels and work groups
SL2	I always invite people to contribute to the organization's vision
SL3	I share up to date information with my sub-ordinates
SL4	I always keep on ensuring that the organization's actions are consistent with its value

4.6.4 Independent Variable - Continuous Learning (CL)

The impacts of the continuous learning are based on assertions made by Marsick and Watkins (2003), which highlights that the dimensions of learning organizations have a profound positive effect on leadership. Therefore a positive relationship between continuous learning and transformational and transactional leadership is therefore anticipated. The variable continuous learning is characterized of four individual elements and these are given in table 4.7.

Table 4.7 Decomposition of the independent variable continuous learning

CONTINUOUS LEARNING (CL)	
CL1	I create opportunities for employees to get money and other resources to support their learning
CL2	I motivate my employees by giving time to support their learning
CL3	I create an environment for my employees to help each other learning
CL4	I shape an atmosphere for my employees to view problems in their work as an opportunity to learn

4.6.5 Independent Variable - Dialogue and Inquiry (DI)

Anticipated impacts of dialogue inquiry on both transformational and transactional leadership can be said to be positive. Insights established by Marsick and Watkins (2003) revealed that availing opportunities for employees to be engaged in dialogues and allow them to inquire of the proposed leadership actions has a potency of improving leadership. Thus a positive relationship is expected between dialogue inquiry and transformational and transactional leadership styles. Four variable elements were developed to constitute the variable dialogue inquiry and these are exhibited in table 4.8.

Table 4.8 Decomposition of the independent variable dialogue inquiry

DIALOGUE INQUIRY (DI)	
DI1	I provide opportunity to my employees to give open and honest feedback to each other
DI2	Whenever my employees state their views or ideas, they also ask what others think
DI3	I create an atmosphere for my employees to spend time building trust with each other
DI4	I always build an environment for my employees to encouraged to ask "why" regardless of their rank

4.6.6 Independent Variable - Team Learning and Collaboration (TLC)

According to Marsick and Watkins (2003) the promotion of team learning and collaboration among team members is unilaterally related to leadership. Thus improvements in team learning and collaboration can be foreseen to yield positive changes in leadership. As such, a unilateral association between team learning and collaboration, and transformational and transactional leadership can be expected. Table 4.9 provides a description of the variable team learning and collaboration.

Table 4.9 Decomposition of the independent variable team learning and collaboration

TEAM LEARNING AND COLLABORATION (TLC)	
TLC1	In my department, groups or teams have freedom to adopt their goals as required
TLC2	In my department, groups or teams may alter their thinking as an outcome of information collected or group discussions
TLC3	Once a task is given in my department, I prefer to work in a team or group
TLC4	In my department, groups or teams treat their members as equals, regardless of rank, culture or other differences

4.6.7 Independent Variable - Empowerment (EM)

Empowering employees gives them a sense of belonging and tends to drive up their level of motivation. This therefore poses positive implications on leadership as employees respond positively to leadership mandates required or instituted by their leaders (Marsick and Watkins, 2003). Four individual elements were adopted to aid in

providing insights about how exactly empowerment functions to enhance leadership efforts and these are given in table 4.10.

Table 4.10 Decomposition of the independent variable empowerment

EMPOWERMENT (EM)	
EM1	I always recognize my sub-ordinates or employees for taking initiatives
EM2	I give my employees control over the resources they need to accomplish their work
EM3	I always support my sub-ordinates or employees who take calculated risks
EM4	I empower my sub-ordinates or employees to help carry out the organization's vision

4.6.8 Independent Variable - Systems Connection (SC)

The capacity of an institution to avail systems and connection among employees within organization and the outside community is regarded as a powerful catalyst of learning organizations (Marsick and Watkins, 2003). Hence the availability and access of system connections in a learning organization helps to enhance efficiency and effectiveness. This propels employees to positively respond to leadership initiatives and hence a positive relationship can be anticipated between system connections and transformational and transactional leadership. Table 4.11 provides a decomposed description of the variable system connections.

Table 4.11 Decomposition of the independent variable system connections

SYSTEMS CONNECTION (SC)	
SC1	I encourage my employees to think from a global perspective
SC2	I tell my employees to work together with the outside community to meet mutual needs
SC3	I encourage my employees to get answers from across the organization when solving problems
SC4	I motivate my employees to bring the customers' views into the decision making process

4.6.9 Independent Variable - Embedded Systems (ES)

The availability of systems and procedures in learning organization can be deemed to be an instrument behind the success of learning organizations. Marsick and Watkins (2003) postulate that embedded systems help facilitate efficiency and effectiveness and this extends to leadership efforts and performance. Expected results of table 4.12 will thus be in line with this proposition.

Table 4.12 Decomposition of the independent variable embedded systems

EMBEDDED SYSTEMS (ES)	
ES1	I create system to measure gaps between current and expected performance of the employees with regard to organizational goal
ES2	I build procedures to ensure that the employees learn from their mistakes and not repeat it again
ES3	I create systems to measure the results of the time and resources spent on training
ES4	I design systems to evaluate post training knowledge transfer activities

4.7 Reliability test

Cronbach alpha reliability test was employed in the study so as to ascertain the internal consistency of the model variables. A high Cronbach's alpha value signifies that the variable has high internal consistency, which therefore implies that the variable is highly reliable in modeling answers to the research question. It is a standard procedure that the Cronbach's alpha values be at least .7 for a sound internal consistency or reliable results. Alpha values above .7 are therefore considered to be excellent while below .5 are considered be very low and poor.

4.8 Validity tests

Validity tests otherwise synonymously referred to as pretesting were conducted utilizing 17 questionnaires. The main emphasis behind questionnaire pretesting is to determine, if the research instrument will be valid to provide answers to the proposed research questions. Hence, it aids towards improving essential elements, such as clarity and thereby consequently resulting in an improvement in the probability of attaining a high

response rate. Positive criticisms were generated from the pretesting exercise. The respondents were pacified with clarity features of the research instrument. In the wake of the successful pretesting exercise, 106 questionnaires were disseminated to respondents.

4.9 Response testing

After receiving the quantitative data information, the responses was recorded in the software for analysis. The SPSS V-23 (Software Package for Social Science) was used to test thoroughly for acquiring outcomes and confirmed the model of this thesis. The feedback of the well-patterned questionnaire of 106 respondents was input individually under 17 different variables (dependent and independent variables). Moreover, frequency table were performed to analyze the data in each and every possible small details. Then, to see the relationship between dependent and independent variable contingency tables were made for both transformational and transactional leadership style. Later on, to finalize the model Pearson Correlations, ANOVA and Linear Regression testing were conducted. At first, Correlation tests were conducted to examine the nature of association of dependent variables that is transformational and transactional leaderships with the seven independent variables. The correlation explains the relationship among the variables but does not depict the nature of relationship. Linear regression was used to analyze the impact of independent variables that is Strategic Direction, Continues Learning, Dialogues and Inquiry, Team Learning and Collaboration, Empowerment, Systems Connection and Embedded Systems on dependent variables that is leadership styles (Transformational and Transactional Leadership). Regression also helps to explain the nature of relationship with the dependent variable. The intensity is determined by the values of betas that how much impact independent variable have on dependent variable and the sign of the betas will determine the nature of relationship. If the beta sign are negative it means that independent variables decrease the dependent variables and if the beta signs are positive then it shows that independent variable has positive impact on dependent variable. For qualitative analysis, interviews were conducted with the departmental heads that were in the leadership positions in NEU to analyze the theme in leadership styles.

4.10 The Research Pattern of Qualitative Analysis

The qualitative research methodology used in this research is humanistic psychology and heuristic inquiry as it unfolds my research experience and the vital experience of others who also practically experienced leadership. Some part of realism is also included in this research as it also captures the causal mechanism which signifies that why and how much leadership style affect the outcome. The philosophy being adopted is pragmatism and generic qualitative inquiry which express the practical consequences of leadership and the useful application of what we can learn about this problem. A series of open ended pragmatic and investigative questions were asked with the interviewers and their responses were recorded through different videos, note books and audio devices. Some writing notes were also prepared during the interview recording face expression and body languages. The investigative interviewing approach was adopted to understand the researcher's psychology about the leadership style. Although people are very good in constructing the falsehood and deceiving the interviewers from what actually is going on in real life. These kinds of problem are more common in front of the researcher gathering the data of any real phenomena. The pragmatic interviews help in determining the solution to the problem in real world. The interviews were taken from two male participants and three female participants.

4.10.1 The Participants:

The participants of the study are as follows:

Table 4.13: Participants' table

Respondents	Respondent no 1	Respondent no 2	Respondent no 3	Respondent no 4	Respondent no 5
Sex	Female	Male	Female	Male	Female
Age	40	42	41	45	47

Education	PhD	PhD	PhD	PhD	PhD
Designation	Assistant Professor Doctor	Associate Professor Doctor	Associate Professor Doctor	Assistant Professor Doctor	Associate Professor Doctor
Experience in years	04 years	3.5 years	03 years	03 years	07 years
Department	Chemistry	International Relations	International Relations	Ataturk Education	Psychology

The participant's characteristics were known and are selected on the basis of purposive sampling so that the respondent would be able to give information rich data. The participants are well educated in leading the department of the university and have many years of experience on leadership positions. Participants were selected on predetermined criteria and their consent was taken for recording in depth interview regarding their leadership experiences.

4.10.2 Tools & Material:

The data collection tools included in depth interviews with the participants who were involved in studying and carrying out the practical experience of leadership style. The questions of the interviews were designed on the basis of leadership techniques in order to gather information rich data from the participants. Interviews included in the form of more interrogative nature in order to find out the causality relationship of leadership styles with the goal of the organization. The following research map was adopted for this research:

4.10.3 Research Map:

Table 4.14: Research map

Aim of Research	Research Approach	Participants	Data Collection Tool	Sub-Goal
Aim of this research is to find out the causality relationship of transactional and transformational leadership style in order to achieve the organization goal.	Human psychology about the leadership style and heuristic inquiry to interpret the own leadership experience and experience of others.	PhD candidates who are the lead of their department in the university.	Open ended in depth interviews to gather the information rich data about the leadership styles.	Responses from participants and recording their facial expression with body language to find out the hurdles being faced by the leaders in academic University.
How can we overcome the causes of bad leadership style in academic organizations?	Realism in the form of finding out the reasons of bad leadership style and how can we overcome these reasons.	The leadership experience can highlight many causes to find out the best practices in academic institutes.	In-dept interview regarding the causes that what are the hurdles to practice leadership styles in different academic departments?	Suggestion made by the leaders for the best practices and particular leadership style in order to get the academic goals.

The interview questions were divided into few sub categories. The first part included with the opening questions to get the general information about the age and experience of the participants, 2nd part with transition questions, 3rd part with core questions and last part is consisting of closing questions.

4.10.4 Research Procedure:

The initial qualitative data was collected with some initial interviews determining the problem faced by different leaders during their job. This study then started with the selection of the purposeful sampling of the participants who were involved in practicing the leadership styles on their followers in different department in order to get the departmental goals. A zigzag approach was adopted for gathering the data in which the researcher requires the information rich data from the participants and if the information is not enough then researcher go back to the interviewer to find out more information.

4.11 Response Recording

The qualitative analysis take place after conducting the open ended interviews with the key leaders of the different departments of the NEU in order to identify the themes and analysis for the reason for various effective leadership styles at NEU. The data analysis was started at the time of interview recording and transcription. The recorded interview were transcript and coded in word file and themes were emerged during the analysis phase. These themes were related to the phenomenological experience of the leadership style being practiced by the leaders of different department in NEU. A new theme in behavioral aspect can be emerged by the integration of different themes and new theme can be developed related to reason of the leadership styles being adopted. After the emerging of the new thematic structure the interpretation of these constructs are narrated as follows:

4.11.1 Careful Reading of Transcripts

Transcriptions of the interviews are important in this research and have read and paid attention to the interviews by all ears again and again in order to get the essence of the leadership phenomena. The repeated process of reading and listening helped me in

understanding the important and meaningful sentences of the respondent in order to convert them into transcription and coding. It also assisted me in understanding the close relationship between the interviewer and the interviewee. In this way it helped the researcher to get into the deeper meaning of the words and sentences which have hidden meanings.

This step involved so much writing by the researcher to record anything, which is related to the leadership. This is also inclusion of those meaningful words by the respondents, which had deeper meanings and can be expressed with the help of face expressions and body languages. I wrote many things on my notepad including the way of answering by the researcher, how does participant use the language, how does participant understand the question and how much experience that participant has to reply particular question related to research anxiety. The focus was mainly on a few things described as follows:

1. Personal comments and recording the narrated stories by the participant during the interview.
2. Noting down the pattern that how participant replies any particular question and the language that participant used during interview. Some face expressions like silence, laughter, emphasizing some particular words, linguist approached used by the respondent and repetition of some particular words.
3. Focusing on the research related material in order to distinguish that which part of the interviews is data and which part of the interview is actually the answer of my next question.

4.11.2 Identification of Themes

The important part of the interviews were noted down carefully as those parts will become themes in analysis. These themes are important element to identify many possible outcomes and essence of the phenomena of leadership.

4.11.3 Relationship between Themes

Data analysis process involves the identification of essential themes and what is the relationship between these important themes. This process includes that how leadership

style of one participant linked with the other participants. This is the process, where new dimension of the research involves by linking the different emerging themes from the transcription. The process consists of stepwise methods to combine the practical experience of the participants and hence the interpretation of phenomena design the end results which would be an emerging theme model which can be seen in many research students, while studying and conducting research. This process enables researchers to validate the final output result of the research and help to test the result theoretically and practically.

4.12 Conclusion

The research was carried out to comprehend the impact of different leadership styles that include transformational and transactional leadership styles on learning organization. The subsequent chapter demonstrates the results of both quantitative and qualitative analysis through the questionnaire used as well as the output and results from it. As this is a new study, the both the quantitative and qualitative analysis might not support exactly the literature review. The practical execution of what has all been discussed in this chapter will be shown in the subsequent chapter of this dissertation.

CHAPTER FIVE

QUANTITATIVE ANALYSIS AND PRESENTATION OF RESULTS

The data for this research is gathered from 106 respondents which are the departmental heads of Near East University. It included key personnel of the various NEU's departments, whose have some kind of impact and effects on their department being a leader. The data was collected by conducting a survey and have been recorded and analyzed by using SPSS V.23 (Statistical Package for Social Sciences).

5.1 Demographic analysis of the respondents

Demographic analysis was based on a cross sectional analysis of responses collected from 106 respondents who constitute departmental heads at Near East University. It in this regard, established results in table 5.1 depict that 40.6% of the respondents were female employees while 59.4% comprised of male employees.

5.1.1 Gender distribution

Table 5.1 Gender distribution

	Frequency	Percent	Valid Percent
Female	43	40.6	40.6
Male	63	59.4	59.4
Total	106	100.0	100.0

5.1.2 Age distribution

The age distribution of the 106 respondents was characterized with age groups that span from 20-35 years with the maximum age group spanning from 68-83 years. It is exhibited in table 5.2 that the highest numbers of employees were in the age group of 36-51 and accounted for 53.8% of the total number of employees. This was followed by 52-67 years and 68-83 years with respective frequencies of 18 and 17 respectively,

while the lowest number of employees is the age group of 20-35 years. Age distribution results of the respondents are exhibited in figure 5.1.
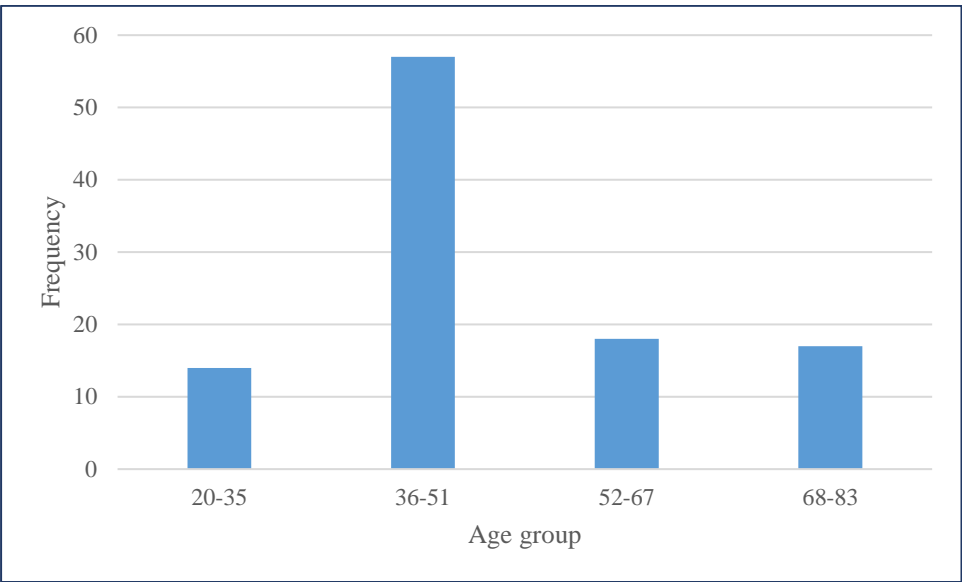
Figure 5.1: Age distribution

5.1.3 Marital status

Results provided in figure 5.2 exhibit that a significant number of employees are married as compared to those that are not married. The percentage number of married and single respondents are 69.8% and 30.2% respectively.
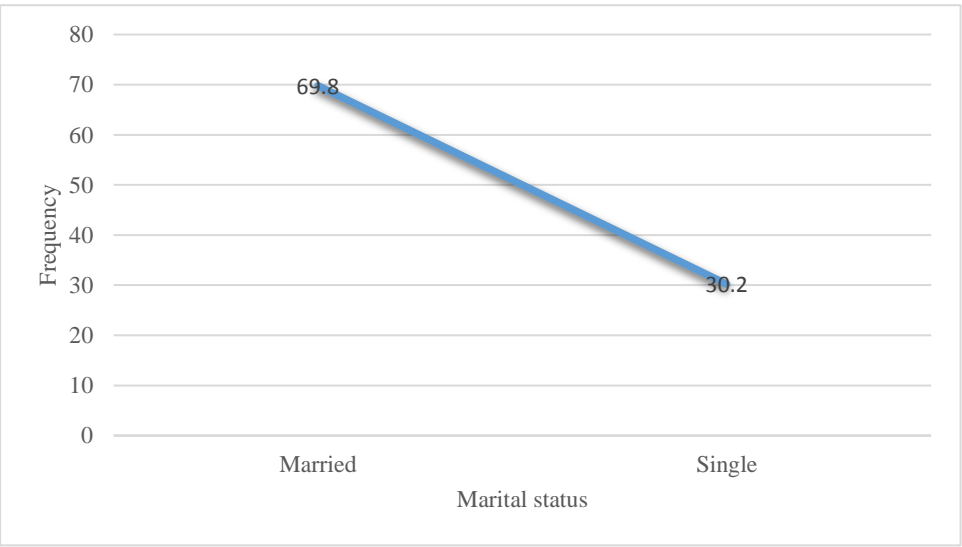
Figure 5.2: Marital Status of the Respondents

5.1.4 Years of related experience on the same job

Results depicted in table 5.2 depict that the highest number of respondents who had more experience on the same job is 37 which accounts for 34.9% of the total number of respondents. The number of respondents whose years of experience falls within 01-03 years and 04-06 years had equal frequencies of 23 each with associated percentages of 21.7% each. This is followed by 20.8% for those with years of experience which is between 07-09 years. 1 respondent had less than 01 year of experience and this is equivalent to 0.9%.

Table 5.2: Years of related experience on the same job

	Frequency	Percent	Valid Percent
Less than 01 year	1	0.9	0.9
01-03 years	23	21.7	21.7
04-06 years	23	21.7	21.7
07-09 years	22	20.8	20.8
10 years and above	37	34.9	34.9
Total	106	100.0	100.0

5.1.5 Work Experience before Near East University

The research instrument also sought to establish if the respondents had work experience before Near East University. This is essential to determine if this has implications for them to respond and participate positively to learning organization initiatives. The assumption might be that those with no previous work experience before Near East University have never been exposed to a learning organization. Hence, may affect their response and participation to learning organization initiatives. Retrieved information which is presented in figure 5.3 shows that 73% of the respondents has previous work experience before NEU while 27% had no previous work experience before NEU. Expectations can therefore imply that 73% of the respondents might be familiar to learning organization and hence their response and participation can be foreseen to be

positive. Information about the respondents' work experience before NEU is shown in figure 5.3.
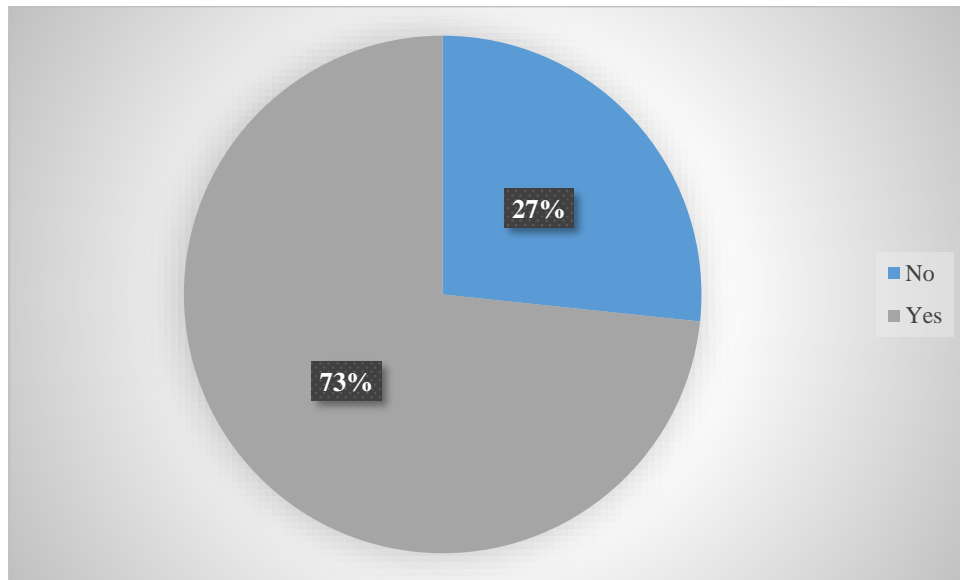
Figure 5.3: Work Experience before Near East University

5.2 Correlation coefficients

Correlation tests were conducted so as to examine the nature of association or correlation of one variable with the other variables. Notably, correlation tests thrive to ascertain the correlation between transformational and transformational leadership styles and the dimensions of leadership.

5.2.1 Transformational Leadership with all independent variables

Foremost, it can be established that all the correlations between transformational leadership and the dimensions of leadership are all significant at 1% or 0.01 as shown in table 5.3. Secondly, it can also be deduced that there are all positive correlation between transformational leadership style and the dimensions of leadership. This therefore implies that the dimensions of leadership have positive contributions to transformational

leadership styles. This means that an improvement in the dimensions of leadership will result in positive changes in transformational leadership.

Table 5.3 Correlation coefficient for transformational leadership

		TF	SD	CL	DI	TLC	EM	SC	ES
TF	Cor.	1	.507**	.580**	.373**	.302**	.426**	.354**	.447**
	Sig.		.000	.000	.000	.000	.000	.000	.000
SD	Cor.		1	.439**	.403**	.393**	.372**	.399**	.421**
	Sig.			.000	.000	.000	.000	.000	.000
CL	Cor.			1	.568**	.271**	.576**	.491**	.600**
	Sig.				.000	.000	.000	.000	.000
DI	Cor.				1	.434**	.521**	.541**	.559**
	Sig.					.000	.000	.000	.000
TLC	Cor.					1	.455**	.401**	.396**
	Sig.						.000	.000	.000
EM	Cor.						1	.659**	.585**
	Sig.							.000	.000
SC	Cor.							1	.727**
	Sig.								.000
ES	Cor.								1
	Sig.								

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

Using the above information, it can be observed that there is a positive correlation between transformational leadership and Strategic Direction (SD) of .507. The correlation can be said to be moderate and hence positive changes in one variable will cause a positive change in other variable. A slightly above average correlation can also be observed between transformational leadership and continuous learning (CL) of .580. Below average or weak correlations can be observed between transformational leadership and dialogue and inquiry (DI), team learning and collaboration (TLC), and systems connection (SC) of .373, .302 and .354 respectively. A lowest or weak positive

correlation coefficient can be observed between continuous learning (CL) and team learning and collaboration (TLC) of .271. On the other hand, the results further show that there is a high positive correlation between empowerment (EM) and systems connection (SC) of .659. System connections (EM) and embedded system (ES) are highly and positively correlated with a coefficient of .727.

5.2.2 Transactional Leaders with all independent variables

Table 5.4 Correlation coefficient for transactional leadership

		TS	SD	CL	DI	TLC	EM	SC	ES
TS	Cor.	1	.510**	.483**	.410**	.324**	.549**	.469**	.423**
	Sig.		.000	.000	.000	.000	.000	.000	.000
SD	Cor.		1	.439**	.403**	.393**	.372**	.399**	.421**
	Sig.			.000	.000	.000	.000	.000	.000
CL	Cor.			1	.568**	.271**	.576**	.491**	.600**
	Sig.				.000	.000	.000	.000	.000
DI	Cor.				1	.434**	.521**	.541**	.559**
	Sig.					.000	.000	.000	.000
TLC	Cor.					1	.455**	.401**	.396**
	Sig.						.000	.000	.000
EM	Cor.						1	.659**	.585**
	Sig.							.000	.000
SC	Cor.							1	.727**
	Sig.								.000
ES	Cor.								1
	Sig.								

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

Correlation coefficient results for transactional leadership exhibit similar results with those of transformational leadership in the sense that all the correlations are positive and significant at 1%. The results also reveal a strong unilateral relationship between transactional leadership and the dimensions of learning organization. A lowest and

significant correlation can be observed to exist between CL and TLC with a magnitude of .271 which is significant at 1%. This contrasts a highest positive correlation that exists between EM and SC by .659; SC and ES both with correlations of .727, which are significant at 1%. Implications can therefore be drawn that the dimensions of learning organization are complementary to each other. Hence an improvement in one dimension will result in probable positive improvements on the other dimension.

5.3 Regression analysis for Transformational leadership

5.3.1 Model summary

Table 5.5: Model summary for transformational leadership

R Square	Adjusted R Square	Std. Error of the Estimate
0.428	0.387	0.36628

Obtained results exhibit that 42.8% variations in transformational leadership are attributed to SD, DI, CL, TLC, EM, SC and ES. Implications can therefore be drawn that 57.2% changes in transformational leadership is explained by other factors outside the model.

5.3.2 Analysis of Variance (ANOVA)

Table 5.6: ANOVA results for transformational leadership

	Sum of Squares	df	Mean Square	F	Sig.
Regression	9.836	7	1.405	10.474	.000[b]
Residual	13.148	98	.134		
Total	22.984	105			

ANOVA tests results were obtained from the ordinary least squares regression model. ANOVA test is conducted so as to establish if the existence of homogeneity among the variables. The presence of homogeneity signifies that the variance and the mean of the variables are constant. Using information exhibited in table 5.6 it can be noted that the

p-value is significant at 1% and hence we accept that the variables are homogenous in both variance and mean.

5.3.3 Regression coefficients results

Table 5.7: Regression results for transformational leadership

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.803	.339		5.318	.000*
SD	.233	.073	.289	3.169	.002*
CL	.311	.086	.397	3.613	.000*
DI	-.040	.082	-.051	-.487	.627
TLC	.042	.068	.057	.614	.541
EM	.066	.089	.084	.733	.465
SC	-.069	.104	-.083	-.666	.507
ES	.078	.092	.105	.843	.401

Significant at 0.01 level of significance

Observations can be made from table 5.7 that SD and transformational leadership are positively related by .233 and is significant at 1%. This implies that improvements in SD practices by 1 unit will result in an improvement in transformational leadership by .233. Probable reasons suggest that the leader's ability to change is increased by people's invitation to contribute for the achieving the goal of the organization and vision and sharing updated knowledge and skilled with their colleagues and sub ordinates. This will help instill and propel motivation among the employees. Hence they can easily and positively respond to change initiatives that are being introduced by their leader. Moreover, efforts to ensure that the organization's actions are consistent with its value will help track performance of the leader's initiatives and hence measures can be undertaken to improve and eradicate impediments.

A unilateral association of .311 can be said to exist between transformational leadership and CL which is significant at 1%. Thus increase in CL by 1 unit will result in increase in transformational leadership by .311 units. This is attributed to the notion that employees have access to money and resources their need to facilitate their learning process and hence efforts to promote change by the leader will be enhanced. In addition, the environment is very conducive for employees to learn. Moreover, employees are continually motivated hence efforts by the leader to introduce changes are easily welcomed and facilitate because of the conducive environment and availability of the necessary factors.

Further regression results demonstrate that transformational leadership is negatively related with DI by .040. This entails that an increase in DI by 1 unit will result in a decline in the effectiveness or initiatives of transformational leadership by .040 units. This may be attributed to the idea that dialogues and inquiry can slow down efforts by the leader to timely institute reforms. Dialogue and inquiry efforts are sometimes surrounded by disagreements and conflicts and these negatively affect transformational efforts.

Positive changes in TLC have insignificant positive effects on transformational leadership. This can be evidenced by a coefficient of .042. This resultant implies that positive alterations in TLC will have favorable implications on transformational leadership by a margin of .042 units. This is aggravated by the idea that team work usually results in efficiency and effectiveness in accomplishing or executing tasks. Therefore employees can easily and timely execute change programs introduced by the transformational leader.

The results further show that there is an insignificant positive relationship between EM and transformational leadership of .066. This means that an increase in empowerment efforts will result in an improvement in transformational leadership capabilities by .066 units. This can be attributed to the idea that employees have control of resources and facilities they need to execute the transformational programs. This is also because

employees are fully empowered for transformational change and hence swiftness in transformational programs can be observed.

A negative relationship can also be observed between transformational leadership and SC. The negative coefficient of .069 translates to a decline in transformational leadership efforts following an improvement in SC practices. Possible reasons may point to the idea that systems connections require investments in infrastructure and other technologies. Such infrastructure and technology might not be readily available and hence delays can set in. Moreover, they can be costly to put in place and hence the transformational process might be regarded as costly. Expensive and time consuming initiatives are sometimes considered as obstacles to an organization and hence might be met with resistance by workers as the leader might be trying to introduce transformational programs.

Embedded system are positively related with transformational leadership by .078 which denotes that transformational efforts will improve by .078 units as embedded systems increase by 1 unit. Notable evidence points to the idea that performance and training knowledge evaluation measures will always result in improvements in the way employees execute organizational and or transformational goals. Hence, there is an improvement in the way they respond and act to manifest the change process.

5.4 Regressıon Analysis Co-founding's with respect to demographic aspects for Transformational Leadership

5.4.1 Model Summary w.r.t. Age

Age also consider as the demographic variable which is studied n this research. The most of the respondent of this study were aging from 30-50 years of age and thus may have the impact on the results of the variables. Given below table 5.8 co-founding are for transformational leadership style with respect to age.

Table 5.8: Model summary for transformational leadership with respect to Age

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.654a	.428	.387	.36628
2	.657b	.431	.384	.36711
a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC				
b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Age				

5.4.2 ANOVA w.r.t. Age

Table 5.9: ANOVA results w.r.t. Age

ANOVAa						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	**Regression**	9.836	7	1.405	10.474	.000b
	Residual	13.148	98	.134		
	Total	22.984	105			
2	**Regression**	9.911	8	1.239	9.193	.000c
	Residual	13.073	97	.135		
	Total	22.984	105			
a. Dependent Variable: TF						
b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC						
c. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Age						

5.4.3 Regression coeffieient results w.r.t. Age

Table 5.10: Regression coefficient results with respect to Age

Coefficientsa						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	1.803	.339		5.318	.000
	SD	.233	.073	.289	3.169	.002
	CL	.311	.086	.397	3.613	.000
	DI	-.040	.082	-.051	-.487	.627
	TLC	.042	.068	.057	.614	.541
	EM	.066	.089	.084	.733	.465
	SC	-.069	.104	-.083	-.666	.507
	ES	.078	.092	.105	.843	.401
2	(Constant)	1.726	.355		4.859	.000
	SD	.237	.074	.294	3.212	.002
	CL	.306	.086	.391	3.539	.001
	DI	-.038	.082	-.048	-.459	.647
	TLC	.048	.068	.066	.708	.481
	EM	.060	.090	.076	.662	.510
	SC	-.061	.105	-.073	-.584	.561
	ES	.068	.093	.091	.728	.469
	Age	.031	.041	.059	.746	.458
a. Dependent Variable: TF						

From the results table 5.10, it can be depicted that there is a change in the value of adjusted r squares which indicates that age also has some effect on the transformational leadership styles. Most of the leaders in this study were from age 31-50 years, which

shows that a very few changes occur in betas values as well while adding age as demographic variable in this study. The beta values of SD & CL changes from .233 and .311 to .237 and .306 respectively. So we can infer that there is not much change of Age on the regression results.

5.4.4 Model Summary with respect to Gender

If gender variable is added in regression for transformational leadership then the following results are given below.

Table 5.11: Model summary for transformational leadership with respect to Gender

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654a	.428	.387	.36628
2	.654b	.428	.381	.36816
a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC				
b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Gender				

5.4.5 ANOVA w.r.t. Gender

Table 5.12: ANOVA w.r.t. Gender

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.836	7	1.405	10.474	.000b
	Residual	13.148	98	.134		
	Total	22.984	105			

2	**Regression**	9.836	8	1.230	9.071	.000c
	Residual	13.148	97	.136		
	Total	22.984	105			
a. Dependent Variable: TF						
b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC						
c. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Gender						

5.4.6 Regression coefficient results w.r.t. Gender

Table 5.13: Regression coefficient results with respect to Gender

Coefficientsa						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	**(Constant)**	1.803	.339		5.318	.000
	SD	.233	.073	.289	3.169	.002
	CL	.311	.086	.397	3.613	.000
	DI	-.040	.082	-.051	-.487	.627
	TLC	.042	.068	.057	.614	.541
	EM	.066	.089	.084	.733	.465
	SC	-.069	.104	-.083	-.666	.507
	ES	.078	.092	.105	.843	.401
2	**(Constant)**	1.803	.341		5.290	.000
	SD	.233	.074	.289	3.148	.002
	CL	.311	.087	.397	3.594	.001
	DI	-.040	.082	-.051	-.485	.629
	TLC	.041	.069	.057	.603	.548

EM	.066	.090	.084	.729	.467
SC	-.069	.105	-.083	-.659	.512
ES	.078	.094	.105	.833	.407
Gender	.001	.075	.001	.013	.990
a. Dependent Variable: TF					

The results depicts that by adding the gender in transformational leadership style there is a slight change in adjusted r square from .387 to .381. Whereas there is no change in other independent variables betas value although f value changes from 10.474 to 9.071. Most of the respondent of this study were male i.e. 63% and 43% were females.

5.4.7 Model summary w.r.t. Marital Status

Marital status variable was added as demographic variable in regression model of transformational leadership model and following results are given below.

Table 5.14: Model summary for transformational leadership with respect to Marital Status

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.654a	.428	.387	.36628
2	.656b	.431	.384	.36732
a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC				
b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Marital Status				

5.4.8 ANOVA w.r.t. Marital Status

Table 5.15: ANOVA w.r.t. Marital Status

ANOVAa						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	**Regression**	9.836	7	1.405	10.474	.000b
	Residual	13.148	98	.134		
	Total	22.984	105			
2	**Regression**	9.897	8	1.237	9.169	.000c
	Residual	13.088	97	.135		
	Total	22.984	105			
a. Dependent Variable: TF						
b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC						
c. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Marital Status						

5.4.9 Coefficient results w.r.t. Marital Status

Table 5.16: Coefficient results w.r.t. Marital Status for transformational leadership

Coefficientsa						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	**(Constant)**	1.803	.339		5.318	.000
	SD	.233	.073	.289	3.169	.002
	CL	.311	.086	.397	3.613	.000
	DI	-.040	.082	-.051	-.487	.627

	TLC	.042	.068	.057	.614	.541
	EM	.066	.089	.084	.733	.465
	SC	-.069	.104	-.083	-.666	.507
	ES	.078	.092	.105	.843	.401
2	(Constant)	1.740	.353		4.936	.000
	SD	.242	.075	.300	3.229	.002
	CL	.311	.086	.397	3.599	.001
	DI	-.046	.083	-.059	-.562	.576
	TLC	.048	.069	.065	.698	.487
	EM	.065	.090	.083	.724	.471
	SC	-.061	.105	-.073	-.580	.563
	ES	.067	.094	.090	.715	.476
	Marital Status	.055	.082	.054	.667	.506
a. Dependent Variable: TF						

By adding the marital status in transformational leadership regression model we can infer that there is a change in adjusted r square from .387 to .384 and f value also decreases from 10.474 to 9.169. The beta value of SD also increases from .233 to .242. The responded of this study were 69.8 percent were married and 30.2% were single.

5.5 Regression Analysis for Transactional leadership

5.5.1 Model summary

Table 5.17 denotes that 42.8% changes in transactional leadership are explained by the variables SD, CL, DI, TLC, EM, SC and ES. This further implies that 57.2% changes in transactional leadership are explained by the other variables outside the model.

Table 5.17: Model summary results for transactional leadership

R Square	Adjusted R Square	Std. Error of the Estimate
0.428	0.387	0.39733

5.4.2 ANOVA

The p-value obtained from ANOVA estimates reveals that the model is significant at 1% and hence the mean and the variance of the variables can be considered to be constant. The model has an associated F-statistic of 10.463 and a p-value of 0.000. ANOVA results for transactional leadership are presented in table 5.18.

Table 5.18: ANOVA results for transactional leadership

	Sum of Squares	df	Mean Square	F	Sig.
Regression	11.563	7	1.652	10.463	.000[b]
Residual	15.472	98	.158		
Total	27.034	105			

5.5.3 Regression coefficients results

Table 5.19: Regression coefficients results for transactional leadership

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.092	.368		2.969	.004*
SD	.270	.080	.308	3.386	.001*
CL	.122	.093	.143	1.305	.195
DI	.020	.089	.023	.223	.824

TLC	-.004	.073	-.005	-.052	.958
EM	.261	.097	.308	2.695	.008*
SC	.097	.113	.107	.861	.391
ES	-.050	.100	-.062	-.503	.616

Significant at 0.01 level of significance

The results exhibit a significant positive linkage between transactional leadership and strategic direction of .270. This implies that improvements in the ability to map sound strategic direction results in positive improvements in transactional leadership. This is because strategic direction highlights procedures that can be undertaken and areas that can be tapped into in order to improve performance which are the main goals of transactional leadership. Positive and insignificant relationships can also be observed between transactional leadership and CL, DI, EM and SC of .122, .020, .261 and .097 respectively. This entails that an improvements in CL, DI, EM and SC efforts will result in positive improvements in transactional leadership. Possible reasons suggest that continuous learning, dialogue and inquiry, empowerment and systems connection efforts are effectively and efficiently creating conducive environments that can facilitate and reinforce transactional efforts. However, negative relationships can be observed between transactional leadership and TLC and ES of .004 and .050 respectively. This translates to a decline in transactional capabilities by .004 and .050 units following an increase in TLC and ES. This can be attributed to ideas that continuous learning, embedded systems are either costly or time consuming to put in place or are not that effective in promoting transactional efforts. Hence, an increase in extent of execution will negatively impact transactional efforts.

5.6 Regressıon Analysis Co-founding's with respect to demographic aspects for Transactional Leadership

5.6.1 Model summary w.r.t. Age

Age also consider as the demographic variable which is studied n this research. The most of the respondent of this study were aging from 30-50 years of age and thus may

have the impact on the results of the variables. Given below co-founding are for transactional leadership style with respect to age.

Table 5.20: Model summary for transactional leadership with respect to Age

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.654a	.428	.387	.39733
2	.655b	.428	.381	.39913
a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC				
b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Age				

5.6.2 ANOVA w.r.t. Age

Table 5.21: ANOVA w.r.t age

ANOVAa						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	11.563	7	1.652	10.463	.000b
	Residual	15.472	98	.158		
	Total	27.034	105			
2	Regression	11.582	8	1.448	9.088	.000c
	Residual	15.452	97	.159		
	Total	27.034	105			
a. Dependent Variable: TS						
b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC						
c. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Age						

5.6.3 Regression coefficient results w.r.t. Age

Table 5.22: Regression coefficient results with respect to Age

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.092	.368		2.969	.004
	SD	.270	.080	.308	3.386	.001
	CL	.122	.093	.143	1.305	.195
	DI	.020	.089	.023	.223	.824
	TLC	-.004	.073	-.005	-.052	.958
	EM	.261	.097	.308	2.695	.008
	SC	.097	.113	.107	.861	.391
	ES	-.050	.100	-.062	-.503	.616
2	(Constant)	1.053	.386		2.727	.008
	SD	.272	.080	.311	3.388	.001
	CL	.119	.094	.141	1.269	.207
	DI	.021	.089	.025	.234	.816
	TLC	.000	.074	.000	-.004	.996
	EM	.258	.098	.304	2.641	.010
	SC	.101	.114	.112	.888	.377
	ES	-.055	.102	-.069	-.545	.587
	Age	.015	.045	.028	.348	.729
a. Dependent Variable: TS						

As per the transactional leadership regression result is concern, the adjusted r square has also changed slightly. The betas values of SD and EM have also be changed from .270 & .261 to .272 and .258 respectively. It means that age ranging from 31-50 years have

less effect on the leadership style where the values of SD increases whereas value of EM decrease by adding the age variable in regression.

5.6.4 Model summary w.r.t. Gender

If we add gender in transactional leadership regression model then following results are obtained.

Table 5.23: Model summary for transactional leadership with respect to Gender

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654a	.428	.387	.39733
2	.654b	.428	.381	.39937
a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC				
b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Gender				

5.6.5 ANOVA w.r.t. Gender

Table 5.24: ANOVA results w.r.t. Gender

ANOVAa						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.563	7	1.652	10.463	.000b
	Residual	15.472	98	.158		
	Total	27.034	105			
2	Regression	11.563	8	1.445	9.062	.000c
	Residual	15.471	97	.159		
	Total	27.034	105			
a. Dependent Variable: TS						
b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC						
c. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Gender						

5.6.6 Coefficient results with respect Gender

Table 5.25: Coefficient results w.r.t. Gender for transactional leadership

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.092	.368		2.969	.004
	SD	.270	.080	.308	3.386	.001
	CL	.122	.093	.143	1.305	.195
	DI	.020	.089	.023	.223	.824
	TLC	-.004	.073	-.005	-.052	.958
	EM	.261	.097	.308	2.695	.008
	SC	.097	.113	.107	.861	.391
	ES	-.050	.100	-.062	-.503	.616
2	(Constant)	1.092	.370		2.954	.004
	SD	.270	.080	.308	3.360	.001
	CL	.122	.094	.143	1.297	.198
	DI	.020	.089	.023	.223	.824
	TLC	-.003	.074	-.004	-.046	.964
	EM	.261	.097	.308	2.681	.009
	SC	.098	.114	.108	.855	.395
	ES	-.051	.102	-.063	-.502	.617
	Gender	-.004	.081	-.003	-.044	.965
a. Dependent Variable: TS						

The result depicts that there is slight change in adjusted r square by adding gender variable as demographic in regression model. The adjusted r square of transactional leadership changes from .387 to .381.

5.6.7 Model summary w.r.t. Marital Status

The following results were obtained by adding the marital status as demographic variable in the model of transactional leadership style.

Table 5.26: Model summary for transactional leadership with respect to Marital Status

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.654a	.428	.387	.39733
2	.654b	.428	.381	.39924
a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC				
b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Marital Status				

5.6.8 ANOVA w.r.t. Marital Status

Table 5.27: ANOVA results w.r.t. Marital Status

ANOVAa						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	**Regression**	11.563	7	1.652	10.463	.000b
	Residual	15.472	98	.158		
	Total	27.034	105			
2	**Regression**	11.574	8	1.447	9.076	.000c
	Residual	15.461	97	.159		
	Total	27.034	105			
a. Dependent Variable: TS						
b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC						
c. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Marital Status						

5.6.9 Coefficient results w.r.t. Marital Status

Table 5.28: Coefficient results w.r.t. Marital Status for transactional leadership

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.092	.368		2.969	.004
	SD	.270	.080	.308	3.386	.001
	CL	.122	.093	.143	1.305	.195
	DI	.020	.089	.023	.223	.824
	TLC	-.004	.073	-.005	-.052	.958
	EM	.261	.097	.308	2.695	.008
	SC	.097	.113	.107	.861	.391
	ES	-.050	.100	-.062	-.503	.616
2	(Constant)	1.118	.383		2.918	.004
	SD	.266	.081	.304	3.263	.002
	CL	.122	.094	.144	1.300	.197
	DI	.023	.090	.027	.251	.803
	TLC	-.007	.075	-.008	-.087	.931
	EM	.261	.097	.308	2.685	.009
	SC	.094	.114	.103	.820	.414
	ES	-.046	.102	-.057	-.449	.654
	Marital Status	-.023	.089	-.021	-.259	.796
a. Dependent Variable: TS						

By adding marital status in the model the slight change adjusted r square can be seen from .387 to .381 and change in f-statistic also from 10.463 to 9.076. The beta value of

SD also decreases significantly from .270 to .266. It can be inferred that marital status also has an effect on transactional leadership style.

5.7 Reliability test

Table 5.29: Cronbach's Alpha values

Variable	No of items	Cronbach's alpha	Decision
Transformation leadership	5	0.772	Excellent
Transactional Leadership	5	0.480	Not sound
Strategic Direction	3	0.760	Excellent
Continuous Learning	4	0.804	Excellent
Dialogue and Inquiry	4	0.775	Excellent
Team Learning and Collaboration	3	0.742	Good
Empowerment	4	0.792	Excellent
Systems Connection	4	0.719	Good
Embedded System	4	0.827	Excellent

Reliability tests were conducted for all the model variables so as to ascertain their internal consistency in explaining the impact of leadership styles on learning organization. This was conducted with the aid of Cronbach's Alpha using SPSS V.23. The standard rule requires that the Cronbach's Alpha value be at least .7 for a high reliability or internal consistency. The variables learning and collaboration and system connection had high alpha values above .7 of .742 and .719 respectively. Hence, their internal consistency can be said to be good. On the other hand, transformation leadership, strategic direction, dialogue and inquiry, empowerment and embedded system have high alpha values above .75 of .772, .76, .804, .775 and .827 respectively. Hence, their internal consistency can be said to be excellent. A lower alpha value of .48 was recorded under the variable transactional leadership. Cronbach's Alpha results are presented in table 5.29.

5.8 Hypotheses results

The hypotheses formulation was based on the objective of the study which sought to examine the impact of leadership styles on learning organization. This was accomplished by the use of ordinary least squares (OLS) regression which allows one to establish both the type and magnitude of one variable on the other. As a result, OLS coefficient probability estimates will be used to determine the validity of the proposed hypotheses.

Table 5.30 Null Hypotheses for transformational leadership

Test method	Null hypothesis	p-value	Decision
OLS p-values	SD has significant impact on transformational leadership.	0.002	Accept
OLS p-values	CL has significant impact on transformational leadership.	0.000	Accept
OLS p-values	DI has significant impact on transformational leadership.	0.627	Reject
OLS p-values	TLC has significant impact on transformational leadership.	0.541	Reject
OLS p-values	EM has significant impact on transformational leadership.	0.465	Reject
OLS p-values	SC has significant impact on transformational leadership.	0.507	Reject
OLS p-values	ES has significant impact on transformational leadership.	0.401	Reject

Conclusions can be drawn from table 5.30 that SD and CL have significant impact on transformational leadership. This stems from the acceptance of their null hypotheses at 5% since their respective p-values are 0.002 and 0.000 and hence their alternative hypotheses are rejected. Null hypotheses that DI, TLC, EM, SC and ES have no significant impact on transformational leadership are accepted at 5%. Hence we can conclude that the variables DI, TLC, EM, SC and ES have no significant impact on transformational leadership though they have positive impact on transformational leadership.

Table 5.31 Null Hypotheses for transactional leadership

Test method	Null hypothesis	P-value	Decision
OLS p-values	SD has significant impact on transactional leadership.	0.001	Accept
OLS p-values	CL has significant impact on transactional leadership.	0.195	Reject
OLS p-values	DI has significant impact on transactional leadership.	0.824	Reject
OLS p-values	TLC has significant impact on transactional leadership.	0.958	Reject
OLS p-values	EM has significant impact on transactional leadership.	0.008	Accept
OLS p-values	SC has significant impact on transactional leadership.	0.391	Reject
OLS p-values	ES has significant impact on transactional leadership.	0.616	Reject

The decision criterion is to reject the null hypothesis when the obtained p-value is less than .05. From the established OLS results from table 5.31, the null hypotheses that SD has significant impact on transactional leadership and EM has significant impact on transactional leadership are accepted at 5%. We therefore accept that both SD and EM have significant impact on transactional leadership. The null hypotheses for the other variables are rejected at 5% leading to null hypotheses that CL, TLC, DI, SC and ES have no significant impact on transactional leadership.

QUALITATIVE ANALYSIS AND RECORDING OF RESULTS

5.9 Introduction

Interview results are based on the transcript of the participants who were involved in the practical implication of the leadership style in NEU. These results are prepared on the basis of different themes emerged from the coding of the interviews, which are reflecting the research objectives. The open ended research questions were to explore the different factors which cause the transformational and transactional leadership style effective in academic organizations. What are the consequences of particular leadership style and what are the remedies available to overcome the hurdles to attain the organizational goals. On the basis of pre-determined limitations of this study, five broad categories can be formulated from the essential themes emerged from the data analysis. These categories are

1. Creating a fearless environment for employees
2. Empowerment to the followers
3. Department under controlled systematic structure
4. Employees training
5. Academic leadership style vs Servant leadership style
6. Servant Leadership Style vs Transactional leadership style

5.10 Creating a fearless environment for employees

As quoted by one of the respondent believed that "*freedom of speech is the best thing any leader can do for their employees*" (transcript-b, respondent-2, pg-163) at the same time listening to them with an open mind is what makes it all productive in an academic institution. It is highly important that leader should have working environment where everyone can easily express their views and idea fearlessly because sometimes in fact most of the times leaders have new projects in the department to initiate and for that everyone in a team should have to participate and put their efforts to make it successful. Another respondent quoted that "*What is important in the professional life is definitely to persuade or to interact with the team members through your academic authority and*

decision making capacity and capability" (transcript-a, respondent-3, pg-156). Rather than creating a fearful environment it is significantly important for any leader that team members should trust leader and therefore, this can only be possible by encouraging followers to speak their mind, and through this also a leader or departmental head gets to identify their strengths and weaknesses of their employees.

The participants were of the view that leaders should consider *"open door policy"* (transcript-c, respondent-1, pg-167) where employees who are working with the leader finds easy to talk to their colleagues and employers without any distress and anxiety. This kind of an atmosphere arises out of the relationship built within the work place, if not anything else. One of the respondent quoted and believed that *"fearless environments always inculcate positivity, constructive feedback and a friendly environment"* (transcript-c, respondent-1, pg-167). It means that it is the responsibility of a leader to build an environment where discussions and employees being heard should always be welcomed. Most important source of authority to take decisions to lead a group and to take important decisions in certain critical positions is not based on fearing the others. One participant responded and quoted that *"leaders are receptive to employees' ideas to bring sense of ownership"* (transcript-d, respondent-4, pg-171). He believed in open discussions with employees and colleagues. He used the term *"rational thinking"* (transcript-d, respondent-4, pg-171) before taking a critical decision which he said cannot be possible without taking consultation of others team members. To summarize this result, it have been clear through the frequent meetings with the respondents that constructing a fearless atmosphere with an organization always enhance open discussion between the leader and employees. In this way employees developed a trust to their leaders that they being heard and appreciated at one hand and on the other hand leaders get to know better understanding of their employees' psychology of their perspectives. Hence easy for a leader to recognize employees' efforts and it always help creating or constructing something new.

5.11 Empowerment to Followers

The participants were of the view that *"at the end of the day everyone has limited energy and capacity to handle tasks and responsibilities"* (transcript-a, respondent-3,

pg-157). She said that if being a leader and head of the department takes all the responsibilities on his/her shoulder and would not trust employees and other associates for delegating the task and responsibilities, then the leader would not perform better. This attitude of a leader could harm the whole department as well as this would also affect the organization as whole. However it is very important for a good leader to clearly communicate expectations and extent of empowerment. One of the respondent stated that *"Empowerment motivates employees yet keeps things on track"* (transcript-b, respondent-2, pg-164). Empowering employees is essential to the growth of the leader himself/herself. Leaders should incorporate feedback to empower employees and it will definitely empower the employee and employer both. According to another responded, *"Empowerment leads to harmonious work place environment, which always aids in the growth process"* (transcript-c, respondent-1, pg-168). Empowerment motivates employees to work hard more and also create a sense of responsibility within them. If a leader wants to have an efficient working group then the leaders must have to empower them. The followers have to know to certain extend that they can make decision and they change the things and their initiative is going to make sense and this is also minimize the work load on the manager or a leader. When leader delegate the tasks, then the leader will be more efficient to take much more rational initiatives and decisions.

5.12 Departments under controlled systematic structure

According to the respondents' point of view, leaders have to enhance more controlled systematic structure when the organization is growing in terms of advancement, introducing new projects and new techniques, which needs more advanced and integrated system for measuring gaps between current and expected performance. Respondents thinks that sometimes leaders have to work hard to get the proper information within department or within the university but still need to work under controlled systematic structure and need to have proper hierarchal departmental structure and standards to measure performance.

According to the participants, all the goals of the academic institute should be aligned together in the same direction which is the main target of the university. The performance appraisal should be more *"de-centralized democratic system"* (transcript-a,

respondent-3, pg-157). Leaders of the organization should be very active and knows how to distribute the power, how to give the power to head of the departments. In this way, the departments are not just like labels under the faculty of particular subject. There is a hierarchy, everybody knows their power especially departments but is doesn't mean the leaders are taking all the decisions. All the respondents were agreed that their departments running under systematic control in terms of hierarchal structure but still there is room for improvement for measuring performance in term of employees' performance and systems' performance because things are continuously changing and updating. One of the respondent stated that "*there is always a room for improvement no matter what*" (transcript-e, respondent-5, pg- 176)

5.13 Employees' Training

According to the respondents' view, training is extremely important in today's dynamic world and every leader must contribute and concentrate in their employees' growth. One of the respondent stated that "*In case of academic organization where teaching new and updated technologies are coming with new research and findings and for that every professor has to aware of it to deliver it to the students*" (transcript-b, respondent-2, pg-164). In this regard, training of the employees is a very important feature in their growth and development professionally and personally. It is also a very significant factor in achieving desired performance organizational goal. There might not be certainty that training has any direct correlation with leadership but yes training can improve or enhance an individual's leadership qualities. Trait of leadership is also important in this regard like if the trait of leadership is missing, then training to be a good leader or a leader to begin with is not possible.

One of the respondent stated that "*training also briefs about what is expected from the employees in the current role and it helps them come on the same page as their leaders in the work place*" (transcript-c, respondent-1, pg-169). There are many types of trainings that can enhance the work efficiency on daily basis. This also improves leadership style because all and any communication among employees and between leaders and their employees' gaps can be eliminated. Training is not beneficiary in case of ordinary regular training instead it can be very competitive if learning about the new

methodologies. During the interview one of the respondent stated "*I believe that training in any form is beneficial to the growth of employees or anyone in the department. After performing routine tasks which are mostly reoccurring and repetitive in nature, employee's analytical and verbal skills become crude. I believed that employee tends to perform a task which falls under his comfort area and becomes reluctant to learn new skills and gradually get into the habit of escaping risk which affects his productivity. A positive intervention through training opens him to new skills and ideas.*" (transcript-d, respondent-4, pg-173).

5.14 Academic Leadership Style vs Servant Leadership Style

As identified by the respondent *"both leadership styles have its pros and cons and a successful leader is the one that can juggle between both depending in employee to employee and situation to situation"* (transcript-b, respondent-2, pg- 166). Most of the participants were agreed on one point that there should be mix methodology in adopting a leadership style. In case of academic leadership one of the respondent stated that *"the leadership is a property of an institution rather than the property of a person"* (transcript-c, respondent-1, pg-170). Therefore, according to the respondent, this style is less effective than the servant leadership style, because the respondent believed that following rules like a dictatorship may at times come at the cost of happy employees.

Besides these two styles one is transforming leadership style should be combined together for interaction. Without interaction the decision a leader is going to take can be related with opening a program, it can be related with training, decision without taking the ideas or views, without having interaction with the other employees might face resistance. The respondent believe that most of the innate culture human are always feel comfort particularly if they do the things on regular basis it means if everything is under control and within comfort zone then it is fine but when taking decision to make the things efficient then the employees is going to resist. The respondent further added that in order to minimize this resistance one has to tackle things with a dialogue rather than monologue. Here interaction and change of view is very important in order to develop the methodology and tactics to minimize the resistance. Therefore the combination of leadership style is better solution especially in academia because in academia things are

being done together. During the interview one of the respondent stated a fact that "*most of the people who lack motivation to work actually lack the reason to convince them "why" to work'* (transcript-d, respondent-4, pg-174). The respondent believed that the servant leadership style inspires employees to work on a common goal which is the utmost important thing when it comes to achieving the desired objective. Another respondent quoted that "*you have different role in different setting and therefore you have to act differently according to your need*" (transcript-e, respondent-5, pg- 177). The respondent believed in acting differently according to the circumstances hence combination of different leadership styles would be preferred.

5.15 Servant Leadership Style vs Transactional Leadership Style

Employee performance depends on many other factors and cannot be concluded that leadership style is only the reason for employee performance. It has been agreed that there is no set pattern to employee performance. Motivation to perform well varies for each individual to individual. Many writers identified many reasons why an employee could not perform better at work and what any good leader can do for their employee to make the best out of them and how. Any successful leader must be able to identify what motivates an employee to perform at its best. The other factor include, salary, work load, work environment and leaders should spend value time with their employees especially in academic institutions where we need close communication, no matter which leadership style or combination of a leadership style a leader is adopting.

The participants chose servant leadership style which begins with the "*natural feeling that one wants to serve*" (transcript-a, respondent-3, pg-161). The servant leadership style is considered more efficient than transactional leadership. During interview one respondent quoted that "*in transactional leadership there is a manager who can take decisions and the manager may think this is the better one without taking the consent of the others. This might not be efficient for the academia setting*" (transcript-a, respondent-3, pg-161). Another respondent while showing preference towards servant leadership style stated that "*Yes I think Servant leadership provides better coaching style where the activities of the employee are monitored with necessary intervention because things are different now. You cannot keep an eye on each and every employee all the*

time. It's just a wait of time and energy. And also you cannot force an employee to do this or to do that" (transcript-d, respondent-4, pg-174). Respondent believed that a good leader needs to hear employees' ideas and views and if they are aligned with the departmental strategy and organizational vision then try to use them instead of giving them a set of task and keep an eye on them.

Analysis and results retrieved in this chapter both quantitative and qualitative will be thoroughly discussed in the next chapter with the reference of literature review.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Discussion of findings

This chapter six is mainly concerned on the final results and outcomes recorded in the chapter five that is analysis and presentation of the results which has received by entering respondents data –the quantitative analysis by using SPSS V-23 (Software Package of Social Sciences) and through qualitative interviews for processing results with respect to the chapter two that is literature review. This chapter is divided into two parts of discussion. One is quantitative discussion and the second is qualitative discussion.

By having the literature review, it is observed that the keen interest has been shown by the researchers to analyze leadership styles and learning organization. The main concern of this research is to determine and understand the factors affecting and impact of various leadership style in development of learning organization. The reason of doing this study was to understand what type of leadership style or combination of leadership styles is appropriate in what kind of circumstance within the firm to make the firm productive and sustainable in order to get a long-term success. And what kind of strategies should a leaders of the firm might adopt to make a firm the learning organization.

The quantitative study was taken place at NEU and all respondents of questionnaire were the key personnel and head of the different departments of NEU. The data was analyzed in SPSS software and different statistical tests were applied in order to find out the relationship and impact of different independent variables on transformational and transactional leadership style at NEU. Total 106 respondents filled the questionnaire in which 43 were females and 63 were males. The gender effect is considered as the demographic variable which affected both transformational and transactional leadership style in regression model. Male gender is considered physically tough as compared to females, which may have impact on the followers to follow the orders of their leaders.

Male leaders are more energetic in their voice to order their followers to fill up with passion and synergy within their body. Age and marital status was also considered as the demographic variable of the study and impact of both variables were studied in different regression model for both leadership styles.

The results depicts that most of the respondents were ranging from the age of 36 to 51 years old and significant effect on the adjusted r square in regression model. This results shows that leaders with mature age ranging from 36-51 years have more significant impact as compare to young leaders. Age overall have physical impact on their followers as well which consider the leader as wise person to advise with rationale and experience. In case of marital status 69.8 % respondents were married and 30.2% were unmarried. The marital status was also taken as the demographic variable and had significant effect on the leadership style as well. The married people have more impact of leadership on their followers as compare to unmarried people. This might be because married people consider as mature and experienced in order to handle all kind of difficult situations where behavior of the follower is involved.

The regression result of transformational leadership shows that strategic direction (SD) has positive and significant impact on TF. This can be explained that if there is one unit increase in SD will lead to .233 unit increase in TF. Strategic directions explains that what type of methodology of tools and equipment should be adopted by the organization to achieve the targeted goals. It enhances the innovation and creativity of the individual employees and considers their commitments as the assets for the organization (D'Ortenzio, 2012). For proper management of resources, a skilled leader is required which can manage all kind of strategic directional challenges in the field. Without proper understanding of the objective of the organization, strategic development is useless to implement (Lear, 2012). Proper strategy by the leaders not only gives the right direction for the progress but also helps the organization to cope up in competitive market (Palmer, 2010). The results are significant on the TF showing that increase in strategic development in the organization will increase the leadership style also.

Moving towards the dimension of continues learning, the regression results also depicts that continuous learning (CL) also has positive impact on the TF i.e. one unit increase in

CL will increase TF by .311. The results are aligned with the theory that continuous learning will develop human resource and with the help of training and development this objective can be achieved. The past studies proves that this is the responsibility of the leaders to give such an environment to each individual, who can improve him/herself and enhance abilities and knowledge about their domain and subject (Rajasekar, 2014) (Razieh Naserinajafabady, 2013) (Collins, 2001). Continuous learning will enhance people's mind that how they act, behave in a particular condition (Robin, 1990). Learning according to the demand of the employees are more effective as compare to those learning according to the supervisors imposition over the employees. If any individual get any new knowledge with any source then the organization should have such environment that new knowledge will propagate from one person to another and new innovation can be emerged in this way (Stephanie T. Cato, 2008) (Joseph and Changjun, 2009) (Baek-kyoo, 2007).

The regression results of transaction leadership shows that strategic development SD has positive impact on TS that one unit increase in SD will lead to increase in TS by .27 units. From the previous studies it is clear that strategic direction gives positive exchange with constantly changing environment (De Geus, 1997) (Benet, 1999) (Naserinajafabady, 2013). Strategic development provides better communication among the senior management with junior management in order to get new knowledge and ability to ask a right questions without fear (Palmer, 2010) (Cetin Bektas, 2012). Strategic development provides flexible culture and vision to the leaders to take the right decision and help the followers to participate in learning activities for creating a strategic change as and when required (Hitt et al., 2001; Serfontein, 2009; Joosete & Fourie, 2009).

The empowerment (EM) also has significant positive impact on TS leadership. The result shows that one unit increase in empowerment will increase the TS by .261 units. It was observed in the literature that empowerment gives a sense of positive relationship and self-control to the employees to perform the task in a better way (Asgarsani at el., 2013). There may be many other factors which can create sense of powerless among the employees (Amir Abou Elnaga, 2014). The responsibility of the TS leaders is to avoid

those factors which create ambiguity and sense of demonization in employees (Apostolou, 2010). This is the reason the empowerment has positive and significant impact on TS leadership (Men, 2010).

From the previous research it is also clear that there is a linkage that exist between leadership styles and learning organization for any bid to steer the organization into the desired path of success (Senge, 1990). From the established model results, deductions can be made that learning organization dimensions have different implications on leadership. This can be evidenced by some dimensions such as dialogue inquiry, embedded systems and systems connections which have yielded different results as opposed to what many researchers have established. This therefore means that learning organizations dimensions need to be approached and addressed differently with regards to prevailing circumstances and what the organization is trying to achieve. Such can be evidenced by changes in leadership paradigms which have changed in focus and postulations (Hunt, 1999).

Furthermore, the significance of impact of learning organization dimensions on leadership varies and only a few learning organization dimensions such as strategic direction and continuous learning have a significant impact of leadership. This can also be compounded by the fact that the extent to which changes in leadership styles is explained by learning organization is low. Thus therefore implies that in order for learning organization to have profound effect on leadership styles, a lot of factors have to be taken into account. Such factors that can augment or aid in helping the explanations of changing learning organization dimensions on leadership are required to be accounted for. Such factors may include, change management, organizational structure, motivational dynamics, training and personal schemes etc.

The regression results show that some independent variables have insignificant impact on dependent variables. In order to know the reasons, expert interviews were conducted to cater the causes of these insignificant impacts of dialogue and inquiry, team learning and collaboration, empowerment, systems connection and embedded system over transformational leadership style. Although from quantitative part of this research, the answer of 'What' question can be drawn but in order to understand the rationale behind

insignificant impact of some insignificant variables, qualitative part will answer the question of 'Why' and 'How'. The quantitative results might be insignificant due to the small sample size used in this research. The qualitative part was included in order to justify the small sample size after catering 5 interviews from the head of departments who were acting as the leaders for the department employees at NEU. The mix method approach is feasible and pragmatic in this research in order to find out the cognitive reasoning behind the phenomenon. The interviews were conducted from some head of departments at NEU to analyze the insignificant impact of independent variables over dependent variables. Hermeneutical approach was adopted in order to analyze the interviews and the linguistic used in interviews were critically analyzed.

The second part of qualitative discussion were based on the interviews. The outcomes of the interview were constructed on the transcript's results of the participants who were involved in the practical implication of the leadership style in NEU. The outcomes on the basis of different themes emerged from the coding of the interviews, which are reflecting the research objectives. The open ended research questions were asked to explore the different factors which cause both the leadership style effective in academic organizations. Also understanding the different ways one can overcome the gap between the leader and follower can result in much positive environment at work and also personal satisfaction as well as benefit for the institute or the company. On the basis of pre-determined limitations of this study, five broad categories were formulated from the essential themes emerged from the data analysis. These categories were creating a fearless environment for employees, empowerment to the followers, department under controlled systematic structure, employees training, academic leadership style vs servant leadership style, servant leadership style vs transactional leadership style

At first we discuss how a fearless environment for the employees' can result in a prolific company or academic institution. Through the results, it has found that the leaders should encourage their followers or work personnel's to talk about their ideas and their ideas by which the company or institute might gain advantages and also it's the leaders responsibility to be an active listener which will make the employees more satisfied and be a form of encouragement to them as they know that they are being heard and also

their ideas were appreciated by implementing them or appreciating them." Open door policy" is the kind of policy to be used where both leader and follower speak to each other without any sort of fear. The evidence was found from the past researchers which includes Padler, Buckler, Teare and Dealtry, Johnson, Salman et al. They were also said that leaders should create an environment where employee can share their ideas and views. In this way leaders would find out about the inadequacies and the skills of their employees. Mahoney and Ortenblad used the term facilitator for leader. This intercommunication will help in many critical situations where fearing the leader can result in drawbacks for an institution. A relationship will be boosted by this behavior.

The next thing is how by permitting or giving the followers and employees certain amount of authority to be responsible about some of the things happening in the company or institute will help the leader to be at ease for whom it might be difficult to give a hundred percent if he/she solely carries all the responsibilities on his shoulder it will strain him/her. It has to be a two-way work as leader will have to be specific about his suppositions and how much the employee should be involved in the work. The empowerment will result in a growth for both employee and the leader. Previously, the evidence has found by researchers like Ghanizadeh and Asgarsani. They believed on synergistic and harmonious potential of individuals instead of the culture of command and monitoring all the time. The leader will have to allow a feedback process so that the employees can express how the felt and if there is any room for further improvement which may give them a scope to work better. A cooperative and agreeable surrounding is created through this.

Constructing an environment which has a certain kind of flow or control while an organization is growing and improving is important so that everyone can stay on the same page and know what has to be done and how. When there is a system the employee will have to understand that improvements are necessary to meet expectations of the leader. A target needs to be set and towards which every member of the organization will work, this will help everyone to move toward the same thing.

The fourth is training the employees or workers. This is said to be of extreme importance by the leaders especially in today's world where there are new technologies

every day and not implementing them into the organization can mean falling behind in this competitive field or area. The leaders should take this initiative and responsibility upon themselves to teach the employee about how to use the new technology and also explain the benefits of this upgrade in the system to encourage them to use it more often and also understand the importance of it for them. As an example I used the academic organization where the teachers has to be aware of the new findings and inventions that are made so that they are able to pass it on to the students who will need to have an understanding about it so that they will be able to use it when they need to. Also when there is a new employee in the organization who came from different kind of work setting he/she might find it difficult to cope with the work so after hiring we need to make sure we are helping him/her by teaching the technologies used at the current work place.

The last one is the different kind of leaderships and their benefits and also their drawbacks. Academic leadership style and servant leadership style are said to have their benefits pro and cons thus the leader should be able to identify the situation and understand which to use depending on the employee too. Academic leadership seems to be less effective than that of the servant leadership style due to the dictatorship kind of nature which may cause the leader to neglect the happiness of the employees. Even transforming leadership style is one of the style that can be mixed for communicating. Servant leadership style and transactional leadership style

There is no set pattern of measuring employee performance. It depend on many other factors like working conditions, wages, other benefits etc. It cannot be concluded that leadership is only the reason for employee performance. Motivation to perform well differs for each individual to individual. It has been discussed into research studies many times and different researchers explained many reasons why an employee could not perform better at work and what any good leader can do for their employee to make the best out of them and how. Any successful leader must be able to identify what motivates an employee to perform at its best. The other factor include, salary, work load, work environment and leaders should spend value time with their employees especially in academic institutions where we need close communication, no matter which leadership

style or combination of a leadership style a leader is using. The participants chose servant leadership style which begins with the natural feeling that one wants to serve. The servant leadership style is considered more efficient than transactional leadership because in transactional leadership there is a manager who can take decisions and he or she may think this is the better one without taking the consent of the others. This might not be efficient for the academia setting.

6.2 Conclusions

The concept of leadership and learning organization is a multi-faceted approach especially when considering that factors that induce individuals to optimally participate and perform hinge on elements such as past experience and exposure, level of education and the environment under which they operate. This therefore implies that the same conditions that warranty an effective transformational leadership approach might not yield successful results under transactional approach. This calls leaders to assess environment and factors under which they are to practice their approach towards learning organization as well as dealing with their followers.

From the established results conclusions can be drawn that strategic direction is positively related to transformational and transactional leadership styles. Thus strategic direction efforts that are being currently executed by NEU can be considered to be promoting and favoring the prevailing leadership styles. Not only the transformational and transactional leadership styles are useful in NEU but there are other many emergent styles like servant leadership style which is considered as the widely useful in academic leaders. Leadership is one of the skills that create the whole atmosphere of the organization. It has found from the results that the leaders must be innovative, friendly and take their followers/employees as their friends and motivate them toward achieving any competing goal. NEU as one of the leading learning organization taken as sample where servant leadership style as the alternative to transformational leadership style is highly suggested to adopted by the academic leaders.

Conclusions can also be made that the learning organization dimension continuous learning favors transformational leadership. Similar deductions can be deduced

concerning the variable team learning and collaboration which is said to be favoring transformational leadership but disfavoring transactional efforts.

Contrasting conclusions can be made between the learning organization dimension, strategic direction and continuous learning positively affects transformational leadership. In case of transactional leadership style only strategic direction and empowerment has positive significant impact on transactional leadership style at NEU. However, embedded systems have positive effects on transformational leadership and negative contribution on transactional leadership. Overall, it can also be concluded that the learning organization dimensions have different effects on leadership styles.

The nature of such impacts is also of different significance. Thus it can be said that conditions under which learning organization dimensions will yield positive effects on leadership styles do differ. Hence efforts are required to ensure that all the necessary frameworks and resources are made available. This is of paramount importance to organizations that may be utilizing a combination of transformational and transactional leadership styles.

Transformational leaders are more innovative as compared to transactional leaders and hence are being dominating in usage in most organizations as opposed to transactional leadership styles. Such difference in usage is being attributed to dynamic changes and complexities that are being experienced in the business environment and in most economies around the world.

From the qualitative analysis, conclusion can be made from the outcomes that leaders should encourage eagerness to learn more and more and continually improve rather than just getting the work done. In this way, it is found that more and more trainings should be offered at all levels of university internally and internationally. For the growth of any organization national or international level, it is found through the frequent meetings with the respondents that leaders need to have new and up to date techniques and technologies in term of teaching and research studies. NEU is already a learning organization and trainings at all level whether it will be soft skill trainings or technical training is one of the main elements that advanced university to make it more learning organization. Conclusion can also be made that any kind of training will not only help

employees in advancing and lifting their profession career but it will also close the communication gap among all levels of university. As NEU is growing nationally as well as internationally but still to make existence sustainable and for more growth, it has been found that communication gap should be filled among the administrative level and the departmental level. It is found that the university needs to have flawless sharing of information system among all levels of the whole university whether it is top, middle and down the line. In order to fill this gap a regular or fortnightly meetings with clear agenda and possible results of the university at all levels is highly suggested. It can be happening through social gathering of the university or through formal meetings with specific agenda or purpose. This will help in to minimize the communication gap among the all levels of the university.

6.3 Recommendations

Recommendations can therefore be proffered that strategic direction efforts must be continually and increasingly be utilized to enhance leadership efforts. This must be coupled by encouraging leaders to build vision alignment across employees and different work groups, motivate people to participate to the vision of the organization, share the most recent and up to date information with sub-ordinates and always keep ensuring that the decision of the organization are consistent with its dignity and value.

Servant leadership style is now considered as the new modern leadership style considered as alternative to transformational leadership style. The academic leaders now a day also has become a challenging job for the leaders. NEU as the one of the learning organization is highly recommended to adopt servant leadership style where leaders deal with their followers with respect and dignity. Measures must be undertaken to improve the usage of continuous learning as a transformational leadership enhancement tool so as to boost its contributions towards improving transformational efforts. Improvements must therefore be made by creating opportunities for employees to get more financing to support their learning; motivating employees; creating a favorable environment for employees to help each other learning and shaping an atmosphere for them that they visualize their problems in work as an opportunity for learning.

Strategies can also be implemented to reverse the negative effects that are being attributed by dialogue and inquiry measures on transformational leadership. Such strategies must also boost the positive effects of dialogue and inquiry strategies on transformational leadership. This may be achieved by ensuring that conditions that hamper the successful working of dialogue and inquiry strategies under transformational leadership are eliminated or dealt with. This can either include increasing more opportunities to employees to give honest feedback; creating an atmosphere for employees to spend time for the development of trust and build an environment for employees to encouraged asking questions and queries irrespective of their rank or position.

Efforts must be taken to improve the role that is played by team learning and collaboration towards improving both transformational and transactional leadership styles. This emanates from the need to ensure that its contributions towards these leadership styles become significant. Hence, measures relating to giving organizational groups or teams more freedom to adopt their goals as needed; encouraging groups or teams to revise their thinking as the outcome of group discussions or information collected and promoting equality among organizational members irrespective of rank, culture or other differences.

Organizational members must be continually empowered by their leaders so that they can continually works towards the achievement of goals and standards set by both transformational and transactional leaders. Empowerment efforts must include rewarding employees handsomely for exceptional performance made.

Policies can be improvised to address the negative effects of systems connection on transformational leadership but enhance its contributions towards transactional leadership. Contrasting recommendations can be made for embedded systems against transformational and transactional leadership. Thus cost efficient and time saving systems must be put in place and be made available to employees so as to facilitate effectiveness and efficiency among employees in executing transformational and transactional leadership mandates.

The frequent meeting were suggested as the learning laboratory for the leaders as well as employees because sometime leader may not aware what are the problems of their employees and the employees may not aware of the fact what the leaders sometimes are under pressure by the decision makers. How important is it for the NEU that some time, employees may have problems like infrastructure, laboratory even small things and they may not have enough space and time and dialogue to share it with their leaders.

The employee may not be able to understand why the managers are that much strict in certain cases, which may link with the university overall like implementation decision of any project and if employees don't know this how urgent it is the particular project they may not motivate themselves. Here the motivation is very important because sometimes there is a very dramatic degree in the motivations of the employees. The leaders should also know and create areas of increasing the motivations of the employees. It just not the working hours to check or observe that what employees do or don't, the most important thing is the efficiency and to strengthen efficiency leaders should do something more than checking the hours of the employees. Taking care of the employees is also very important to minimize the gap of communication.

6.4 Suggestions for future research

The study was conducted as an analysis of an institution that is Near East University which comprises of numerous and diverse department of an educational system. Therefore leadership and learning organizational environments are different. Future studies must therefore narrow the study to specific department or faculty. Studies can also be extended to incorporate comparisons between two or more learning organizations.

Many other new leadership styles have been emerging with the passage of time and they need to be practically implemented in academic and other learning organizations. Servant leadership style is one of the key areas to be studied by other scholars in order to find out the similarities and improvements in leadership styles. Academic leadership style is also another challenging job and for academic universities a constant comparison can be done in future to determine the positive and negative outcome of the different leadership styles in universities. There might be many other factors affecting the

leadership styles in learning organizations. Parsimony of the model is necessary that is why this study only catered seven dimensions affecting transactional and transformational leadership.

Other factors like staff controlling, work environment, multitasking and compensation can also be added in the model to learn more about the leadership style in learning organizations. Not only correlation and regression tests can determine the effect even the structure equation model can be used to determine the impact of different factors on leadership styles.

The future areas of research can also be on the responses of employees where researcher can consider the followers as the respondent and should consider the impact of leadership styles over the followers and employees. The data can be gathered from the followers and research can be carried out with the help of their responses and inference can be made by combining the data of transactional and transformational leadership with servant leadership and academic leadership style to determine which kind of leadership style is better in learning organization. This study has only gathered the data from NEU but other professional and manufacturing organizations can also be considered as the leadership styles in order to find out the differences in work environment and leadership styles.

Many barriers also are added in the model as the mediating variables to find out the impact of other demographic variables as mediating variables. The impact of mediating variable on nonprofit organizations can also be an interesting future research to determine the impact of compensation over the performance of leaders and followers. This study adopted the quantitative and qualitative mix methodology for the research but many phenomenological qualitative research studies can be done to study the specific phenomena in the learning organization like high rate of employees turn over and how leaders deal with this kind of problems. Leaders play vital role in developing the organization culture and norms with their behavior. Ethnography as the qualitative tool of research can be adopted to determine that how the behavior of the people is influenced or mediated by the organization culture where they work.

REFERENCES

Adair, J. (2007). Develop leadership skills by professional. Bangkok: Nation Books. (2009). Leadership for Innovation: How to organize team creativity and harvest ideas. Philadelphia: Kogan Page.

Agbor Emmanuel (2008) "Creativity and Innovation: The Leadership Dynamics." *Journal of Strategic Leadership*, School of Global Leadership & Entrepreneurship-Regent University, Vol. 1 Issue- 1, pp. 39-45.

Amir Abou Elnaga, A. I. (2014). The Impact of Employee Empowerment on Job Satisfaction.

Amitay, M., Popper, M., & Lipshitz, R. (2005). Leadership style and organizational learning in community clinics. The Learning Organization, 12(1), 57-70. http://dx.doi.org/10.1108/09696470510574269.

Apostolou, A. (2010). Employee Involvement.

Argyris, C. and Schön, D. A. (1978). *Organizational Learning: A Theory of Action Perspective*, Addison Wesley. MA: Reading.

Asgarsani, H., Duostdar, O., & Rostami, A. (2013). Interdisciplinary Journal of Contemporary Research in Business Benefits, 4(11).

Baek-Kyoo (2007). Schein, Edgar H. (2004). *Organizational Culture and Leadership*, Third Edition, John Wiley & Sons, San Francisco.

Bass B. M. et al., (2003). "Predicting Unit Performance by Assessing Transformational and Transactional Leadership" *Journal of Applied Psychology*, American Psychological Association, Inc, Vol. 88, No. 2, pp. 207–218.

Bass, B. M. (1998). Transformational leadership: Industrial, military and educational impact. Mahwah, NJ: Lawrence Erlbaum.

Bass, B. M. (2000). The future of leadership in learning organizations. Journal of leadership & organizational studies, 7(3), 18-40.

Bass, B.M.; Avolio, B.J. (1997). Full Range Leadership Development: Manual for the Multi-Factor Leadership Questionnaire; Mind Garden: Palo Alto, CA, USA.

Bennet R, Gabiel H. (1999), organizational factors and knowledge management with large Marketing department: an empirical study. J knowledge management 1999; 3(3) 2-2-25.

Bensimon, E & Neumann, A, (1993). Redesigning collegiate leadership: Teams and teamwork in higher education. Baltimore, Johns Hopkins University Press.

Birnbaum. R. (1988). *How colleges work: The cybernetics of academic organization and leadership.* San Francisco, Jossey-Bass.

Black, S. A. (2015). Qualities of effective leadership in higher education. Open Journal of Leadership, 4(02), 54.

Boseman, G. (2008). Effective leadership in a changing world. Journal of Financial Service Professionals, 62(3), 36-38.

Buckler, B. (1996), "A learning process model to achieve continuous improvement and innovation". The Learning Organization¸ Vol. 3 No. 3 pp. 3-39.

Burns, J. (1978). *Leadership*. New York, Harper & Row.

Clegg, S., Martin, K., & Pitsis, T. (2005). Managing and organizations: an introduction to theory and practice. Los Angeles: Sage Publication.

Cetin Bektas, N. S. (2012). Terms of Organizational Psychology, Personnel Empowerment and Team Working: A Case Study.

Coad, A., & Berry, A. (1998). Transformational leadership and learning orientation. Leadership & Organization Development Journal, 19(3), 164-172. http://dx.doi.org/10.1108/01437739810210211.

Collier, P., and R. Dixon. 1995. The evaluation and audit of management information systems, Managerial Auditing Journal 10(7), 25-32.

Collins, J. (2001). *Good to great: Why some companies make the leap and others don't.* New York, NY: HarperCollins.

Cummings, T.G. & Worley, P. (1997), *Organisational Development and Change*, 6th edition, South-West Publishing Company, Cincinnati.

Daft, R. L. (2014). The leadership experience. Cengage Learning.

Dansereau, F., Yammarino, F. J., & Markham, S. E. (1995). Leadership: The multiple-level approaches. The Leadership Quarterly, 6(2), 97-109.

Davenport T, Prusak L. (2000)." working knowledge", Boston, MA: Harvard Business school press.

Davies, J., Hides, M. T., & Casey, S. (2001). Leadership in Higher Education. Total Quality Management, 12, 1025-1030, Accessed from http://dx.doi.org/10.1080/09544120120096197 on 6 June 2016.

De Geus A. (1996), 'Planning as Learning', in K. Starkey. (ed.), *How Organisations Learn,* International Thomson Business Press, London, pp. 92-99.

D'Ortenzio, C. (2012). Understanding Change and Change Management Processes: A Case Study.

Deem, R. (1998). "New Managerialism" and Higher Education: The Management of Performances and Cultures in Universities in the United Kingdom. International Studies in Sociology of Education, 8, 47-70. http://dx.doi.org/10.1080/0962021980020014.

Denise, T. (2007). "Individual and Organizational Learning: Developing a Theory of Learning through the Concept of the Stratified Individual" Centre for Management and organizational Learning, Hull University Business School, Learning Fusion, pp. 937-952.

Desson, K. and Clouthier, J. (2010). "Organizational Culture – Why Does It Matter?" Presented to the Symposium on International Safeguards International Atomic Energy Agency (2010). Vienna, Austria, pp. 1-9.

Dodgson, M. (1993). "Organizational Learning: A Review of Some Literatures. Organizational Studies," 14: 375-394.

Du Plessis et al., (2016). "Developing a learning organization: a case study", *Journal of Management Practice, Bruce Millett,* vol- 2 issue-4, pp. 71-94.

Eagly, A. H., Johannesen-Schmidt, M. C., & Van Engen, M. L. (2003). Transformational, transactional, and laissez-faire leadership styles: a meta-analysis comparing women and men. Psychological bulletin, 129 (4), 569.

Edmondson, A. (1999). Psychological safety and learning behavior in work teams, Administrative Science Quarterly, 44, 350-383. http://dx.doi.org/10.2307/2666999.

Elnaga, A. A., & Imran, A. (2014). The Impact of Employee Empowerment on Job Satisfaction Theoretical Study.

Fiedler, F. (1997). "Situational control and a dynamic theory of leadership. In Grint, K. (ed) (1997). Leaderhip: Classical, contemporary and critical approaches. Oxford, Oxford University Press.

Franco, L. M, Bennett S, Kanfer R (2002). Health-sector reform and public-sector health worker motivation: a conceptual framework. Social Science and Medicine, 54:1255–1266.

Franco, M., & Haase, H. (2009). Entrepreneurship: An organizational learning approach. Journal of Small Business and Enterprise Development, 16(4), 628-628-641. http://dx.doi.org/10.1108/14626000911000965.

Garforth, L., & Kerr, A. (2009). Women and Science: What's the Problem? Social Politics, 16, 379-403. http://dx.doi.org/10.1093/sp/jxp015.

Garvin D. (1993, July-August), Building learning organization, Harvard Business Review, 78-91.

Gerwin, D. and H. Kolodny, (1992). "Management of Advanced Manufacturing Technology: Strategy, Organization, and Innovation," Wiley/Inter science, New York.

Ghanizadeh, A., & Moafian, F. (2011). Critical thinking and emotional intelligence: investigating the relationship among EFL learners and the contribution of age and gender.

Goh Swee C. and Ryan Peter J. (2002). "Learning Capability, Organization Factors and Firm Performance" *Third European Conference on Organizational Knowledge, Learning and Capabilities*, Athens, Greece, April 5-6.

Goodridge et al., (2015) "Lean and leadership practices: development of an initial realist program theory" *BMC Health Services Research*. Vol. 15 Issue- 1, pp. 1-15.

Gujarati, D. N., & Porter, D. C. (1999). Essentials of econometrics.

Hallowell, E. M. (2011). Shine: Using brain science to get the best from your people. Harvard, MA: Harvard Business Review.

Hitt, M.A., Ireland, R.D. & Hoskisson, R.E. (2001). *Strategic management: competitiveness and globalization*. 4th edition. Cincinnati, Ohio: Thomson/South Western.

Husseina N. et al., (2014). "Learning Organization and its Effect on Organizational Performance and Organizational Innovativeness: A Proposed Framework for Malaysian Public Institutions of Higher Education" *Procedia - Social and Behavioral Sciences*, Elsevier Ltd 130, pp. 299 – 304.

Johnson, J. R., (2002), "Leading the learning organization: portrait of four leaders", Leadership & Organization Development Journal, Vol. 23 No. 5, pp. 241-249.

Jooste, C. & Fourie, B. (2009). The role of strategic leadership in effective strategy implementation: perceptions of South African strategic leaders. *South African Business Review,* 13(3): 51–68.

Joseph, K. and Changjun, B. (2009). "The Influence of Organizational Culture on Organizational Learning, Worker Involvement and Worker Productivity" *International Journal of Business and Management (2009)*, vol. 4, no. 9, pp. 243-250.

Kezar, A., Carducci, R. & Contreras-McGavin, M. (2006). *Rethinking the "L" Word in Higher Education: The Revolution of Research on Leadership.* ASHE-ERIC Higher Education Report, 31 (6). Wiley Periodicals.

Krantz, J., & Gilmore, T. N. (1990). The Splitting of Leadership and Management as a Social Defense. Human Relations, 43, 183-204. http://dx.doi.org/10.1177/001872679004300206.

Leufvén, M., Vitrakoti, R., Bergström, A., Ashish, K. C., & Målqvist, M. (2015). Dimensions of Learning Organizations Questionnaire (DLOQ) in a low-resource health care setting in Nepal. Health Research Policy and Systems, 13(1), 1.

Lear, L. W. (2012). The relationship between strategic leadership and strategic alignment in high-performing companies in South Africa.

Lewin, K., Lippitt, R. & White, R. K. (1939). Patterns of aggressive behavior in experimentally created climates. Journal of Social Psychology, 10, 271-301.

Mahoney, R. (2000), "Leadership and learning organization", The Learning Organization, Vol. 7 No. 5 pp. 241-243.

Marsick V. J, and Watkins K. E. (2003). Demonstrating the value of an organization's learning culture: the dimensions of the learning organization questionnaire. Advanced Developmental Human Resource; 5(2):132–51.

Mbassana, M. E. (2014). Validating the Dimensions of the Learning Organization Questionnaire (DLOQ) In the Rwandan Context. European Journal of Business, Economics and Accountancy, 2(2).

McGill M., Slocum Jr. J and Lei D. (1993), Management practices in learning organization, Organizational Dynamics, Autumn 67-79.McGill, M.E. & Slocum, J.W. 1993, 'Unlearning the Organisation', *Organisation Dynamics,* Autumn.

Men, L. R. (2010). Measuring the Impact of Leadership Style and Employee Empowerme on Perceived Orgnizational Reputation.

Middlehurst, R. & Teixeira, P. (2012). "Governance within the EHEA: Dynamic trends, common challenges and national particularities" in Curaj, A., Scott, P., Vlasceanu, L. &

Millett, B. 1998, *Managing the Processes of Organisational Change and Development: Study Book*, University of Southern Queensland.

Millett, B. (1999). Developing a learning organization: a case study.

Moilanen, R. (2001). Diagnostic tools for learning organizations. The learning organization, 8(1), 6-20.

Nafei, W. A., Khanfar, N. M., & Kaifi, B. A. (2012). Leadership styles and organizational learning an empirical study on Saudi banks in Al-Taif Governorate Kingdom of Saudi Arabia. Journal of Management and Strategy, 3(1), 2.

Naserinajafabady et al., (2013). "Effects of organizational culture, structure and strategy on organizational effectiveness by using knowledge management Case Study: Seven

International Transportation Company" *International Research Journal of Applied and Basic Sciences, Science Explorer Publications*, Vol, 7 (6), pp. 355-361.

Noe, R. A. (2004). *Employee training and development with powerweb card* (3rd ed.). New York, NY: McGraw Hill.

Odumeru, J. A., & Ogbonna, I. G. (2013). Transformational vs. transactional leadership theories: Evidence in literature. International Review of Management and Business Research, 2(2), 355.

Örtenblad, A, (2004), "The Learning Organization: towards an integrated model", The Learning Organization, Vol. 11 No. 2, pp. 129-144.

Padler, M., (1995), "A guide to the learning organization", Industrial and Commercial Training, Vol. 27 No. 4 pp. 21-25.

Palmer, S. (2010). "Making the Business Case for Learning and Development: 5 Steps for Success", *UNC Executive Development,* pp. 1-14.

Palmer, S. N. (2010). Making the Business Case for Learning and Development: 5 Steps for Success.

Perkins, D. D., & Zimmerman, M. A. (1995). Empowerment theory, research, and application.

Pawluczuk Andrzej and Ryciuk Urszula (2015). "Variables Shaping the Culture in Organizational Learning in Municipalities" *International Journal of Contemporary Management (2015)*, vol. 14(2), pp. 51-62.

Phongsichomphu et al., (2013). "Factors Affecting Learning Organization and Innovative Organization", pp. 159-186.

Popper, M., & Lipshitz, R. (2000). Installing mechanisms and instilling values: The role of leaders in organizational learning. The Learning Organization, 7(3), 135-144. http://dx.doi.org/10.1108/09696470010335854.

Riaz, A., & Haider, M. (2010). Role of transformational and transactional leadership on job satisfaction and career satisfaction. Business and Economic Horizons, 1(1), 29-38.

Rajasekar, D. J. (2014). Factors affecting Effective Strategy Implementation in a Service Industry: A Study of Electricity Distribution Companies in the Sultanate of Oman.

Razieh Naserinajafabady, H. R. (2013). Effects of organizational culture, structure and strategy on organizational effectiveness by using knowledge management Case Study.

Robbins, S. P. (1998). *Organizational behaviour* (8th edition.). Englewood Cliffs, New Jersey: Prentice Hall.

Salman Rabia. et al., (2011) "The Role of Leadership in Developing an ICT Based Educational Institution into Learning Organization in Pakistan" *International Journal of Academic Research in Business and Social Sciences*, HR Mars, Vol. 1, Special Issue, pp. 212-226.

Saritwanich, S. (2006). Modern organizational behavior: Concept and theory. Bangkok: TU Print.

Sarros, J., &Santora, J. (2001). The transformational-transactional leadership model in practice. Leadership & Organization Development Journal, 22 (8), 383-393.http://dx.doi.org/10.1108/01437730110410107.

Senge, P. (Ed.). (1990). The fifth discipline. New York: Doubleday.

Senge, P. M. (1990). The fifth discipline: The art and practice of the learning organization. New York: Doubleday.

Senge, P. M. (1996). Leading learning organizations. In F. Hesselbein et al. The leader of the future. San Francisco: Jossey -Bass.

Stephanie T. Cato, J. G. (2008). Relationship of the strategic vision alignment to employee productivity and student enrollment.

Shamir, B., House, R. J., & Arthur, M. B. (1993). The motivational effects of charismatic leadership: A self-concept based theory. Organization science, 4(4), 577-594.

Shrivastava, P. (1983). A Typology of Organizational Learning Systems, Journal of Management Studies, (20)1.

Shukla, M. (1997). Competing through knowledge: Building a learning organization. New Delhi: Response Books.

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement and validation. *Academy of Management Journal, 38* (5)*,* pp. 1442-1465.

Stamm, L. (2003). Can we bring spirituality back to campus? Higher education's re-engagement with values and spirituality. Journal of College and Character, 4(5).

Tawuttanakul, S., & Sribannasarn, P. (2006). Change culture toward learning. Productivity world, 11(62), 57-62.

Teare, R., and Dealtry, R., (1998), "Building and sustaining a learning organization", The Learning Organization, Vol. 5 No.1 pp.47-60.

Thianthai, C. (2007). Management: an executive perspective (3rd ed.). Bangkok: Mcgraw-Hill.

Thongpan, S. (2008). HR and knowledge management toward innovative organization. Knon Magazine, 29(3), 84-87.

Ti Yu and Chen Chao-chen (2014) "The Relationship of Learning Culture, Learning Method, and Organizational Performance in the University and College Libraries in Taiwan" *De Gruyter LIBRI (2015)* vol. 65(1): pp.1–14.

Uthairat, K. (2003). Human resource management innovation. Productivity world, 8(47), 39- 43.

Vecchio, R., Justin, J., & Pearce, C. (2008). The utility of transactional and transformational leadership for predicting performance and satisfaction within a path-goal theory framework. Journal of Occupational and Organizational Psychology, 81 (1), pp. 71–82.http://dx.doi.org/10.1348/096317907X202482.

Wang, D. P. (2006). Human Resource Management Plays a New Role in Learning Organizations.

Weick, K. E. (2001). Leadership as the legitimation of doubt. The Future of Leadership: Today's Top Leadership Thinkers Speak to Tomorrow's Leaders, San Francisco: Jossey-Bass, 91-102.

Wheatley, M. (1999). (2nd. Ed.). Leadership and the new science: Discovering order in a chaotic world. San Francisco, Jossey Bass.

Wilson, L. (eds). (2012). *European Higher Education at the Crossroads: Between the Bologna Process and National Reforms.* Vol2: Governance, Financing, Mission Diversification and Futures of Higher Education. Dordrecht, Springer. Ch 29, pp 527-551.

Wzhen W, Yang B, Mclean GN. 2010. Linking organizational culture, structure, strategy, and organizational effectiveness, mediating role of knowledge management journal of business research, vo, 163, P.P .764.

Websites

http://www.bachelorsportal.eu/universities/11250/near-east-university.html. Accessed on 17 June 2016.

Reports

Connelly, G. and Bartoletti, J. (2013). Leadership matters. National Association of Elementary School Principles Report, pp 1-16.

LIST OF APPENDICES

Appendix I: Research Questionnaire

RESEARCH SURVEY QUESTIONNAIRE

The questionnaire will probably take 10 to 15 minutes. Please choose the best answer which you ponder is the most suitable to your existing circumstances. Attempt to complete at a time when you are unlikely to be disturbed. Also, please do not consume too much time on any one question, your initial thoughts are usually the best. The main objective of this questionnaire is to complete Master Dissertation of Innovation and Knowledge Management Program.

Please keep this in mind that your answers are very significant for us to test the different leadership styles in development of the Learning Organization. Therefore, we have your attention to complete all the question even though some of them do not fit in your situation perfectly. Furthermore, all the questions in the questionnaire will also support us to test the impact of leadership styles on different dimensions of the learning organization development.

Regarding to our questionnaire, each question comprises (05) five options, which stands for (05) five different answers. The number 1-5 stands for rating scale, by which you can show the degree or magnitude of your agreement to all the statements. For instants, if you agree the statement strongly, then check the box of 5 rating scale. On the other hand, if you disagree the statement extremely, then check the box of 1 rating scale, which is lowest rate of you answer.

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Thank you very much for taking your precious time off to fill this questionnaire. Please do not hesitate to contact me if you have any query at **+90(542) 875-4230 (Sadaf Rafiq), E-mail: sadaf.rafiq@hotmail.com, Supervisor: Assoc. Prof. Dr. Mustafa Sağsan.**

BACKGROUND INFORMATION

a) **Age :** _____

b) **Gender :**   c) **Marital Status:**

       _____ Male   _____ Single

       _____ Female   _____ Married

d) **Nationality :** _____

e) **Academic Title :**

       _____ Doctor

       _____ Assistant Professor Doctor

       _____ Associate Professor Doctor

       _____ Professor Doctor

       Others : _____

       <small>(Please Mention)</small>

f) How many employees are working in your department? _____

g) How many years are you working on this position?

       _____ Less than 01 year

       _____ 01-03 years

       _____ 04 - 06 years

       _____ 07 - 09 years

       _____ 10 years and above

h) Do you have work experience before Near East University? _____ Yes _____ No

#	STATEMENTS	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
TF1	I try to make others comfortable to work with me					
TF2	I always encourage my sub-ordinates and employees for their self-development					
TF3	I provide opportunity to my subordinates to think creatively					
TF4	I facilitate others to think about solving old problems in new ways					
TF5	I ensure appropriate working conditions for my sub-ordinates and other employees					

#	STATEMENTS	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
TS1	I always explain my sub-ordinates what to do if they want to be rewarded for their efforts					
TS2	I give recognition or rewards when employees achieve their targets					
TS3	I feel satisfied when my subordinates meet standards that we mutually agree upon					
TS4	I am content to let others work in the manner that they want					
TS5	I don't bother what others do unless the work is absolutely necessary					

#	STATEMENTS	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
SD1	I build vision alignment across different levels and work groups					
SD2	I always invite people to contribute to the organization's vision					

#	STATEMENTS	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
SD3	I share up to date information with my sub-ordinates					
SD4	I always keep on ensuring that the organization's actions are consistent with its value					

#	STATEMENTS	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
CL1	I create opportunities for employees to get money and other resources to support their learning					
CL2	I motivate my employees by giving time to support their learning					
CL3	I create an environment for my employees to help each other learning					
CL4	I shape an atmosphere for my employees to view problems in their work as an opportunity to learn					

#	STATEMENTS	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
DI1	I provide opportunity to my employees to give open and honest feedback to each other					
DI2	Whenever my employees state their views or ideas, they also ask what others think					
DI3	I create an atmosphere for my employees to spend time building trust with each other					
DI4	I always build an environment for my employees to encouraged to ask "why" regardless of their rank					

136

#	STATEMENTS	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
TLC1	In my department, groups or teams have freedom to adopt their goals as required					
TLC2	In my department, groups or teams may alter their thinking as outcome of information collected or group discussions					
TLC3	Once a task is given in my department, I prefer to work in a team or group					
TLC4	In my department, groups or teams treat their members as equals, regardless of rank, culture or other differences					

#	STATEMENTS	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
EM1	I always recognize my sub-ordinates or employees for taking initiatives					
EM2	I give my employees control over the resources they need to accomplish their work					
EM3	I always support my sub-ordinates or employees who take calculated risks					
EM4	I empower my sub-ordinates or employees to help carry out the organization's vision					

#	STATEMENTS	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
SC1	I encourage my employees to think from a global perspective					

#	STATEMENTS	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
SC2	I tell my employees to work together with the outside community to meet mutual needs					
SC3	I encourage my employees to get answers from across the organization when solving problems					
SC4	I motivate my employees to bring the customers' views into the decision making process					

#	STATEMENTS	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
ES1	I create system to measure gaps between current and expected performance of the employees with regard to organizational goal					
ES2	I build procedures to ensure that the employees learn from their mistakes and not repeat it again					
ES3	I create systems to measure the results of the time and resources spent on training					
ES4	I design systems to evaluate post training knowledge transfer activities					

Appendix II: Frequency Distribution Tables

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-35	14	13.2	13.2	13.2
	36-51	57	53.8	53.8	67.0
	52-67	18	17.0	17.0	84.0
	68-83	17	16.0	16.0	100.0
	Total	106	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	43	40.6	40.6	40.6
	Male	63	59.4	59.4	100.0
	Total	106	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	74	69.8	69.8	69.8
	Single	32	30.2	30.2	100.0
	Total	106	100.0	100.0	

Academic Title

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assist. Prof. Doctor	28	26.4	26.4	26.4
	Assoc. Prof. Doctor	36	34.0	34.0	60.4
	Doctor	2	1.9	1.9	62.3
	Others	6	5.7	5.7	67.9
	Professor Doctor	34	32.1	32.1	100.0
	Total	106	100.0	100.0	

How many year are you working on this position?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	01-03 years	23	21.7	21.7	21.7
	04-06 years	23	21.7	21.7	43.4
	07-09 years	22	20.8	20.8	64.2
	10 years and above	37	34.9	34.9	99.1
	Less than 01 year	1	.9	.9	100.0
	Total	106	100.0	100.0	

Do you have work experience before Near east University?

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	1	.9	.9	.9
No	28	26.4	26.4	27.4
Yes	77	72.6	72.6	100.0
Total	106	100.0	100.0	

Appendix III: Cronbach's Alpha

Transformation Leadership

Reliability Statistics

Cronbach's Alpha	N of Items
.772	5

Transactional Leadership

Reliability Statistics

Cronbach's Alpha	N of Items
.480	5

Strategic Direction

Reliability Statistics

Cronbach's Alpha	N of Items
.706	3

Continuous Learning

Reliability Statistics

Cronbach's Alpha	N of Items
.804	4

Dialogue and Inquiry

Reliability Statistics

Cronbach's Alpha	N of Items
.775	4

Team Learning and Collaboration

Reliability Statistics

Cronbach's Alpha	N of Items
.742	3

Empowerment

Reliability Statistics

Cronbach's Alpha	N of Items
.792	4

System Connection

Reliability Statistics

Cronbach's Alpha	N of Items
.719	4

Embedded System

Reliability Statistics

Cronbach's Alpha	N of Items
.827	4

Appendix IV: Correlation Tables

Transformational Leaders with all other variables

Correlations

		TF	SD	CL	DI	TLC	EM	SC	ES
TF	Pearson Correlation	1	.507**	.580**	.373**	.302**	.426**	.354**	.447**
	Sig. (2-tailed)		.000	.000	.000	.002	.000	.000	.000
	N	106	106	106	106	106	106	106	106
SD	Pearson Correlation	.507**	1	.439**	.403**	.393**	.372**	.399**	.421**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	106	106	106	106	106	106	106	106
CL	Pearson Correlation	.580**	.439**	1	.568**	.271**	.576**	.491**	.600**
	Sig. (2-tailed)	.000	.000		.000	.005	.000	.000	.000
	N	106	106	106	106	106	106	106	106
DI	Pearson Correlation	.373**	.403**	.568**	1	.434**	.521**	.541**	.559**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	106	106	106	106	106	106	106	106
TLC	Pearson Correlation	.302**	.393**	.271**	.434**	1	.455**	.401**	.396**
	Sig. (2-tailed)	.002	.000	.005	.000		.000	.000	.000
	N	106	106	106	106	106	106	106	106
EM	Pearson Correlation	.426**	.372**	.576**	.521**	.455**	1	.659**	.585**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	106	106	106	106	106	106	106	106
SC	Pearson Correlation	.354**	.399**	.491**	.541**	.401**	.659**	1	.727**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	106	106	106	106	106	106	106	106
ES	Pearson Correlation	.447**	.421**	.600**	.559**	.396**	.585**	.727**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	106	106	106	106	106	106	106	106

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

Transactional Leaders with other variables

Correlations

		TS	SD	CL	DI	TLC	EM	SC	ES
TS	Pearson Correlation	1	.510**	.483**	.410**	.324**	.549**	.469**	.423**
	Sig. (2-tailed)		.000	.000	.000	.001	.000	.000	.000
	N	106	106	106	106	106	106	106	106
SD	Pearson Correlation	.510**	1	.439**	.403**	.393**	.372**	.399**	.421**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	106	106	106	106	106	106	106	106
CL	Pearson Correlation	.483**	.439**	1	.568**	.271**	.576**	.491**	.600**
	Sig. (2-tailed)	.000	.000		.000	.005	.000	.000	.000
	N	106	106	106	106	106	106	106	106
DI	Pearson Correlation	.410**	.403**	.568**	1	.434**	.521**	.541**	.559**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	106	106	106	106	106	106	106	106
TLC	Pearson Correlation	.324**	.393**	.271**	.434**	1	.455**	.401**	.396**
	Sig. (2-tailed)	.001	.000	.005	.000		.000	.000	.000
	N	106	106	106	106	106	106	106	106
EM	Pearson Correlation	.549**	.372**	.576**	.521**	.455**	1	.659**	.585**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	106	106	106	106	106	106	106	106
SC	Pearson Correlation	.469**	.399**	.491**	.541**	.401**	.659**	1	.727**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	106	106	106	106	106	106	106	106
ES	Pearson Correlation	.423**	.421**	.600**	.559**	.396**	.585**	.727**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	106	106	106	106	106	106	106	106

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

Appendix V: Regression Tables

TRANSFORMATIONAL LEADERS

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	ES, TLC, SD, DI, EM, CL, SC[b]	.	Enter

a. Dependent Variable: TF

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654[a]	.428	.387	.36628

a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.836	7	1.405	10.474	.000[b]
	Residual	13.148	98	.134		
	Total	22.984	105			

a. Dependent Variable: TF

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.803	.339		5.318	.000
	SD	.233	.073	.289	3.169	.002
	CL	.311	.086	.397	3.613	.000
	DI	-.040	.082	-.051	-.487	.627
	TLC	.042	.068	.057	.614	.541
	EM	.066	.089	.084	.733	.465
	SC	-.069	.104	-.083	-.666	.507
	ES	.078	.092	.105	.843	.401

a. Dependent Variable: TF

TRANSACTIONAL LEADERS

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ES, TLC, SD, DI, EM, CL, SC^b	.	Enter

a. Dependent Variable: TS

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654^a	.428	.387	.39733

a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.563	7	1.652	10.463	.000^b
	Residual	15.472	98	.158		
	Total	27.034	105			

a. Dependent Variable: TS

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.092	.368		2.969	.004
	SD	.270	.080	.308	3.386	.001
	CL	.122	.093	.143	1.305	.195
	DI	.020	.089	.023	.223	.824
	TLC	-.004	.073	-.005	-.052	.958

145

EM	.261	.097	.308	2.695	.008
SC	.097	.113	.107	.861	.391
ES	-.050	.100	-.062	-.503	.616

a. Dependent Variable: TS

Appendix VI: Regression Analysis Co-foundings with respect to Age

TRANSFORMATIONAL LEADERSHIP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654a	.428	.387	.36628
2	.657b	.431	.384	.36711

a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Age

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.836	7	1.405	10.474	.000b
	Residual	13.148	98	.134		
	Total	22.984	105			
2	Regression	9.911	8	1.239	9.193	.000c
	Residual	13.073	97	.135		
	Total	22.984	105			

a. Dependent Variable: TF

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

c. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Age

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.803	.339		5.318	.000
	SD	.233	.073	.289	3.169	.002
	CL	.311	.086	.397	3.613	.000
	DI	-.040	.082	-.051	-.487	.627
	TLC	.042	.068	.057	.614	.541

146

		.066	.089	.084	.733	.465
	EM	.066	.089	.084	.733	.465
	SC	-.069	.104	-.083	-.666	.507
	ES	.078	.092	.105	.843	.401
2	(Constant)	1.726	.355		4.859	.000
	SD	.237	.074	.294	3.212	.002
	CL	.306	.086	.391	3.539	.001
	DI	-.038	.082	-.048	-.459	.647
	TLC	.048	.068	.066	.708	.481
	EM	.060	.090	.076	.662	.510
	SC	-.061	.105	-.073	-.584	.561
	ES	.068	.093	.091	.728	.469
	Age	.031	.041	.059	.746	.458

a. Dependent Variable: TF

TRASACTIONAL LEADERSHIP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654a	.428	.387	.39733
2	.655b	.428	.381	.39913

a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Age

ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.563	7	1.652	10.463	.000b
	Residual	15.472	98	.158		
	Total	27.034	105			
2	Regression	11.582	8	1.448	9.088	.000c
	Residual	15.452	97	.159		
	Total	27.034	105			

a. Dependent Variable: TS

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

c. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Age

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.092	.368		2.969	.004
	SD	.270	.080	.308	3.386	.001
	CL	.122	.093	.143	1.305	.195
	DI	.020	.089	.023	.223	.824
	TLC	-.004	.073	-.005	-.052	.958
	EM	.261	.097	.308	2.695	.008
	SC	.097	.113	.107	.861	.391
	ES	-.050	.100	-.062	-.503	.616
2	(Constant)	1.053	.386		2.727	.008
	SD	.272	.080	.311	3.388	.001
	CL	.119	.094	.141	1.269	.207
	DI	.021	.089	.025	.234	.816
	TLC	.000	.074	.000	-.004	.996
	EM	.258	.098	.304	2.641	.010
	SC	.101	.114	.112	.888	.377
	ES	-.055	.102	-.069	-.545	.587
	Age	.015	.045	.028	.348	.729

a. Dependent Variable: TS

Appendix VI: Regression Analysis Co-foundings with respect to Gender

TRANSFORMATIONAL LEADERSHIP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654a	.428	.387	.36628
2	.654b	.428	.381	.36816

a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Gender

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.836	7	1.405	10.474	.000b

Model		Sum of Squares	df	Mean Square	F	Sig.
	Residual	13.148	98	.134		
	Total	22.984	105			
2	Regression	9.836	8	1.230	9.071	.000c
	Residual	13.148	97	.136		
	Total	22.984	105			

a. Dependent Variable: TF

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

c. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Gender

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.803	.339		5.318	.000
	SD	.233	.073	.289	3.169	.002
	CL	.311	.086	.397	3.613	.000
	DI	-.040	.082	-.051	-.487	.627
	TLC	.042	.068	.057	.614	.541
	EM	.066	.089	.084	.733	.465
	SC	-.069	.104	-.083	-.666	.507
	ES	.078	.092	.105	.843	.401
2	(Constant)	1.803	.341		5.290	.000
	SD	.233	.074	.289	3.148	.002
	CL	.311	.087	.397	3.594	.001
	DI	-.040	.082	-.051	-.485	.629
	TLC	.041	.069	.057	.603	.548
	EM	.066	.090	.084	.729	.467
	SC	-.069	.105	-.083	-.659	.512
	ES	.078	.094	.105	.833	.407
	Gender	.001	.075	.001	.013	.990

a. Dependent Variable: TF

TRANSACTIONAL LEADERSHIP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654a	.428	.387	.39733

2	.654b	.428	.381	.39937

a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Gender

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.563	7	1.652	10.463	.000b
	Residual	15.472	98	.158		
	Total	27.034	105			
2	Regression	11.563	8	1.445	9.062	.000c
	Residual	15.471	97	.159		
	Total	27.034	105			

a. Dependent Variable: TS

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

c. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Gender

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.092	.368		2.969	.004
	SD	.270	.080	.308	3.386	.001
	CL	.122	.093	.143	1.305	.195
	DI	.020	.089	.023	.223	.824
	TLC	-.004	.073	-.005	-.052	.958
	EM	.261	.097	.308	2.695	.008
	SC	.097	.113	.107	.861	.391
	ES	-.050	.100	-.062	-.503	.616
2	(Constant)	1.092	.370		2.954	.004
	SD	.270	.080	.308	3.360	.001
	CL	.122	.094	.143	1.297	.198
	DI	.020	.089	.023	.223	.824
	TLC	-.003	.074	-.004	-.046	.964
	EM	.261	.097	.308	2.681	.009
	SC	.098	.114	.108	.855	.395
	ES	-.051	.102	-.063	-.502	.617
	Gender	-.004	.081	-.003	-.044	.965

a. Dependent Variable: TS

Appendix VIi: Regression Analysis Co-founding's with respect to Marital Status

TRANSFORMATIONAL LEADERSHIP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654a	.428	.387	.36628
2	.656b	.431	.384	.36732

a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Marital Status

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.836	7	1.405	10.474	.000b
	Residual	13.148	98	.134		
	Total	22.984	105			
2	Regression	9.897	8	1.237	9.169	.000c
	Residual	13.088	97	.135		
	Total	22.984	105			

a. Dependent Variable: TF

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

c. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Marital Status

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.803	.339		5.318	.000
	SD	.233	.073	.289	3.169	.002
	CL	.311	.086	.397	3.613	.000
	DI	-.040	.082	-.051	-.487	.627
	TLC	.042	.068	.057	.614	.541
	EM	.066	.089	.084	.733	.465
	SC	-.069	.104	-.083	-.666	.507
	ES	.078	.092	.105	.843	.401
2	(Constant)	1.740	.353		4.936	.000
	SD	.242	.075	.300	3.229	.002

CL	.311	.086	.397	3.599	.001
DI	-.046	.083	-.059	-.562	.576
TLC	.048	.069	.065	.698	.487
EM	.065	.090	.083	.724	.471
SC	-.061	.105	-.073	-.580	.563
ES	.067	.094	.090	.715	.476
Marital Status	.055	.082	.054	.667	.506

a. Dependent Variable: TF

TRANSACTIONAL LEADERSHIP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.654a	.428	.387	.39733
2	.654b	.428	.381	.39924

a. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Marital Status

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.563	7	1.652	10.463	.000b
	Residual	15.472	98	.158		
	Total	27.034	105			
2	Regression	11.574	8	1.447	9.076	.000c
	Residual	15.461	97	.159		
	Total	27.034	105			

a. Dependent Variable: TS

b. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC

c. Predictors: (Constant), ES, TLC, SD, DI, EM, CL, SC, Marital Status

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.092	.368		2.969	.004
	SD	.270	.080	.308	3.386	.001
	CL	.122	.093	.143	1.305	.195
	DI	.020	.089	.023	.223	.824
	TLC	-.004	.073	-.005	-.052	.958

	EM	.261	.097	.308	2.695	.008
	SC	.097	.113	.107	.861	.391
	ES	-.050	.100	-.062	-.503	.616
2	(Constant)	1.118	.383		2.918	.004
	SD	.266	.081	.304	3.263	.002
	CL	.122	.094	.144	1.300	.197
	DI	.023	.090	.027	.251	.803
	TLC	-.007	.075	-.008	-.087	.931
	EM	.261	.097	.308	2.685	.009
	SC	.094	.114	.103	.820	.414
	ES	-.046	.102	-.057	-.449	.654
	Marital Status	-.023	.089	-.021	-.259	.796

a. Dependent Variable: TS

Appendix IX: Interview Questionnaire

Questionnaire-Personal Interview

THE IMPACT OF DIFFERENT LEADERSHIP IN DEVELOPMENT OF LEARNING ORGANIZATION

I want to thank you for taking the time to meet with me today.

My name is _____ and this interview is being conducted for a thesis on "The impact on different leadership style in development of learning organization". The main objective of this interview is to complete Master Dissertation of Innovation and Knowledge Management Program.

My aim is to understand the impacts of various leadership style that is transformational leadership, transactional leadership and servant leadership on learning organization. The open ended research questions would draft to explore the different factors which cause the transformational and transactional leadership style effective in academic

organizations. What are the consequences of particular leadership style and what are the remedies available to overcome the hurdles to attain the organizational goals.

I would want you to share with me your experience as a leader or head of department within the Near East University. Original content has been analyzed to be an important tool for leadership style. I would also like to take your suggestions to improve the leadership style within the academia setting.

<u>Professors' Profile</u>

Name of the professor: _____

Gender: _____

Age: _____

Education: _____

Designation: _____

Number of experience in years: _____

Department: _____

   a) How important is it for a good leader to create a fearless environment for employee within an organization? Do you think that open discussions with employee and listening employees' views and ideas have any significant impact on any leadership style of the leaders?

   b) What do you think about giving empowerment to the employees? What is your opinion about it whether it will enhance leadership qualities of a good leader? If yes then how or if no then why

c) Do you think that your academic departments are working under controlled systematic structure? If yes then how and if no then what would be the possible reasons?

d) How important is the employee training within your organization? Do you think that the training of the employees will enhance the leadership style? If yes then how and if no then why

e) Do you think academic leadership style *is* more effective than servant leadership style which is also considered as an alternative of transformational leadership style? If yes how and why and if no how and why

f) Do you think followers or employees perform better in servant leadership style as compare to transactional leadership style?

g) Can you suggest anything to further enhance the effectiveness of leadership style in Near East University for developing it a learning organization?

Appendix X: Transcripts

Transcript-a

THE IMPACT OF DIFFERENT LEADERSHIP IN DEVELOPMENT OF LEARNING ORGANIZATION

Respondent no. 3

Gender: Female

Age: 41

Education: Ph.d

Designation: Associate Professor Doctor

Number of experience in years: 03

Department: International Relations

a) How important is it for a good leader to create a fearless environment for employee within an organization? Do you think that open discussions with employee and listening employees' views and ideas have any significant impact on any leadership style of the leaders?

Answer: Based upon may be more than 15 years in academia or academic institutions, in our area I can definitely tell you that the most important source of authority, talking about being authoritarian, the source of authority to take decisions to lead a group or to lead a team or to take important decisions in certain critical positions is not based on fearing the others. I just remember Machisvelli once said "it is better to be one fear rather than to be loved" I neither agree with the loved one or the feared one. Neither creating fear nor trying to love your members is not a professional technique. What is important in the professional life especially in academia is definitely to persuade or to interact with the team members through your academic authority and decision making capacity and capability. You may know the things but when you come to the decision making sometimes you have to be very quick and sometimes you need to be rational and sometimes you have to take very critical decisions. So rather than creating fear I think the most important thing is your team members should trust you that in certain critical positions you can take decisions because you have the authority. When I say authority I mean you have the capacity and capability the background and the enough sources or information and experience to take this decision. Regarding the second part of this question, definitely yes, because in decision making particularly the decisions like for example if I am preparing an academic program for a master's degree, if we are creating a project in our field. I have to consult this with colleagues first of all in order to get their ideas or to see whether this is practical or not, whether it is feasible to do it. If you decide to do something then you are bond to do with you

colleagues. You cannot do it without your colleagues. So it is going to again a team work. So to take the decision independently from your staff I think is going to be little authoritarian. So if you believe in democracy you should also first act as a democrats.

b) What do you think about giving empowerment to the employees? What is your opinion about it whether it will enhance leadership qualities of a good leader? If yes then how or if no then why

Answer: I totally agree with the giving empowerment to the employees and the reason is so obvious because if we don't delegate the tasks and responsibilities, acting as a manager or as a head of the department. It is going to be like all the work of a particular section. This is going to also lead the employees isolate themselves from the situation and de-motivate them. If you want to have an efficient working group with you, you have to empower them. They have to know to certain extend they can make decision and they change the things and their initiative is going to make sense and this is going to also minimize the work load on the manager, on the work load of the decision maker and when you delegate your tasks, this is also going to make I think the leader more efficient to take much more critical actions and to be much more may be taking initiatives. At the end of the day everyone has limited energy and capacity to handle tasks and responsibilities

c) Do you think that your academic departments are working under controlled systematic structure? If yes then how and if no then what would be the possible reasons?

Answer: I think in this university we are most-luckiest faculty because what I have realized as compare to the institution that I was previously working, here is we have more de-centralized democratic system. We have a dean and the dean is

very active and she knows how to distribute the power, how to give the power to head of the departments. So here the departments are working, they are not just like labels under the faculty of economics and sciences. I think this is very important, there is a hierarchy, everybody knows their power especially departments but is doesn't mean the dean are taking all the decision. So we all have power but also the dean has also the last authority before bring anything let's say standard or dean level meeting. We are represented by our dean at the top level but we also have the power to change academic programs to develop new plans or projects. We have enough power to do this so what I believe that we have hierarchy but the system is also de-centralized and departments are empowered.

d) How important is the employee training within your organization? Do you think that the training of the employees will enhance the leadership style? If yes then how and if no then why

Answer: yes definitely, trainings are very important but I am not talking about you know regular ordinary training. Basically if you are talking about academia you cannot actually tell a teacher how to teach because everyone has their own methodology to do that and this is also our richness. You may have more than one type of a teacher and this is a richness because the student can also see different vision. But what an institution can do in terms of training is I think training should be related with for example registration program because each university has own registration program and program needs to work for example we have Einstein right now and maybe there might be we need regular trainings about how to use this program to be more efficient. What I am talking about in terms of training about the daily paper work of the institution we can do this and we can strengthen the information, we can strengthen the skills of our academic staffs and administrative staffs in handling daily problems because sometimes it happens the new comer may not aware how this system works and they cannot

handle even the small problems when they face so in order to minimize the these kind of things and to create more efficient working conditions and working environment I think regular trainings have to be done especially in terms of technicalities, how the departments work, how the faculty work, how the registration program work, how syllabus was written for example even very small thing, how they prepare ECTS credits , a course outline. These kind of things I think we need plus academically speaking we can also have training program for developing our research techniques and methodologies. This is also maybe we can strengthen more, we have round table discussions training programs for going into deep in terms of the recent research techniques, newly developed research techniques.

Well, what I realized in this institution probably the rectors office or sometimes it could be the board of trustees that they may developed a projects to develop the skill of academic and the administrative staffs but I think we should also make demand these kind of things as far as we face, we should also demand that these kind of trainings. I think this is a very important question because sometimes an employee may need this help but they may not find the appropriate environment to ask for this. Maybe they can feel themselves if I ask the question it might be non-sense or they might not also aware the fact that they are not efficient. So may be here again the administrative staffs has to aware of this problem. When I say administrative staff I mean maybe the head of departments should also observe this need time to time. Because the employee might not also have this awareness because they may ask their friends to solve this problem because in our culture always ask questions to friend or colleagues or those close friend of us. And institution may aware of the fact that there is such kind of let's say need of training. This is also related with the cultural thing.

e) Do you think academic leadership style is more effective than servant leadership style which is also considered as an alternative of transformational leadership style? If yes how and why and if no how and why

Answer: as far as I understand from you explanation before we start to conduct the interview, it seems like the one you are going to contribute I mean how can we say "ringing a bell" because I think we need both servant leadership and second one was transforming leadership. I think we should combine them together because we need interaction. Without interaction the decision you are going to take it can be related with opening a program, it can be related with training, decision without taking the ideas or views, without having interaction with the other employee is going to face with a resistance. This is I also observe because they may not aware of whats going on and what is going to change and when they hear the new things suddenly out of the blue they may resist to the new decision. Especially in our culture we always feel ourselves in comfort zone particularly if we do the things regularly but when you do the things regularly and if everything is under control comfort zone you are fine, even if you are not efficient but when you take the decision to make the things efficient then if you do it immediately the employees is going to resist to it. In order to minimize this resistance I think we have to do things with a dialogue rather than monologue. Here interaction and change of view I think is very important in order to develop the methodology and tactics to minimize the resistance. Therefore the combination of leadership style is more-better solution specially in academia because in academia we do the things together. You may let's say take a decision, you can open a program but still who is going to run the program? Not just one teacher you need let's say four five lectures to run the program. At least I am talking about the master program for example you need the supervisors, you have to do the things in a more combine way so also get the consult of the staff with administrative staff as well

f) Do you think followers or employees perform better in servant leadership style as compare to transactional leadership style?

Answer: well I don't think the transactional leadership as far as I understood is appropriate for academia. I think it should definitely should have the servant leadership style which begins with the natural feeling that one wants to serve. The servant leadership style is definitely more efficient than transactional leadership because in transactional leadership there is a manager he can take decisions and he or she may think this is the better one without taking the consent of the others. This is not for academia.

g) Can you suggest anything to further enhance the effectiveness of leadership style in Near East University for developing it a learning organization?

Answer: what I suggest here is, it developing but to develop it more we should see each other more. What does it mean with fix intervals I am not saying that every week, we need more gathering with the administrative staffs and with the academic staffs. As far as we get together in meeting before taking important decisions. This is going to be very important learning laboratory for the staff and for the leaders as well. Because sometime leader may not aware what are the problems of their employees and the employees may not aware of the fact what the leaders sometimes are under pressure by the system because sometimes in the system when I say system, the university administration may need something and they can put pressure on the managers to run a program or a project but the employees may not aware of the emergency of the situation. How important is it for the university and same sometimes the employees may have problems like infrastructure, laboratory even a small things and they may not have enough space and time and dialogue to share it with their leaders. What I suggest here is safe haven for them to meet regularly to share their problems. What does it mean we need more communication and joined meetings together through both formal and causal social gathering as well. But the first one is the regular official meeting that includes administration and middle management also. Because what I see is sometimes its disconnection. The managers may thing that the employees are not very efficient but they may not the real reason. May be the

real reason is in the field. The employee may also cannot understand why the managers are that much strict in certain cases, may be it is something related with the university overall let's say decision and if they don't know this how urgent it is the particular project they may not motivate themselves. Here the motivation is very important because sometimes there is a very dramatic degrees in the motivations of the employees. The manager should also know and create areas of increasing the motivations of the employees. It just not the working hours you have to check or observe them they are in the office or not. The most important thing is the efficiency and to strengthen efficiency I think you should do something more than checking the hours. The most important thing is comes again the motivation whether they every day smiling people, may be they have some personal problem. May they have some other problems. I think taking care of your employee is also very important to minimize the gap of communication

Transcript-b

THE IMPACT OF DIFFERENT LEADERSHIP IN DEVELOPMENT OF LEARNING
ORGANIZATION

Respondent no. 2

Gender: Male

Age: 42

Education: Ph.d

Designation: Associate Professor Doctor

Number of experience in years: 3.5

Department: International Relations

a) How important is it for a good leader to create a fearless environment for employee within an organization? Do you think that open discussions with employee and listening employees' views and ideas have any significant impact on any leadership style of the leaders?

Answer: I believe that freedom of speech is the best thing any leader can do for their employees at the same time listening to them with an open mind is what makes it all productive and academic institution like NEU which is growing very fast, it is highly important that we should have working environment where everyone can easily express their views and idea fearlessly because sometimes in fact most of the times we have new projects in the department to initiate and for that everyone in a team should have to participate and put his or her efforts to make it successful. So this can only be possible by encouraging our teammates to speak their mind, and I think through this also a leader or departmental head gets to identify their strengths and weaknesses of their employees. And he can identify that strengths of their employees are used productively when needed and weaknesses classify areas for improvements. That way you create learning and motivating environment for all employees.

b) What do you think about giving empowerment to the employees? What is your opinion about it whether it will enhance leadership qualities of a good leader? If yes then how or if no then why

Answer: I believe that at the end of the day we all have limited energy and capacity to handle tasks and responsibilities. If a leader insists on doing everything there is only so much anyone can do. For example I am a head of International Relations Department and if being a head of the department I would take all the responsibilities on my shoulder and would not trust my employees and other associates for delegating the task and responsibilities, I would not perform better as I need to perform being departmental head, especially while taking critical decisions. This could harm my whole department

as well as this would also affect to the students also. So I think in fact I believe empowering key employees is essential for growth and development of our department and the university as a whole. However; a good leader clearly communicates expectations and extent of empowerment. Empowerment motivates employees yet keeps things on track.

c) Do you think that your academic departments are working under controlled systematic structure? If yes then how and if no then what would be the possible reasons?

Answer: I think to certain extent yes definitely. But we need to enhance more controlled systematic structure as we are growing in terms of advancing courses, introducing new projects, more new professors are coming to teaching new things which needs more advanced and integrated system for measuring gaps between current and expected performance. Right now we are facing many problems like the flow of information is lacking. Sometimes we have to work hard to get the proper information within department or within the university but still we are working under controlled systematic structure and we have proper hierarchal departmental structure and standards to measure performance.

d) How important is the employee training within an organization? Do you think that the training of the employees will enhance the leadership style? If yes then how and if no then why

Answer: Extremely important. I think training is extremely important in today's dynamic world and every leader must contribute in the growth of their employees. For example like in our field, what we are teaching in our department – new and updated technologies are coming with new research and findings and for that every professor has to aware of it to deliver it to the students. In this respect employee training is a very important aspect in any employees' growth and development professionally and personally and also a

very significant factor in achieving desired performance goals of the department and eventually it also hit the university goal as well. I don't believe training has any direct correlation with leadership but yes you can improve or enhance an individual's leadership qualities with training. But if the trait of leadership is missing, you cannot train the individual to be a good leader or a leader to begin with.

e) Do you think academic leadership style is more effective than servant leadership style which is also considered as an alternative of transformational leadership style? If yes how and why and if no how and why

Answer: As I understands both have its pros and cons and a successful leader is the one that can juggle between both depending in employees to employees and situation. I think in case of academic situation, there should be mix methodology in adopting a leadership style. You cannot impose one leadership style in any academic institution. And also I believe it depends on the situation as well you are dealing with at that moment.

f) Do you think followers or employees perform better in servant leadership style as compare to transactional leadership style?

Answer: From my point of view there is no set pattern to employee performance. Motivation to perform well varies for each individual to individual. It depends. I was reading a book named "Chicken Soup for the Soul" written by Jack Canfield and many other writers also participate in that book. In this book they actually tell the techniques for a leader how to deal with your coworker, employees and associates. They identified many reasons why an employee could not perform better at work and what any good leader can do for their employee to make the best out of them and how. So I think any successful leader must be

able to identify what motivates an employee to perform at its best. And also I think leaders should spend value time with their employees especially in academic institution where we need close communication. Whether which leadership style or combination of a leadership style a leader is using at the moment.

g) Can you suggest anything to further enhance the effectiveness of leadership style in University for developing it a learning organization?

Answer: Well I would like to suggest that we should encourage eagerness to learn more and more and continually improve rather than just getting the work done. In this way, I would suggest more and more trainings at all levels of university internally and internationally. Since the university is growing very rapidly on the international level therefore we need new and up to date techniques and technologies in term of teaching and research studies. There are many trainings going on in the university but I would suggest there should be a proper department of training within the university that only provides trainings at all levels of the university. Near East University is already a learning organization and training is one of the main element that advanced our university to make it more learning organization. Also we need to close the communication gap at all levels of university.

Transcript-c

THE IMPACT OF DIFFERENT LEADERSHIP IN DEVELOPMENT OF LEARNING ORGANIZATION

Respondent no. 1

Gender: Female

Age: 41

Education: Ph.d

Designation: Assistant Professor Doctor

Number of experience in years: 04

Department: Chemistry

a) How important is it for a good leader to create a fearless environment for employee within an organization? Do you think that open discussions with employee and listening employees' views and ideas have any significant impact on any leadership style of the leaders?

Answer: I think in academic institution, it is imperative that leaders should consider "open door policy" where employees who are working with the leader have the liberty to talk to their colleagues and employers easily and without any fear. This liberty arises out of the relationship built within the work place environment, if not anything else. For example if create a fear among my employees or associates, they cannot communicate with me easily or properly if they have any new idea to of a project which is beneficial for our department. In fact in this way, they cannot even deliver the lectures to the students properly because they are always engage with fears of something could wrong in their minds. So the fearless environment always inculcate positivity, constructive feedback and a friendly environment where discussions and listening to the employees are always welcomed. And it is significantly important for academic institution like NEU because it is the fast growing institution on this island where it has to face many challenges and competition with others universities not only locally but internationally as well.

b) What do you think about giving empowerment to the employees? What is your opinion about it whether it will enhance leadership qualities of a good leader? If

yes,   then   how   or   if   no   then   why

Answer: I believe that empowering employees is essential to the growth of the leader himself. Leaders should incorporate feedback to empower employees and it will definitely empower the employee and employer both. Empowerment leads to harmonious work place environment which always aids in the growth process. For example being a departmental head I have supervised non-academic staff of my department and academic staff of my department. When I said non-academic staff it mean the department secretary and other staffs who are not involve in day to day operations of the department and being a departmental head I cannot see and supervise the daily affairs of the department. So it is important for me to delegate the task and responsibility and empower them to make quick and immediate decision to certain extent. I think it also motivates employees to work hard more and also create a sense of responsibility within them.

c) Do you think that your academic departments are working under controlled systematic structure? If yes then how and if no then what would be the possible reasons?

Answer: if I am talking about my department then I would say yes more than to some extend it is working under controlled systematic structure but I think we need put more effort to make it more advanced systematic structure of measuring performance in regard to the university goal and departmental goal and also in regard to the individual goal. I think all the goals of the university should be aligned together in the same direction which is the main target of the university. I believe that in fact I am sure in the based on my previous working experience with other universities, our university have well defined systemic structure of measuring performance between current and expected but nothing is perfect in the goody world so we need more advanced structure as we are growing more

168

and   more   locally   and   internationally.

d) How important is the employee training within an organization? Do you think that the training of the employees will enhance the leadership style? If yes then how   and   if   no   then   why

Answer: Yes, no doubt It is very important since many employees have previous schemas of how things are going to be. So a training briefs them about what is expected of them in the current role and it helps them come on the same page as their employers and leaders in the work place. I think trainings related to soft skills is must to run the daily task of the department. For example we have the Einstein system in our university and I think the users who are operating this system needs a regular training to know the system proper and perform better and quick. This is the one example I am giving you right now but there is a lot trainings that can enhance the work efficiency on daily basis. This also improves leadership style because all and any communication among employees and between leaders and their employees' gaps are eliminated.

e) Do you think academic leadership style is more effective than servant leadership style which is also considered as an alternative of transformational leadership style? If yes how and why and if no how and why

Answer: As far as I understood by you briefing before starting the interview, I think in academic leadership, the leadership is a property of an institution rather than the property of a person. This style is less effective than the servant leadership style, because following rules like a dictatorship may at times come at the   cost   of   happy   employees.

f) Do you think followers or employees perform better in servant leadership style as   compare   to   transactional   leadership   style?

Answer: Transactional leadership is a style of leadership whereby leaders promote compliance via both rewards and punishments. This seems like a better choice to reward employees where credit is due which may result in encouragement. On the other hand, servant leadership style is and will only work as long as the employee (servant) feels they should serve you, so there is a limitation.

g) Can you suggest anything to further enhance the effectiveness of leadership style in Near East University for developing it a learning organization?

Answer: we are already a learning organization because our university is learning and growing more and more with quick changes in the field of academia locally and internationally. But still to make our existence sustainable and more growth, we need to fill the communication gaps among the administrative level and the departmental level. We need to have flawless sharing of information system among all levels of the whole university whether it is top, middle and down the line. It is of course some information are critical and cannot be deliver to all levels. To fill this gap I think and I suggest or would like to suggest a regular or fortnightly meetings of the university at all levels. It could be happen through social gathering of the university or through formal meetings with specific agenda or purpose. I think this might help in to minimize the communication gap among the all levels of the university.

Transcript-d

THE IMPACT OF DIFFERENT LEADERSHIP IN DEVELOPMENT OF LEARNING ORGANIZATION

Respondent no. 4

Gender: Male

Age: 45

Education: Ph.d

Designation: Assistant Professor Doctor

Number of experience in years: 03

Department: Ataturk Education

a) How important is it for a good leader to create a fearless environment for employee within an organization? Do you think that open discussions with employee and listening employees' views and ideas have any significant impact on any leadership style of the leaders?

Answer: I think in an academic setting like NEU leaders should promote an environment where sharing and collaboration are more in order to achieve shared visions. Leaders are receptive to employees' ideas to bring sense of ownership. Because in academia life working conditions are very different. Here you have academic projects, you have to make curriculums and so on. And all those work cannot be done without other concerns and interactions whether it will be with juniors, your peers or associates or so on and on. So I believe if you take different suggestions or have open discussions with others to get ideas and view from others, it will definitely help you in any way or other. It will make your decision better especially if you are going to take any critical step or so and definitely enhance your work. I definitely prefer open discussions and rational thinking before taking any decision. I think consultation is important for everyone, it always construct something new.

b) What do you think about giving empowerment to the employees? What is your opinion about it whether it will enhance leadership qualities of a good leader? If yes then how or if no then why

Answer: I think giving empowerment, it depends person to person whether the particular employee can do that job or not. But you know the greatest possession of any institution is its employees and you know having right people on right position is the competitive advantage in this era of robust transformation. By empowering your most valuable asset that is people or employees helps you to get closer to the desired future (vision) that you expect to reach. But it is depend on the leader also. Being a leader or head of the department, you should know your each and every employees' potential and area of expertise. And then you can decide whether this employee can take a particular responsibility and complete it in full.

c) Do you think that theses academic departments are working under controlled systematic structure? If yes then how and if no then what would be the possible reasons?

Answer: I think yes my department is working under controlled systematic structure but still it need more improvement I think as things are changing and new developments are there. We need more advance system to reconcile the employees' performance with the Job that needs to be performed. We need more focus system to evaluate and re-evaluate in terms of curriculum or projects and other activities. This eventually leads to disparity where employee performs job out of his expertise and skills area.

d) How important is the employee training within an organization? Do you think that the training of the employees will enhance the leadership style? If yes then how and if no then why

Answer: I believe that training in any form is beneficial to the growth of employees or anyone in the department. After performing routine tasks which are mostly reoccurring and repetitive in nature, employee's analytical and

172

verbal skills become crude. I believed that employee tends to perform a task which falls under his comfort area and becomes reluctant to learn new skills and gradually get into the habit of escaping risk which affects his productivity. A positive intervention through training opens him to new skills and ideas.

e) Do you think academic leadership style is more effective than servant leadership style which is also considered as an alternative of transformational leadership style? If yes how and why and if no how and why

Answer: As far I understood about them most of the people who lack motivation to work actually lack the reason to convince them "why" to work. A servant leadership styles I am talking about in terms of academia setting inspire subordinates to work on a common goal which is the most essential thing when it comes to achieving desired university performance. But in some situation we need other leadership style as well. I think it's also depend on the existing situation as well while dealing that situation. I think both the leadership style is appropriate depend on the situation. But I prefer servant leadership as I understood leaders have to serve first.

f) Do you think followers or employees perform better in servant leadership style as compare to transactional leadership style?

Answer: Yes I think Servant leadership provides better coaching style where the activities of the employee are monitored with necessary intervention because things are different now. You cannot keep an eye on each and every employee all the time. It's just a wait of time and energy. And also you cannot force an employee to do this or to do that. Because now the people working under your supervision have their own say. They have their own ideas and mind. So I think a good leader needs to listen to those ideas and views and if they are aligned with the departmental strategy and university vision then try to use them. But still here's also depend on the situation and working conditions. In some places you

need to use managerial style of rewarding and paying attention to the workers especially the lower staff because what they are doing is the routine work and if you don't appreciate them or reward them or punish them then it may effect on their job.

g) Can you suggest anything to further enhance the effectiveness of leadership style in University for developing it a learning organization?

Answer: Well I think more integration among departments and inter-departmental as well. More flow of information among them from top to bottom and vice versa. I think we need to more serious about up dated information and we should have some regular meetings act on these things as competition outside is getting more and more.

Transcript-e

THE IMPACT OF DIFFERENT LEADERSHIP IN DEVELOPMENT OF LEARNING ORGANIZATION

Respondent no. 5

Gender: Female

Age: 47

Education: Ph.d

Designation: Associate Professor Doctor

Number of experience in years: 07

Department: Psychology

a) How important is it for a good leader to create a fearless environment for employee within an organization? Do you think that open discussions with employee and listening employees' views and ideas have any significant impact on any leadership style of the leaders?

Answer: Well creating a fearless environment is an important part of quality leadership when I say quality leadership its mean any leadership style but the practice of that leadership style must be in good worth value but that is primarily dependent upon the leadership style as well. As a leader- leader of any kind one must listen to their subordinates to better understand the psychology of their perspective before channelizing it into a constructive path. But it is necessary that the perspective of the employee much be straight on to the path of department vision and overall university mission and vision then leader can recognize their employees 'efforts. I believe that having different ideas and views always help front-runner or heads in taking and making rational decisions.

b) What do you think about giving empowerment to the employees? What is your opinion about it whether it will enhance leadership qualities of a good leader? If yes then how or if no then why

Answer: Well empowering employees can be beneficial in a learning organization. But as a leader you must be aware of the competencies and learning capacity of your subordinates. A subordinate with little capacity to learn and with lower self respect or higher ego; if empowered can cause greater damage to the society.

c) Do you think that theses academic departments are working under controlled systematic structure? If yes then how and if no then what would be the possible reasons?

175

Answer: if it is in term of hierarchal structure then yes it is working under systematic structure. Because Dean is measure everyone's performance in the department. Also if you asking about measuring performance in term of projects and other like targets then we have some system of measuring the success of that projects and all. But still I think there is always a room for improvement no matter what.

d) How important is the employee training within an organization? Do you think that the training of the employees will enhance the leadership style? If yes then how and if no then why

Answer: Leadership is a trait you born with or at least nurtured in. A person with no such exposure cannot even learn it through trainings. It requires more than just training to be a leader. You can shape a diamond but you can't convert sand into diamond.

e) Do you think academic leadership style is more effective than servant leadership style which is also considered as an alternative of transformational leadership style? If yes how and why and if no how and why

Answer: I think both the leadership style is necessary. It's depend on the current circumstances you are dealing with. Because in academia setting leaders have to deal with different scenarios as well as different people around them. On one side you are dealing with students and so and on the other side you are dealing with administrative staff of the university and then you have a dealing with professors and lecturers and teachers and so on. So you have different role in different setting and therefore you have to act differently according to your need.

f) Do you think followers or employees perform better in servant leadership style as compare to transactional leadership style?

Answer: Well my answer to this question is same as I mentioned before in the previously. Different leadership style needed in different circumstances. You know at one time you cannot practice one leadership style. There is always a combination of leadership style. It always depend on the situation you are dealing with, which leadership style is appropriate at that moment.

g) Can you suggest anything to further enhance the effectiveness of leadership style in University for developing it a learning organization?

Answer: I think we need more access to the resources within the university. More communication among people within department and outside. More and more productive trainings that can create more awareness and for efficiency of routine work.

BACKGROUND

PERSONAL INFORMATION

Name – Surname: SADAF RAFIQ

Birth Place: Karachi

Nationality: Pakistan

Marital status: Single

Address Information: Karachi, Pakistan

Email: sadaf.rafiq@hotmail.com,

                                              sadafbinterafiq@gmail.com

CAREER SUMMARY

A proactive, self-motivated and result-oriented Human Resource Professional with extensive experience in various aspect of HR that includes establishing HR department from the scratch and introducing best HR Operational and Training practices that assist in achieving organizational goals. Apt in both exclusive and team playing role. Excellent Leadership and Counseling skills including managing and motivating other associates to achieve organizational objectives. Keen on continuous learning and improving my skills as a Human Resource and Learning expert. My purpose is to help people achieve their goals and get better at what they do.

AREAS OF STRENGTH

- Induction and On-Boarding
- Motivator & Leader
- Employee Engagement
- Result Oriented

- Performance Management
- Organizational Development
- HRIS Technology
- Analytical

WORK EXPERIENCE

RESEARCH ASSISTANT   *Oct 19, 2015 – till date*
Near East Institute, Cyprus.

Institute's Profile: Near East Institute (NEI) was established to carry out both theoretical and practical studies and fulfill educational activities with an interdisciplinary approach in the field of local, regional and global areas. Within its fundamental objectives, NEI is committed to bring social, economical and cultural processes into life in Cyprus and area of Near East. It is also devoted to offer the evaluation of these processes through analytic and scientific perspective.

ORIENTATION OFFICER   *Sep 01, 2015 – Oct 16, 2015*
Near East University, Cyprus.

University Profile: Near East University established in 1988, is located in Nicosia, Capital of North Cyprus, and as an international higher education institution employing highly qualified staff, offers the most extensive undergraduate and postgraduate education opportunities to over 26 thousand students coming from over 100 countries. Near East University has 16 faculties comprising 220 departments and programs, 4 graduate schools with around 200 graduate and postgraduate programs, and 4 high schools, 28 research institutes, and has several international memberships that includes European University Association (EUA), International Association of Universities (IAU) with the body of UNESCO.

DEPUTY MANAGER   *Aug 02, 2012 – Oct 31, 2014*
Vision Foundation, Pakistan.

Company Profile: Vision Foundation is non-profit, non-governmental organization (NGO), fighting against blindness in Pakistan. Foundation is working in the field of Medical Research, Medical Assistance, Medical and non-medical counseling and awareness on Retinitis Pigmentosa (RP) and other retinal diseases causing blindness in human beings. Our vision is to bring the sufferers in to the main stream of social network of the society.

ASST. MANAGER HR   *May 15, 2006 – July 16, 2010*
Dewan   Mushtaq   Group - *Automotive Operations*

Company Profile: Dewan Mushtaq Group is one of the largest conglomerates of Pakistan. It has over 36 companies under its umbrella with major operations in Fiber, Textiles, Cement, Sugar, Trade and Automotives. Dewan Mushtaq Group – *Automotive Operations* which has 08 companies to support its automotive functions like manufacturing, assembling and importing. Some major brand names carried by Dewan are KIA, Hyundai, Mitsubishi, BMW, Rolls Royce, Star Motor Cycles, Star Radio Cab and City Limousine Services.

QUALIFICATION

M. Sc Innovation and Knowledge Management (IKM)   *(2014 – 2016)*
(CGPA – 3.88)

Courses includes Knowledge Management, Organizational Development and Change, Strategic Management, Management Information System, Research Methodology, Knowledge Management Information, Entrepreneurship, Marketing Theory

MPA (specialized in HR) from Karachi University   *(Jun 2003 – Jun 2005) (1st Division)*

Courses included Human Resource Management, Business Communication, Organizational Behavior, Business Research, Public Administration, Training and Development and Personal Management.

PROFESSIONAL QUALIFICATION

- **Post Graduate Diploma in Hotel Management**
  Courses included International Hotels, Supervision of Human Relations, Sales & Marketing, Front Office, Hotels Today and Food & Beverages.

- **Specialized Diploma of E-Commerce from Noor College of Professional Education.**

- **Diploma in Computer Science from Academy of Business Computer**

CERTIFIED COURSES/WORKSHOPS:

- Attended a workshop on "All & One" conducted by Navitus
- Attended a one day course on "Effective Communication Skills" arranged by DMG-AO

COMPUTER SKILLS

- *Excellent working knowledge of EPR System and SAP Personnel Administration and Payroll Modules*
- *Excellent knowledge of all versions of MS-Office*
- *Excellent knowledge of Internet Surfing, E-mails and online correspondence*

FOREIGN LANGUAGES

	Reading	Writing	Speaking
• English	Fluent	Fluent	Fluent
• Urdu	Fluent	Fluent	Fluent
• Turkish	Basic	Basic	Basic

INTERESTS

Movies, Music, Reading books, Research new stuff, Adventurous stuff like hiking, para-gliding, sky diving, Self-development and hanging around with friends.