Developing a Model of Educational Leadership: A Critique of Islamic and Western Perspectives

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Abstract

Leadership plays a central role in an organization in terms of family, tribe and society at large scale. The practice of leadership has made the continuation and survival of human being possible on this planet. The presence of leadership is essential in all sectors of life. In the present age, education is the most important element in nations' development. The effective role of leadership in education sector is the central theme for researchers as can be seen in recent studies. However, limited researches have been found on studies of educational leadership in Islamic perspective. This study was conducted to develop a model for educational leadership of universities and Madāris from the perspective of Western and Islamic concept of leadership in education. The objectives were to investigate the perception and comparison of leadershipin Madāris and universities as both institutions are representing two different worldviews. The teaching faculty was selected for population of this study. The design for this study was concurrent triangulation. The data were collected through questionnaire and interview protocols. The results suggest that institutional vision, organizational goals, centralized approach, development, accountability, professional training, and spiritual approach to seek the pleasure of God variables were found for effective Educational Leadership. However, a model of Educational Leadership is developed which can be used for the improvement of leadership role in Madāris and Universities.

Keywords: Leadership, Educational Leadership, Islamic perspective of leadership, Western perspective of leadership

Introduction

The importance of education cannot be ignored in the present age as it is the backbone of modern development for any nation. This sector needs good leaders for the attainment of national goals in social sector, health, economy and defense and even in education sector itself. Future leaders are trained to

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develop quality educational institutions, solve local, national, regional and global problems. Further, they have to prepare future leaders in all sectors by means ofproviding goodeducation and training who will ultimately contribute into nation's development.

These aims cannot be accomplished without effective leadership in educational institutions. Effective leadership is a notion based on three foundational attributes of leaders, that is; vision, power of influence and the nature of leaders' personal and professional values[1]. Inman believed that leadership is indispensable in all organizations and educational institutions are no exception[2].

The vision of educational leaderis basically developed through the particular philosophical worldview possessed by a leader. Certain variables which indicate leader's vision areeliminating malpractices, encouraging innovations and bringing reforms, improving quality of teaching and learning simultaneously. Further, leader's influence and power determines the successful implementation of all sorts of policies.The power of influence also affects the way leader leads, inspires the followers in exerting theirpotentials, energies and expertise into realization of leader's vision. Along with vision and power of influence, another dimension of leadership attributes is the personal and professional values of leaders.These values inspire and motivate the followers to imitate the footsteps of their leadership. These values also assist the leader to model them which are expected from the followers[3]. Likewise, positive attitude, communication skills, resilience, patience, adjustment, intelligence and knowledgeableness are the attributes identified in the literature for effective educational leaders[4].

In western and Islamic literature, leadership theories and principles have been defined. These theories and principlesidentified the paradigm shifts, some terminological changes, addition of attributes and such other dimensions of leadership. Like, Gunter elaborated the change from educational administration to educational management and now to educational leadership[5]. Further, the emergence of different educational leadership theories like; contingency, managerial, participatory, moral, transformation and instructional leadership theories are the contributions of western literature in the field of educational leadership[6]. Furthermore, a number of common attributes of Educational Leadership, like communicative, inspirational, innovative, patience, accountable and exemplary in their roles are also identified by the various researchers and experts of leadership.

On the other hand, sufficient work on leadership in the light of Quranic verses, Hadith of the Prophet (PBUH) and research by the researchers and scholars is available.This work on Islamic concept of leadership is concluded with faith and beliefs, knowledge and wisdom, courage and determination, piety, justice and morality. In this perspective, these attributes are considered asmajor attributes of Educational Leadership[7]. These attributes are mostly similar to those found in western literature except of some like piety, morality and leader's beliefs that leader is accountable to Al-Mighty Allah. Most importantly, the significant difference between the two worldviews is the religious moral spirit which dominates Islamic perspective of leadership[8]. The Islamic perspective of leadership is principallybased on the primary sources of the Holy Qur'an and sayings of prophet Muhammad (PBUH) i.e. Sunnah. The early Muslim practices in general and particularly in the period of four Caliphs of Islam are providing the practical aspects and examples of leadership in Islam.

Pakistan is a Muslim democratic country and about 97% population is Muslim. One of the objectives of educational policies of Pakistan is the inculcation of Islamic principles along with western thoughts and modern needs in the field of education. In this respect, the role of Educational Leadership in higher education, existing in 163 HEIs in the country, cannot be ignored. In parallel to these universities, religious institutions (Madāris) are also contributing in training of youth through pure Islamic education. These institutions are working under the umbrella of Wifāq-ul-Madāris, Rabita-tul-Madāris Al Islamia and some other boards, under the supervision of the government of Pakistan[9].

Leadership role in the aforementioned two types of education systems is obvious in the development of Pakistan. In these institutions, future leaders are prepared. Future leaders can be considered as guarantee for bright or bad future of any nation. Quality in this scenario should be the most important concern for any nation. Educational leaders are the people, in whose hands quality of higher education is shaped. For this reason, to ensure prosperous future in the present competitive global market, Educational Leadership should be equipped with and be able to play their role in raising the standard of institutions as required in the present world. Many research studies on leadership practices, challenges to leadership and decision making processes have been conducted. These studies revealed the existing quality of education and the standard of Pakistani universities in comparison with international standards. Not a single Pakistani university exists in top 500 universities of the

world. Further, in universities, ineffective accountability measures, inefficient governance, politics and unwarranted powers in the hands of Vice-Chancellors are some identified reasons for their low performance[10]. To encounter these limitations, the government of Pakistan has decided in the National Education Policy 2017-2025, to strengthen universities' leadership, governance and curriculum according to the international standards for quality education. This will place Pakistani universities in the top 500 universities of the world.

Additionally, unsatisfied and unmotivated teaching faculty, lack of coherence in university, Madāris and government strategies, the existence of two major types of HEIs in the country, lack of cooperation, confidence and huge gap between these two major types of HEIs i.e. universities and Madāris, difference between the two worldviews of university education and Madāris education etc have motivated the researcher to investigate the common and contradictory factors from western and Islamic leadership perspectives. The purpose of reviewing both the perspectives is to propose a model of Educational Leadership acceptable and helpful in both sectors. This model of educational leadership would help the government to implement their plan as discussed in the educational policy of 2017-2025. Further, it would enable the universities and Madāris leadership to resolve their issues concerning their respective roles and lead these institutions towards the desired objectives in the light of an eclectic approach of western and Islamic perspectives of leadership.

Research Objectives

The following research objectives were designed for this study:

1. To investigate the perception of university and Madāris faculty members regarding Western and Islamic concept of leadership, its attributes, styles and strategies.
2. To compare university and Madāris faculty members' perception regarding Western and Islamic concept of leadership, its attributes, styles and strategies.
3. To develop an eclectic model for educational leadership based on Islamic and western principles of Educational Leadership.

Significance and Delimitation

The results of this study might be significant for universities' and Madāris leadership, Higher Education Department, *Wifāq-ul-Madāris, Rābiṭat-ul-Mādaris Al-Islāmia* and other boards of Madāris and Higher Education Commission of Pakistan.These results provide an overview and comparison of the Universities and Madāris faculty members'concept of educational leadership.Leadership in Universities and Madāris may be trained

and developedin the light of proposed model of educational leadership in this study. This study was delimited to Khyber Pakhtunkhwa. Further it is restricted to the public sector universities and Madāris. Moreover, Madāris were further confined to those registered with *Wifāq-ul-Madāris* and offering education at 'Ālia and 'Ālamia level i.e. higher studies.

Research Methodology

Sequential triangulation of mixed method research designs was found an appropriate one for this study. Through this research design researcher first collect qualitative data from the senior and experiencedfaculty members of universities and Madāris through interview protocols. It was designed for the collection of in-depth data about the concept of educational leadership and challenges to educational leaders in Universities and Madāris. This qualitative data collection was followed by the quantitative data, collected through a self-developed pilot tested, reliable and valid questionnaire.

Following the delimitations, only 11 public sector universities and 26 Madāris constituted the population (KP Bureau of Statistics, 2017[11]; Wifāqul Madāris, 2018) [12]. To select a representative sample group from the population stratified random sampling techniques were adopted for the selection of universities and Madāris and simple random sampling techniques were adopted for the selection of respondents. Resultantly, 422 faculty members fromuniversities and 292 faculty members from Madāris were selected as the sample group for the quantitative study. Furthermore, 11 respondents were interviewed where 6 respondents belonged to universities and 5 to Madāris.

The sample group was investigated through open ended interview protocols and a questionnaire. Both these tools were pilot tested and its content validity was ensured through experts' opinion. These were seven PhD qualifiedfaculty including three from education department, two from management sciences and two from entrepreneurship.

The questionnaire was pilot tested on 43 faculty members of two universities excluded from the sampled universities. The reliability co-efficient was calculated through Alpha method and the overall α value was .87. Furthermore, Skewness and Kurtosis z values were calculated for the purpose of data normality of the quantitative data. The range of kurtosis from +1.96 to -1.96 with the p value 0.05 of the Shapiro-Wilk test were calculated, the Shapiro-Wilk value was .273 above of 0.05. Similarly, the Skewness and Kurtosis values -1.526 and .716 were recorded. These values revealed that the collected data were normally distributed and was prepared to analysis.

Data collected through interviews were analysed by using thematic analysis techniques. Clarke and Braun have elaborated the nature of thematic analysis approach following six basic steps including; a. The transcription of interviews details, b. giving order the collected data with initial codes, c. The emerged themes and sub-themes from second steps, d. Review the emerged themes, e. giving name to identified themes, and, f. Reporting and interpreting. All these steps were followed to explain the data acquired from interview data of the respondents. Furthermore, the quantitative data were analysed with the support of Statistical Package for Social Sciences (SPSS Version 22) by applying descriptive (mean scores, Standard Deviations) and inferential statistics[13].

Data Analysis and Results

Descriptive and Inferential Data Analysis: Efforts were made to investigate the perceptions of university and Madāris faculty members about the concept of leadership, attributes, styles and strategies, as mentioned in the research objectives of this study.

Table 1: Universities and Madāris Faculty Members' Perception about the Concept of Educational Leadership

S #	Statements	Universities		Madāris		t	P value
		Mean	SD	Mean	SD		
1	Head of institution needs clear Vision	4.10	1.044	4.48	.879	-5.333	.000
2	Inspires the followers towards Vision	3.99	.987	4.36	.947	-5.050	.000
3	Persuades goodness and prevent evils	4.03	.927	4.44	.901	-5.890	.000
4	Takes leadership as responsibility	4.03	.991	4.42	.944	-5.356	.000
5	Produces competent future professionals	4.05	1.037	4.51	.835	-6.520	.000
6	Social reformation align with Islamic values	3.76	1.268	4.52	.839	-9.678	.000
7	Inspires others to seek the Will of Allah (SWA)	3.72	1.244	4.55	.787	-10.925	.000

Table 1 illustrates the perception about the concept of educational leadership. As shown inthe results, the t value -5.333, -5.050, -5.890, -5.356, -6.520, -9.678 and -10.930 with p value .000 shows that Madāris teachershave stronger belief as compared to the respondents from universities that leaders in educational institutions should have clear institutional vision; should inspire the followers for realization of institutional vision; promote goods and prevent evils; consider leadership as responsibility; concentrate on the preparation of future professionals and social reformation in the light of Islamic values and shouldseek pleasure of God as the their prime responsibility.Table 2: Overall Differences between Madāris and University Faculty Members on the Concept of Educational Leadership

Institution	N	Mean	Std Deviation	Df	M.D	T value	Sign
Madāris	292	31.29	4.725	712	3.61	8.628	.000
University	422	27.68	5.971				

Overall, Madāris faculty members have more and clear opinionon the perception about educational leadership as compared to the faculty members of universities in Khyber Pakhtunkhwa as evident in responses received. The mean score of Madāris was higher than universities faculty members. Furthermore, the responses of universities faculty members were more scattered from their mean score as compared to Madāris responses.

Table 3: University and Madāris Faculty Members' Perception for Leadership Attributes

S#	Statements	Universities		Madāris		t	p value
		Mean	SD	Mean	SD		
1	Develop people through Islamic teachings	3.64	1.277	4.39	.922	-9.048	.000
2	Shows insight and foresight in tackling issues	3.78	1.051	4.29	.877	-6.944	.000
3	Competent for the job and creative to inspire	3.93	1.045	4.29	.905	-4.932	.000
4	Consults faculty and staff in decision making	3.79	1.128	4.15	1.192	-4.047	.000
5	Sacrifices own gains for organizational gains	3.77	1.099	4.35	3.157	-2.993	.003
6	Role model, what he/she expects from others	3.77	1.028	4.15	1.080	-4.749	.000
7	Prefers doing things in Islamic manner	3.94	1.012	4.44	.881	-7.091	.000
8	Exhibits piety and faithfulness in dealings	3.90	1.000	4.36	.860	-6.623	.000
9	A Trustworthy and self-accountable	3.91	1.021	4.29	.949	-5.070	.000
10	Motivate others through spiritual activities	3.79	1.058	4.34	.896	-7.464	.000

Table 3 illustrates university and Madāris faculty members' perceptionfor leadership attributesof educational leadership. The mean scores

on all statements shows that respondents agreed with all the statements about the attributes of Educational Leadership which were derived from the available literature on the subject. The resulting attributes from the study of literature on Educational Leadership reveals that educational leaders should train and concentrate on the development of followers in the light of Islamic teachings; they should have insight, wisdom and futuristic in dealing issues and problems; should be competent enough for their positions and creative in inspiring people in all matters including for institutional vision and for their job; consult stakeholders in decision making; prefer the organizational goals instead of personal goals and inspires people through role model behavior in a manner that he/she expect from others; prefer doing things in Islamic manner and exhibit a high level of piety and truthfulness in dealing; trustworthy and self-accountable; motivate followers through spiritual approaches which build the internal and self-motivation in people; develop leadership skills inteam members.

Table 4: Overall Differences between Madāris and University Faculty Members on the Attributes of Educational Leadership

Institution	N	Mean	Std Deviation	df	M.D	T value	Sign
Madāris	292	43.39	9.435	712	4.957	7.178	.000
University	422	38.43	8.812				

The t values in Table 4 show the significance of differences. On the whole, the respondents from Madāris have showed stronger belief regarding the given attributes of Educational Leadership as compare to the respondents from universities. The mean score of Madāris was higher than universities faculty members. Furthermore, the responses of Madāris faculty members were more scattered from their mean score as compared to universities faculty members.

Table 5: University and Madāris Faculty Members' Perception about Educational Leadership Styles

S#	Statements	Universities		Madāris		t	P Value
		Mean	SD	Mean	SD		
1	Assigns responsibility to the right person	3.85	1.086	4.23	1.068	-4.598	.000
2	Patience on mistakes with corrective feedback	3.85	1.055	4.20	1.001	-4.390	.000
3	Continuous interaction with staff	3.88	1.091	4.14	1.082	-3.063	.002
4	Capacity building of staff	3.81	1.167	4.19	1.057	-4.568	.000
5	Develop team spirit and sense of collaboration	3.98	1.119	4.26	.996	-3.514	.000
6	Courage for novelties in institutional matters	3.91	1.046	4.28	.943	-4.895	.000
7	Recognizes faculty/staff services/contribution	3.90	1.049	4.11	1.157	-2.479	.013

Table 5 reveals results for the perception offaculty members for educational leadership styles. The respondents were agreed with all the styles of educational leadership. Educational Leadership styles given in the table are derived from the relevant literature. There may be many other styles of Educational Leadership in the research studies conducted so far, but the researcher hasselected the most commonones. Educational leaders should believe in and practice distribution of work according to the potential and capabilities of individuals; show patience and give corrective feedback on mistakes; plan and work on capacity building of faculty through workshops and personal guidance; enhance collaboration among different segments of the institutions and give recognition to contributionsenhancing motivation and morale of the employees; these are the leadership styles in education derived from the relevant literature.

Table 6: Overall Differences between Madāris and University Faculty Members on Leadership Styles of Educational Leadership

Institution	N	Mean	Std Deviation	Df	M.D	t value	Sign
Madāris	292	29.41	5.759	712	2.095	4.328	.000
University	422	27.31	6.742				

The results shows that Madāris respondents are strongly believe in the listed styles of Educational Leadership than universities respondents. They considered these styles as the most appropriate leadership styles for leaders in education. The mean score of Madāris was higher than universities faculty members. Furthermore, the responses of university faculty members were more scattered from their mean score as compared to Madāris faculty members.

Table 7: University and Madāris Faculty Members' Perception about Strategies/ Approaches of Educational leadership

S#	Statements	Universities		Madāris		t	P value
		Mean	SD	Mean	SD		
1	organizational matters to be decided by the Head	3.85	1.115	4.09	1.112	-2.869	.004
2	Decentralization of authority	3.38	1.073	4.08	.934	-5.254	.000
3	Extend support towards faculty	3.86	1.048	4.22	.997	-4.557	.000
4	Authoritative leadership approach	3.85	1.021	3.40	1.246	2.756	.006
5	Known accountable measures	3.82	1.017	3.99	1.019	-2.087	.037
6	Aimed for innovation and development	3.84	1.070	3.89	1.175	-.610	.542

The results in table 7 reveal that majority of the respondents from universities haveendorsed all the statements except item 02. In item 02, the

universities' respondents viewed centralized leadership as a favorable system for educational institutions. In item 04, respondents from universities see authoritative approach as a suitable leadership strategy for the success of institutions.

On the other hand, all the respondents from Madāris have endorsed all the statements accept item No 4.Madāris responses show the strong belief in decentralized approach for Educational Leadership. Authoritative leadership strategy should not be follow by the Educational Leadership as reflected in the results by the Madāris respondents on item 02 and 04. Furthermore, no significant difference has been found for the last statement in table 04. Respondents from both institutions agreed that leadership should bring innovation and development in institutions for progress and improvement.

Table 8: Differences between Madāris and University Faculty Members on the Strategies and Approaches of Educational Leadership

Institution	N	Mean	Std Deviation	Df	M.D	t value	Sign
Madāris	292	23.87	4.170	712	.747	1.886	.086
University	422	23.12	5.808				

Overall, the mean score of Madāris was slightly higher than universities' faculty members. Furthermore, the responses of universities' faculty members were more scattered from their mean score as compared to the response from Madāris.

Qualitative Data and its Analysis

Based on the interview questions, following the steps of thematic analysis techniques recommended by Clarke and Braun the collected data were analyzed and the following major themes were extracted and identified[14].

S#	Themes from universities' responses	Themes from Madāris' responses
1	Vision and mission	Vision andseeking the Pleasure of God
2	Role model	Role Model and piety
3	Internal and external accountability	Competent, knowledgeable & answerable to God
4	Conducive working environment	Conducive Working Environment
5	Pre-emptive and conflict management	Islamic (Servant) Leadership style
6	Capacity and confidence building	Pre-emptive and disciplined
7	Optimistic and Consultative	Team building and consultation
8	Networking and collaborative	Sense of ownership and respect
9	Raises financial resources	Accountability and Fear of God
10	Retention of competent staff	Capacity Building
11	Maintaining Merit and fairness	Raises financial resources

The qualitative data reveal that university faculty members viewed vision, strategic planning, and role modeling and fixed accountability mechanisms for the evaluation of the performance as important responsibilities of an educational leader. However, the Madāris respondents viewed that vision of educational leader revolves around Raḍa-e-Illahī (i.e. seeking the pleasure of God) and leader should work for social reforms in the society through character building, piety and eradicating social evils in the light of Islamic teachings.

University responses reveal maintaining conducive working environment, practicing consultation, pre-emptive strategy and conflict management skills for educational leader as important for the realization of organizational vision.However, responses from Madāris viewed fear of God or to seek the pleasure of God, maintaining discipline; retaining competent and knowledgeable staff as important aspects of leadership to reach the organizational goals.

Furthermore, universities' respondents considered capacity and confidence building, development of conducive learning environment and maintaining coordination among different segments of the organization as effective tools to be used by the educational leader for retaining the competent and experienced employees in the university.On the other hand Madāris respondents considered collaboration, working environment and employees' empowerment as important instruments to be used by the educational leader for effective retention of employees.

Universities responses include monetary incentive, professional growth and leadership support as effective practices of leadership for the motivation of staff. Madāris responses on the other hand, consistsdeveloping conducive working environment, providing social service, propagation of Islamic teachings and reforms in society and following Islamic leadership style i.e. servant leadership as effective motivational tools for employees. Moreover, responses from both sectors were agreed to develop and discover new ways of generating revenues as important practice of the educational leader to sustain the financial pressures. Further, the respondents were also agreed on rigorous, comprehensive and purposeful training for the leadership of universities and Madāris.

Discussion

The results were discussed in the light literature reviewfor this study. The results reveal that majority of the respondents were agreed that educational leadership of Universities and Madāris should have clear vision and skill of inspiringothers. The results also show that leaders should pursue goodness and

prevent evils and struggle for social reformations in the light of Islamic teachings. The responses have mostly confirmed the given statements about the concept of educational leadership as shown by the cumulative mean scores. These results are in accordance with the results of Martin, Ankel, Hemphill, Heron, Khandelwal, Merritt, and Santen as they were of the opinion that clear vision of educational leaders helps them to lead their followers in the right direction[15]. Furthermore, they were also of the opinion that clear and reflective organizational vision possessed by the educational leader has positive impact on performance of the followers. Likewise, Beekun, and Badawi were also agreed that Islamic leadership is based on the concept of 'Will of God' and *Iman* which provide base to the role of educational leader[16]. This Islamic concept adds to their role, the responsibility of pursing goodness and the prevention of evils in his surroundings. The Prophet (PBUH) saying supports this role as everyone is responsible in his own capacity for the establishment of goodness and to forbid evil.

Likewise, the results of both respondents from the Madāris and Universities endorsethe leadership attributes such as; creative and critical, innovative, inspirational role for the followers, trustworthy, patience, consultative and prefer to render their services in teamwork instead of only directing and controlling the followers. These results were in accordance with the results of Alimin, N., et al. who discussed the different attributes of the Islamic leaders in the field of education. They were of the view that trustworthiness, patience and consultation are the prime and distinctive features of educational leaders[17]. Further, Dubrin (2007) also concluded that foresightedness, creativity, critical thinking and innovation are important components required for an effective leader[18]. A leader observes things deeply with deep meaning and unseen possible consequences impact that is an attribute of foresightedness.

It was also concluded that effective Educational Leadership should concentrate on fair accountability measures to ensure effective governance and the use of organizational assets in true sense that is justifiable. Therefore, these organizations adopted certain pre-determined and external mechanisms of accountability which include; Annual Confidential Report (ACR), surveys through Quality Enhancement Cell (QEC), attendance record, and Institutional Performance Evaluation (IPE) by HEC etc. Madāris respondents added fear of God and seeking the pleasure of God as the important elements in accountability mechanism as they were of the view that external control of accountability can be effective if sense of internal and self-accountability developed and exists. These results were in accordance with the results of Hassan, Bashir, Abrar, Baig, and Zubair who concluded that without effective

and fair accountability mechanisms, organizational progress and workplace satisfaction is difficult to achieve[19].

Similarly, the qualitative results support leadership attributes, styles and strategies like motivating, supporting and consulting the followers and stakeholders in decision making processes. These results were in conformity with Bass and Avolio study model of educational leadership. Here four dimensions of Educational Leadership are elaborated where inspirational motivation is one of them[20]. Furthermore, while describing the Quranic values of the leadership, Brooks and Mutohar (2018) added that through supportive attitude and consultation leaders manage to develop a team of highly motivated, competent and devoted persons for the organization.

In contrast to the responses from universities, Madāris respondents gave more importance to the empowerment and sense of ownership on the part of the followers. This also supports the view of decentralization of leadership where leaders believe on the proper distribution of workload in different segments and departments which ultimately add to team spirit and coordination in an organization. These results were supported by Podsakoff, MacKenzie, andBommer (1996) [21], and Carless, Wearing, and Mann who identified different styles of Educational Leadership, effective in developing team spirit[22]

. They were also of the opinion that an effective leader is a role model for followers, provide support to the followers and make all the necessary arrangements for the capacity building of the followers. Likewise, Leithwood, Jantzi, and Steinbach while concluding the transformative leadership style has identified that leaders' supportive attitude ensures trust and belief in the followers for the leadership and institution[23].

Besides, both universities' and Madāris' respondents were agreed that effective leadership is not possible till the provision of an effective, conducive and supportive working environment. This ultimately motivates the followers to work with full concentration, dedication and satisfaction. These results were in accordance with Yukl and Becker (2006)[24] study that leaders do not simply enforce, direct and control the employees, but work with them as a team member.It helps in building mutual understanding and creates conducive, professional and ethical working relationships. Similarly, Dellar's study also supported the concept and practice of decentralization of leadership[25].

The results also confirmed corrective feedback, communication, team work and recognition of performance by the leadership at individual and at team and group level. These were supported by Mihelic, Lipicnik, and Tekavcic who

declared clear communication and effective feedback as the essence of effective leadership[26]. Similarly, Bolden, Petrov, and Gosling concluded that promoting team work is the most important and effective leadership style[27]. Similarly, responses from Madāris and universities in interviews were agreed on the importance of developing effective and competent staff by different techniques of capacity building of the staff by the leadership.Beekun and Badawi supported it, that capacity building of the staff can help leaders in producing and providing opportunities of growth and development for them[28].

Keeping in view the responses in both type of data, the respondents viewed effective educational leader as responsible for generating financial resources through entrepreneurial activities, linkages and networking with industries etc. Further the results also reflected that there is a need of coordination and collaboration within the institutions and with other institutions for the purpose of learning from each other experiences. A study conducted on the commercialization of research by Noor, Ismail, and Arif [29] concluded that universities may concentrate on developing links between universities and industries which can enable them to cope with the financial problems. Furthermore, Tūqīr, Hussaīn, and Aẓhar (2014) while evaluating the Vice Chancellor role and responsibilities and the impact of HEC revised policy for the hiring Vice Chancellors concluded that effective leaders concentrates on the needs of organization and adopt innovative approaches for the realization and satisfaction of financial needs of organization. Furthermore, the results reveal that capacity building is the dire need for educational leadership[30]. Spendlove while investigating the competencies of educational leadership concluded that capacity building is important for them so that they can lead the institutions to avoid wastage of time and other resources in doing useless experiments[31].

Eclectic Model of Educational Leadership

The following Model of Educational Leadership presented at the end was developed after going through the whole process of quantitative and qualitative data analyses along with review of the relevant literature. Themes in the given model are actually leadership attributes, styles and strategies derived after the completed process as discussed. This model of educational leadership is applicable for leadership development in both types of education systems i.e. universities and Madāris. The given themes in this model are almost universal; therefore the generalization of this model on same situation in other areas will be useful. Besides other aspects, the proposed model was developed keeping in view

the Islamic and Western perspectives of Educational Leadership.

The eclectic model of educational leadership is designed and functional in two ways. At one side, from the top down, it describes three major themes required for an Eclectic Model of Educational Leadership. If an Educational Leadership discharge and establish with the three major themes i.e. Vision, Knowledge and Skills, then the leadership is ideal in performing its due role. From another side, starting from bottom to top, the mechanism is given for achieving the required standard of the Eclectic Model of Educational Leadership. Its mechanism makes this model unique and easy to be employed, for the reason that the proposed model presents the way as how to adopt and implement it.

The vision, knowledge and leadership skills are themajor themes studiedin almost all the leadership theories and researches. Leader's vision is closely related to the quality of seeing, predicting and planning the future,and with the concept of accountability and integrity before the public for the sake of God's pleasure, and to be innovative in thinking and in practice. Similarly, leader knows human psychology and motivational techniques to build team spirit for the development and implementation of strategic planning. Leader's knowledge in these areas gets constant support of the followers and develop in them trust and confidence. Leader should have to develop certain skills like communication, delegation of powers, decentralization, interpersonal and intrapersonal relations, and mediation skill.

The aforesaid attributes, styles and strategies of leadership could be adopted by a leadership in university or Madrasa through different activities and practices. Its implementation can be done through inculcation of these themes (i.e. attributes, styles and strategies) in courses at higher level degree programs of universities and Madāris and the establishment of regular purposive collaboration between the education institutions. However, more effective and result-oriented way of its implementation can only be done through specialized trainings for the sitting or prospective leaders in education. It can be done by various agencies and institutions and it will be a sufficient and adequate way of achieving the goal of this research.

Recommendations
The following recommendations were made:
1. The HED and HEC in mutual coordination and collaboration may establish a single platform in each province for the trainings of sitting Educational Leadership of universities and Madāris. In this regard, different boards of Madāris may also join this activity through ministry of education. This initiative

may create harmony and trust in different segments of the society. Further, this one window operation through one platform may facilitate government in policy implementation about both sectors of education in the country.

2. At institutional level, the sitting leadership may establish collaboration with the local Madāris and universities in the shape of mutually organized seminars, workshops and meetings for the purpose of enriching each other with their unique experiences on governance, linkages and entrepreneurship etc.

3. Future research can be done on providing training to educational leaders on the proposed Model of Educational Leadership and after a period of time study may be conducted on its strengths and weaknesses.
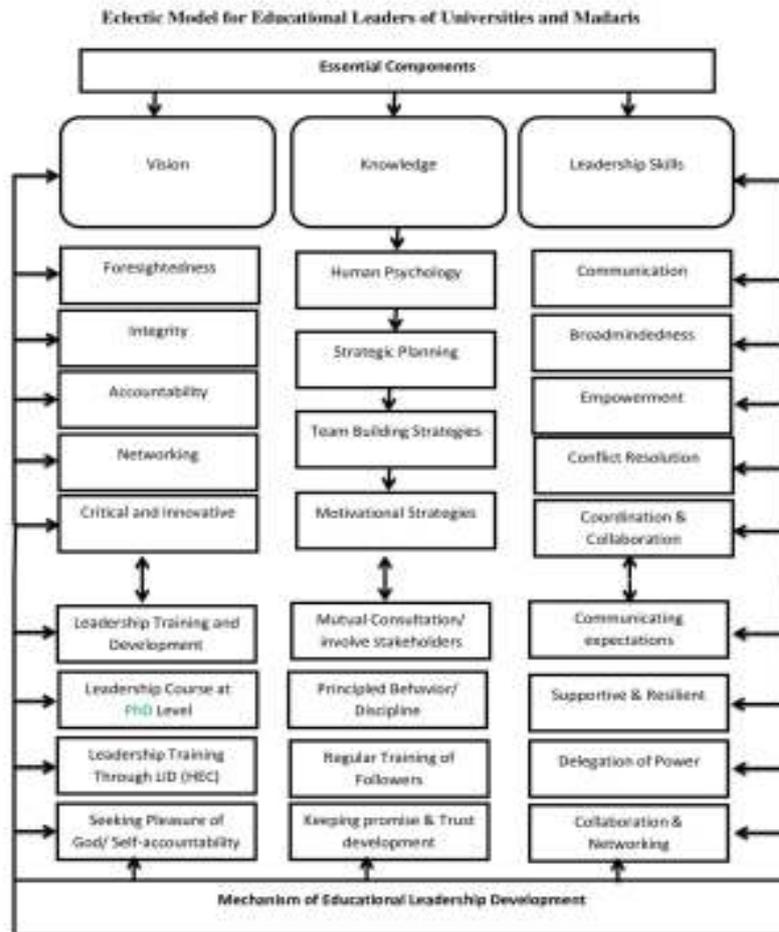
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