

## Enhancing Faculty Job Performance through Leadership Styles of Department Heads with a Mediating Role of Motivation

**Ms. Fariha Jabeen**

PhD Scholar, University of Management and Technology, Lahore, Pakistan  
[2017.2302fariha@gmail.com](mailto:2017.2302fariha@gmail.com) (Corresponding Author\*)

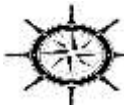
**Dr. Misbah Malik**

Assistant Professor, Institute of Education and Research University of the Punjab Lahore Pakistan  
[misbah.ier@pu.edu.pk](mailto:misbah.ier@pu.edu.pk)

### Abstract

*One of the major factors that determine the job performance of faculty working in higher education institutions is the leadership style of the heads of departments, but the motivational processes involving the leadership styles of the department heads to the job performance of the teachers in the Pakistani universities are still not well examined. This paper examined how transformational leadership style, transactional leadership style, and laissez faire leadership style of head of the department affect job performance of teachers in the universities in Lahore district by using motivation as a mediating factor. This study was conducted following descriptive, quantitative, causal comparative design using a cross sectional survey of 200 university teachers (100 publics and 100 private), selected using multi stage sampling technique. The Multifactor Leadership Questionnaire (MLQ;  $\alpha = 0.86$ ), Job Performance Scale ( $\alpha = 0.89$ ), and the Teachers Intrinsic and Extrinsic Motivation Questionnaire ( $\alpha = 0.88$ ) were administered and used for data collection. Data analysis was done using one-way ANOVA and structural equation modeling (SEM). Research findings affirmed that transformational leadership has the greatest positive influence on faculty job performance over transactional and laissez faire style, which yielded significant findings. The SEM mediation analysis showed that motivation partly mediated the relationship between leadership style and job performance. Transformational leadership had a positive effect on motivation that had a strong correlation with job performance, and laissez faire leadership repressed motivation. Both null hypotheses were rejected. These results will have great implications on the leadership development programs of the heads of the departments in Pakistani universities.*

**Key Words:** Leadership Styles, Motivation, Faculty Job Performance, Pakistani Universities, Higher Education

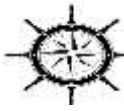


## Introduction

Higher education has experienced a radical shift in the entire global landscape over the last two decades influenced by the growing competitive demands, the forces of the knowledge economy and swift growing technology based pedagogic practices (Phulpoto, Oad, & Imran, 2024; Oad, Zaidi, & Phulpoto, 2023). Under this environment, higher education institutions in the Third World countries are under the strain of improving access to quality education and at the same time increase institutional performance indicators, which serve to assess national and international rankings (Oad, et al., 2024; Imran & Akhtar, 2023). The case of the higher education in Pakistan is serious, as despite a significant number of universities built in the country due to the creation of the Higher Education Commission (HEC) in 2002, the level of academic activity and achievements is low in comparison with the population size (Amin & Nasreen, 2021). The Leadership behaviors that Heads of Departments (HoDs) exercise are among the set of antecedents that influence the performance of the faculty, and it has a salience position. The department is the basic operational unit of a university, and the HoD is a peer within the academia, a supervisor within the administration, and an inspirational architect (Simkins, 2005). In contrast to institutional leaders at higher levels, whose influence is usually mediated by the bureaucratic nature, HoDs have direct interventions with faculty members, determining the immediate work environment, resourcing, delegating tasks and work, giving feedback, and modeling professional behavior. Such interactions can either unlock or inhibit the performance capabilities of the academic workforce under their supervision, based on their nature and quality (Abid et al., 2025).

The conceptual framework of the study of HoD leadership impacts heavily relies on Full Range Leadership Model (FRLM) by Bass (1985), who identified three leadership styles transformational, transactional, and laissez faire (Imran, Zaidi, & Khanzada, 2023). Transformational leadership with its idealized influence, intellectual stimulation, inspirational motivation and individualized consideration has been widely linked with the best follower results in various organizational contexts (Bass & Avolio, 1990; Upadhyay et al., 2019). Transactional leadership, which is based on contingent rewards and management by exception functions on the exchange between people, which can result in compliance, but hardly motivates voluntary effort (Nasra & Arar, 2020). Laissez faire, which can be described as the lack of active supervision and decision making, is typically linked with the worst organizational performance and is especially dangerous in knowledge enriched environments like higher education institutions (Amin & Nasreen, 2021; Northouse, 2019; Ahmad, Noorani, & Channa, 2025).

One of the least investigated, but very critical aspects of such literature is the motivational mechanism in which a leadership style affects performance. The Self Determination Theory (SDT; Deci & Ryan, 2000) proposes that autonomous (intrinsic) motivation supported by the fulfillment of psychological needs of competence, autonomy, and relatedness results in more profound engagement and a more stable performance than does controlled (extrinsic) motivation which is caused by external reinforcement or penalties (Ahmad, Noorani, & Sewani, 2025). It is hypothesized that transformational leaders stimulate intrinsic motivation, transactional leaders can rely almost entirely on extrinsic motivation, and reward performance relationships, and laissez faire leaders might not be able to maintain either type



of motivation (Nasra & Arar, 2020; Eyal & Roth, 2011; Ahmad, Noorani, & Ali, 2024). Specifically, but empirically, the mediating role of intrinsic and extrinsic motivation in the HoD leadership faculty performance nexus has attracted little research in the Pakistani university settings.

This paper bridges that gap. Located in the district of Lahore, which is a highly populated educational center, has many major universities (both publicly and privately) which are under the supervision of HoDs, the current research investigates the impact of three leadership styles of HoDs on the job performance of university faculty and whether motivation (intrinsic and extrinsic) mediates these influences. The study is grounded on two major objectives and two testable null hypotheses that were based on the FRLM and SDT frameworks. The study combines several analytical statistics such as one-way ANOVA to compare the means of the groups and structural analysis using AMOS 23 to perform a mediation analysis, which is why methodological rigor is matched corresponding to the theoretical aspirations.

The research contributes in a number of ways. Initially, it investigates the three FRLM leadership styles together and simultaneously in the reference to the job performance of the faculty in Pakistani universities and with ANOVA, it is possible to directly compare these forms. Second, it establishes both intrinsic and extrinsic motivation as two sided mediators, which allows a finer motivational description compared to single mediator frameworks. Third, it utilizes a sample of both public and private university sectors in one geographic district that allows making sector based comparisons and controlling on location specific confounders. Fourth, it adds additional evidence to the cultural literature on leadership and performance in non-western institutions of higher education, and helps to persist in discussions surrounding the universality versus contextual specificity of the leadership theory.

### **Research Objectives**

1. To determine the impact of leadership styles of heads of departments on job performance of university teachers.
2. To find out the mediating effect of motivation (intrinsic and extrinsic) on job performance among university teachers with leadership styles (transactional, transformational and Laissez faire) of their heads.

### **Hypotheses**

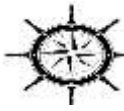
H01: There is no significant impact of all the leadership styles (Transformational, Transactional, and Laissez faire) of heads of departments on job performance of university teachers.

H02: There is no significant mediating effect of motivation (intrinsic and extrinsic) on job performance of university teachers through the leadership styles (Transformational, Transactional, and Laissez faire) of heads of departments?

### **Literature Review**

#### **Full Range Leadership Model and Self Determination Theory**

The theoretical background of the proposed research is a combination of the Full Range



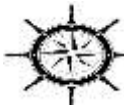
Leadership Model (FRLM; Bass, 1985; Bass & Avolio, 1990) and Self Determination Theory (SDT; Deci & Ryan, 2000). The FRLM conceptualizes leadership behaviors on a scale where the most active and effective (transformational) actions to the least active and the least effective (laissez faire). Transformational leadership has four behavioral elements: idealized influence, intellectual stimulation, inspirational motivation and individualized consideration. Transactional leadership is contingent reward based and management by exception (Imran, Sultana, & Ahmed, 2023). Laissez faire is the lack of leadership, which is the non-involvement, late decision making, and unresponsiveness to the needs of the followers (Bass, 1985; Northouse, 2019).

SDT Deci and Ryan (2000) is a motivational theory that is complementary and differentiates intrinsic motivation (autonomous motivation) and extrinsic motivation (controlled motivation). Once individuals see their actions as self-determined, they experience autonomous motivation and it satisfies three basic psychological needs such as autonomy, competence and relatedness. In as much as it may result in compliance, the controlled motivation is likely to decrease the creativity, deep learning and sustained effort. The growing body of literature has applied SDT to educational leadership and demonstrated that transformational patterns of behavior in leadership are capable of fulfilling the psychological needs and, therefore, provide autonomous motivation, and controlled motivation is more likely to be provoked by the transactional contingencies (Eyal and Roth, 2011; Wang & Gagne, 2013). The derivation of FRLM and SDT can provide a conceptually coherent framework of the effects of the various leadership styles and their resultant motivational effects and subsequent effects on faculty performance. The third complementary theory is Social Exchange Theory (SET) (Blau, 1964). The norms of reciprocity provide that organizational relationships are reciprocal: the employees that are characterized by excellent leadership will be returned with more effort and performance (Imran, Zaidi, & Rehan, 2024). Positive reciprocal loops come in the form of high teaching performance and organization citizenship behavior in universities as a result of transformational HoDs investing in the professional development of faculty, conveying a powerful vision, and valuing faculty as important partners (Abid et al., 2025; Nasra & Arar, 2020; Upadhyay et al., 2019; Ahmad, Mankash, & Sewani, 2024).

#### Transformational Leadership and Faculty Job Performance

Transformational leadership and employee job performance is one of the most replicated research studies in organizational behavior (Khan, Hussain & Ahmad, 2023). The positive associations in meta analytic reviews are always moderate to high (Judge & Piccolo, 2004; Wang et al., 2011). Transformational principals and department heads, in particular, have been observed to stimulate the performance of teachers in several ways such as by increasing self-efficacy (Nguni et al., 2006), occupational perception (Nasra & Arar, 2020), organizational commitment (Upadhyay et al., 2019), and job satisfaction (Abid et al., 2025).

A study by Nasra and Arar (2020) involving 630 Arab-Israeli teachers showed that transformational leadership had a direct impact on in role performance and an indirect one on organizational citizenship behavior mediated by occupational perception. Path model of the study showed the study had very good fit, which reflects the presence of statistical significance. It is worth noting that transactional leadership do not have any significant direct



implications on either dimension of performance, whereas transformational leadership was also found to mediate in-role performance, respectively.

Amin and Nasreen (2021) carried out a census research of 206 faculty members in 14 public universities in Punjab in the Pakistani university context. They discovered that transformational leadership behaviors of HoDs was a significantly positive contributor to teaching performance in co-education universities whereas transactional, and passive/avoidant behaviors were insignificant. In female institutions, none of the three styles were statistically significant which implies that gender context mediates the leadership-performance relationship. Abid et al. (2025) confirmed the existence of transformational leadership as a significant result in improving teaching with 346 faculty members in six Lahore universities, which supports the trend set by previous researchers but introduces a positive approach to leadership in terms of authentic and servant leadership dimensions (Oad, et al., 2024; Hussain, et al., 2023).

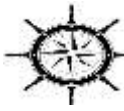
Altogether, these findings allow advancing the hypothesis that transformational leadership is the most reliably effective leadership style to improve the level of faculty performance, operating with the mechanisms of increased motivation, enlarged occupational perception, and in-depth commitment (Upadhyay et al., 2019; Bass & Avolio, 1990; Kovjanic et al., 2012; Ahmad & Rizvi, 2026). The studies conducted in India (Upadhyay et al., 2019), Israel (Nasra & Arar, 2020), and Pakistan (Abid et al., 2025; Amin & Nasreen, 2021) show that cross cultural convergence is observed in those studies and the universality is proven by Bass (1985) but with contextual variations.

#### Transactional Leadership and Faculty Job Performance

Transactional leadership is based on a very different logic than transformational leadership. Instead of encouraging followers to overcome the self-interest and strive to meet the group objectives, transactional leaders specify the performance expectations and provide rewards based on the fulfillment of these goals (Bass, 1985; Amin & Nasreen, 2021; Ahmad, Sewani, & Fatima, 2025). This transactional approach may maintain minimum levels of performance, especially those that involve well known task demands and consistent reward systems. Nevertheless, the same cannot be said about the evidence of the results of transactional leadership on faculty performance as there are significant contextual inconsistencies.

Amin and Nasreen (2021) in Pakistani co-education institutions observed a positive and non-significant transactional effect and a negative effect in female only institutions (Ahmed, Ahmed & Buriro, 2023). Abu Nasra and Arar (2020) did not establish any significant connection between transactional leadership and in role performance and occupational perception. In part, these results correspond to the path goal theory (House, 1971), which explains that transactional leadership can work well in the situations when the needs of the followers and demands of the tasks are clear but in less influential in the professional, knowledge rich setting where intrinsic motivation can be the key factor.

The general literature provides to a certain degree that there are positive transactional effects on organizations (Piccolo & Colquitt, 2006; Vigoda-Gadot, 2007; Ahmad, Sewani & Ali, 2024), especially when there is an effective reward system that is fairly distributed. Nevertheless, in Pakistani state universities that have limited and often unpredictable reward systems (Amin & Nasreen, 2021; Asrar-ul-Haq et al., 2017), the exchange of transaction is



often limited by institutional resource gaps. More recent literature has pointed out that transactional leadership has the unintended consequence of creating competitive instead of cooperative cultures between faculty, which negatively impacts academic performance (Nasra & Arar, 2020; Ahmad, Sewani & Ali, 2021).

#### Laissez Faire Leadership and Faculty Job Performance

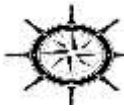
Laissez faire style of leadership is considered to be the least effective and arguably the most harmful leadership style in the FRLM (Bass, 1985; Northouse, 2019). The laissez faire behaviors of HoDs are associated with lack of involvement in the affairs of the department, inability to make decisions, lack of concern to faculty issues, and lack of constructive feedback. Professional guidance, active coordination, and resource allocation are all crucial areas where such leadership passivity can lead to role ambiguity, lack of motivation, and poor performance (Amin & Nasreen, 2021; Adeyemi, 2011).

Passive behaviors are empirically lowest in teacher performance of all three FRLM styles (Mahmood, 2011), and this pattern is also found by Amin and Nasreen (2021) at the university level. The seemingly conflicting finding of positive yet weak laissez faire effects in certain Pakistani studies could be due to contextual reasons: highly experienced and intrinsically motivated faculty members can compensate by maintaining performance standards due to the absence of leadership using the resources of professional identity (Kerr & Jermier, 1978). However, cross contextual evidence is very much indicating that laissez faire leadership does not motivate performance beyond the basic standards, especially in the situation where the faculty members need to be mentored and equipped and directed (Adeyemi, 2011; Northouse, 2019; Ahmad, Sewani, & Channa, 2025). Recent qualitative studies within Pakistani higher education institutions have reported the perception faculty members have of laissez faire HoDs that disrespect their input to the organization with trickle down effects on intrinsic motivation and organizational commitment (Faiz, 2015).

#### Motivation as a Mediator: Intrinsic and Extrinsic Dimensions

Motivation is a psychological input that turns leadership inputs into performance outputs (Upadhyay et al., 2019; Latham, 2007; Ahmad, Thomas & Hamid, 2020). The difference between extrinsic and intrinsic motivation offered by Self Determination Theory is especially relevant to the case of differentiated leadership impacts (Imran, et al., 2023). The intrinsic motivation which is based on the true interest and curiosity as well as the intrinsic satisfaction that the activity in itself provides will create long lasting involvement, creativity, and profound learning that is invaluable to the good teaching at universities (Deci & Ryan, 2000; Eyal & Roth, 2011; Ahmad, Sewani & Khoso, 2024). External rewards, recognition, or even avoidance of punishment can result in performance on clearly defined, drilling, repetitive work but less dependably predict independent work on the complex, self-organized behaviors that comprise high quality teaching (Gagne & Deci, 2005; Ahmad, Rashid & Ali, 2023).

Upadhyay et al. (2019) found that in the Indian higher education institution research, transformational leadership and organizational commitment were statistically significantly related through work motivation, but once mediation was performed, the direct path did not yield statistically significant differences. Kovjanic et al. (2012) have shown that transformational leadership is able to meet all the three fundamental psychological needs, which gives the motivational dynamism so vital in autonomous motivation and performance.



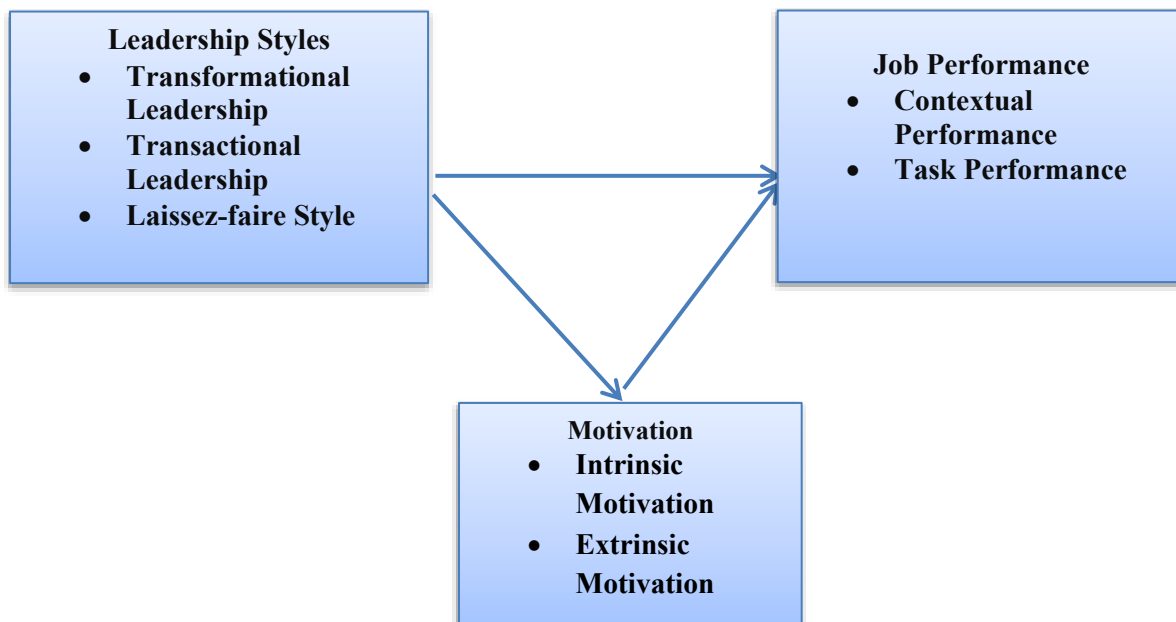
Eyal and Roth (2011) reviewed SDT based leadership and teacher motivation by the principals, and concluded that autonomous supportive leadership behavior promoted autonomous motivation of teachers, which was an indicator of in role performance. Abid et al. (2025) showed that job satisfaction mediated the interaction between constructive leadership approaches and faculty teaching performance, which partially empirically supported motivational mediation directions. Nevertheless, the explicit breakdown of motivation into intrinsic and extrinsic variables in the framework of an FRLM is not well examined in the Pakistani university context, which is the key theoretical value of the given study (Ahmad, Bibi, & Imran, 2023).

### Conceptual Framework

Based on the theoretical synthesis above, the present study hypothesizes a conceptual framework where the leadership styles of HoDs (transactional, transformational, laissez faire) are antecedents of faculty job performance, which is mediated by two unique motivational routes, namely, intrinsic motivation and extrinsic motivation (Hafeez, Iqbal, & Imran, 2021). Transformational leadership will help to develop intrinsic motivation through the provision of a psychologically enriching work environment that helps to fulfill the faculty needs in competence, autonomy, and relatedness (Deci & Ryan, 2000; Eyal & Roth, 2011). The influence of transactional leadership, which mainly works based on contingent rewards, is expected to do its main motivational influence via extrinsic channels. Laissez faire leadership is theorized to have negative or insignificant impacts on both motivational aspects, as well as, on performance outcomes.

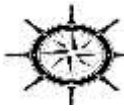
Figure 01

Conceptual Framework of the present study.



### Research Methodology

In current study a descriptive, quantitative, causal comparative research design executed through a cross sectional survey. The philosophical paradigm is post positivism. All



university teachers in HEC recognized private and public universities in the district of Lahore, Punjab, Pakistan were included as the target population. Sampling was done by multi stage sampling technique. The universities in the first stage were stratified according to sector (public and private) and a purposive sample was chosen to cover the established institutions of higher education that were HEC recognized. In the second stage, departments were randomly selected from each university. Faculty members were sampled in the third stage using convenience sampling selected out of the identified departments. The last sample consisted of 200 teachers of the universities: 100 of public universities and 100 of the private ones. The Multifactor Leadership Questionnaire Rater Form (5X-Short; Avolio and Bass, 1995), a validated measure of operationalizing Full Range Leadership Model was used to measure leadership styles of heads of department. The MLQ was purchased from Mind Garden Inc, which is its copy right holder. The initial thirty six questions were an indicator of nine transactional, transformational and laissez faire dimensions of leadership on a 5 point Likert scale. Cronbach alpha value was  $\alpha = 0.86$ . The Job Performance Scale had eleven items which were divided into two sub dimensions. The two attributes are contextual performance and task performance which are usually used to assess job performance (Borman & Motowidlo, 1997). Eleven items in this scale were adopted to conduct this study. A 5-point Likert scale was used to measure job performance of faculty. Cronbach alpha value was  $\alpha = .89$ . The intrinsic and extrinsic motivation of teachers was assessed using Teachers Intrinsic and Extrinsic Motivation Scale. This scale had ten items which were categorized as five items of intrinsic motivation and five items of extrinsic motivation. Extrinsic and intrinsic motivation of the teachers was measured on five point Likert Scale. The Cronbach alpha value was  $\alpha = .88$  The data collection was completed within eight weeks by personal visits to the university departments and by the use of online administration by means of Google Forms. The ethical considerations involved voluntary participation, written informed consent, and confidentiality. Faculty members were asked to rate their immediate HoD on the items of the MLQ and answer the items of performance and motivation referring to their own teaching practices and motivation experiences.

### **Data Analysis and Procedure**

Data analysis was done in two phases. At the first level, descriptive statistics were calculated and reliability measures and confirmatory factor analysis were done to ensure that the measurement model was fit. In the second phase, H01 was tested with the help of one-way ANOVA because it compared the mean scores of job performance in seven groups of leadership style. To test H02 structural equation modeling using SPSS AMOS 23 was carried out.

### **Data Analysis and Results**

Leadership styles were given values;

Transformational Leadership (TL), Transactional Leadership (TL1), Laissez faire (LF),

TL= 1

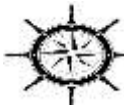
TL1 = 2

LF = 3

TL + TL1 = 4

TL1 + LF = 5

TL + LF = 6



$$TL + TL1 + LF = 7$$

H01: There is no significant impact of department heads' leadership styles (Transformational, Transactional, Laissez-faire) on Job Performance of university teachers.

Below given table 1 indicating the results of one way analysis of variance of overall job performance of university faculty regarding the leadership styles of heads of departments addressing H<sub>01</sub>.

H<sub>01</sub>: There is no significant impact of all the leadership styles (Transactional, Transformational and Laissez faire) of heads of departments on job performance of university teachers.

Table 01

ANOVA results of overall job performance of university faculty regarding the leadership styles of heads of departments.

	leadership style(s)	<i>n</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	Sig
job performance	1	114	3.94	.565	5	4.881	.000
	2	38	3.89	.560	194		
	3	42	3.47	.609	199		
	4	4	4.18	.209			
	5	5	4.00				
	6	4	4.10				
	7.	3	4.54				
	Total	200	3.84	.598			

Table 01 shows how leadership styles of heads of department affect overall job performance of university faculty, one-way ANOVA was applied to test the results that showed that there is a significant difference ( $F = 4.88, p = 0.00$ ) of overall job performance of university faculty on the leadership styles of their heads. The hypothesis above was rejected. Below given is the table 2 indicating the results of mediation analysis of motivation (intrinsic and extrinsic) on job performance of university faculty through the leadership styles of heads of departments addressing H<sub>02</sub>.

H<sub>02</sub>: There is no significant mediating effect of motivation (intrinsic and extrinsic) on job performance of university faculty through the leadership styles of heads of departments.

Table 02

Mediation Analysis table

Variables Relationship	Total Effect (p)	Indirect Effect (p)	Direct Effect (p)	Results
Leadership Styles → Job Performance	Sig. (c = 0.01)	Sig. (ab = 0.002)	Sig. (c' = 0.045)	Partial Mediation

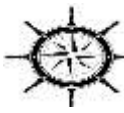
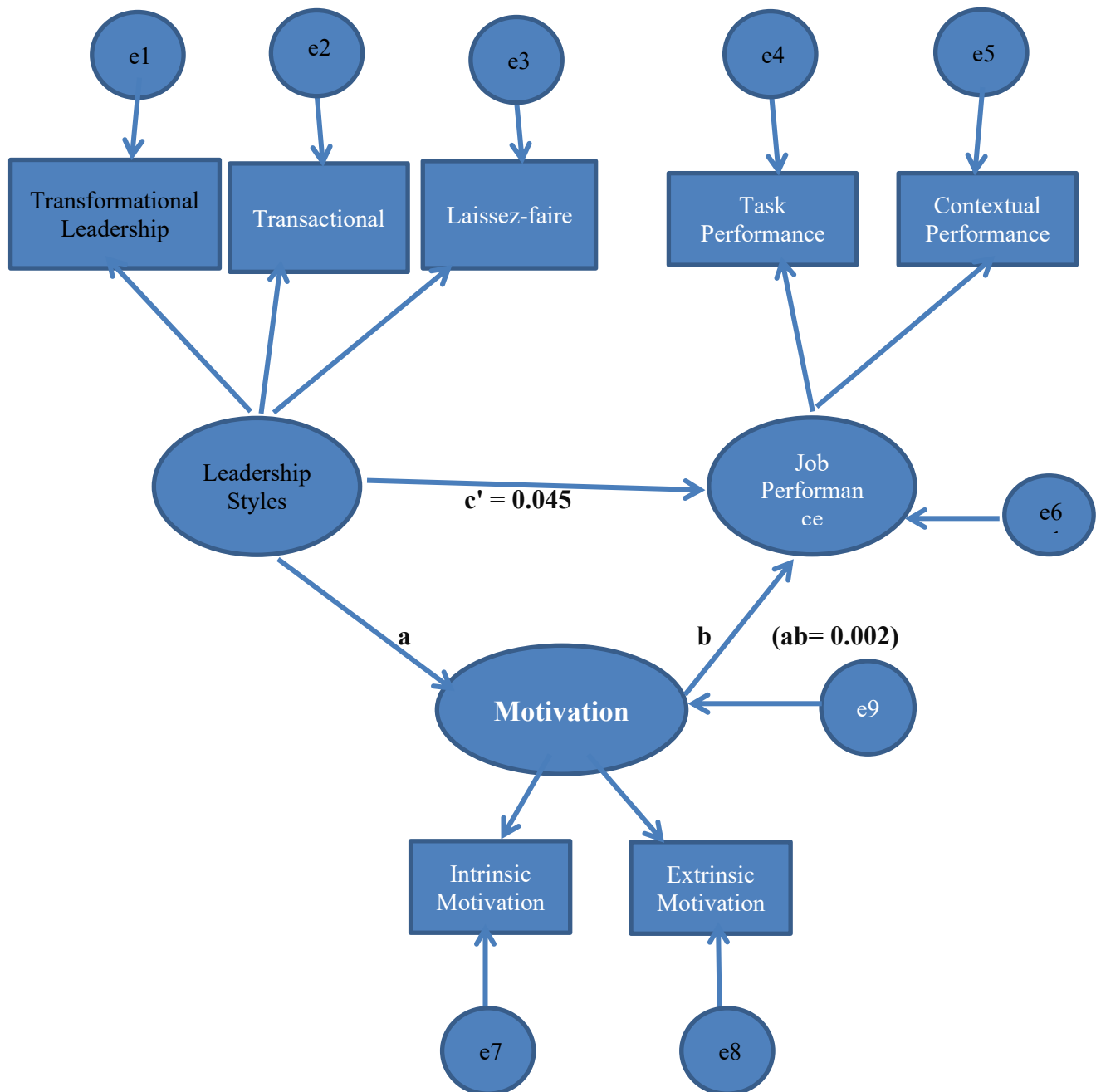
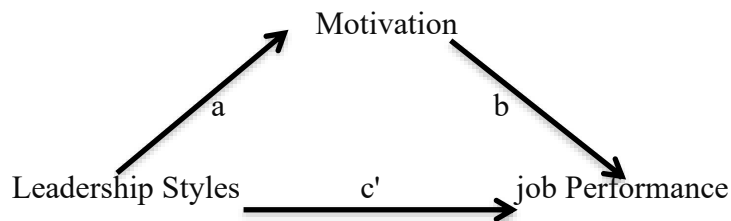


Figure 2  
Mediation Model



SPSS Amos 23 was used to conduct the mediation analysis. The overall impact of heads of department leadership styles on job performance of faculty in the university was computed and the results were significant as the path  $c$  between job performance and leadership styles. This was followed by the indirect impact of leadership styles of heads of departments on job performance of university faculty through motivation which was significant and had a value less than 0.05. The indirect effect is indicated as path  $a$  (leadership to motivation) and path  $b$  (motivation to leadership). As motivation consisted of; Intrinsic motivation and extrinsic motivation.

Figure 3

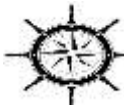


The direct impact of the leadership styles to job performance in the above diagram is denoted as  $c'$  and it is very significant. The above hypothesis was rejected because it was observed that the total, indirect and direct effects of leadership styles by heads of departments on job performance of university faculty are significant, thus, it is concluded that the extrinsic, and the intrinsic motivation partially mediated the leadership styles of the heads of departments and job performance of university teachers.

### Discussion and Conclusion

#### Discussion

The results prove the effectiveness of transformational leadership as the best leadership style of heads of the departments (HoDs) to enhance the job performance of the faculty in the university sector of Lahore. This result confirms and generalizes the previous Pakistani research: Amin and Nasreen (2021) have observed that there are pronounced transformational impacts in the co education universities, Abid et al. (2025) have affirmed that transformational leadership is a major predictor of performance. The HoDs that convey powerful departmental vision, who induce intellectual curiosity of the faculties, who attend to the individual developmental needs and who become admirable role models would provide a work environment that would automatically fulfill the three psychological needs as defined by SDT (Deci and Ryan, 2000). The observed partial mediation and the presence of a significant indirect path indicate that transformational leadership has numerous different effects on performance. This view is consistent with the meta-analysis by Wang et al., (2011) demonstrating the multiple mediation of the role of transformational leadership itself on performance with no single mediator being able to own the entire impact. The mean of the performance of the laissez faire style was the lowest, and this pattern was observed in the cross cultural literature on passive leadership (Adeyemi, 2011; Amin and Nasreen, 2021; Mahmood, 2011; Ahmad et al., 2024). This observation sheds light to the psychological process that explains the low performance effects of laissez faire among the university teachers. Absence of the HoDs in offering vision, support, feedback or recognition denies the faculty members access to environmental conditions which support intrinsic motivation (Deci & Ryan, 2000; Pirzada, Tabassum & Ahmad, 2024). The resulting experience lack of support of autonomy, feedback of competence and relational belonging neutralizes intrinsic motivation, which further neutralizes the self-directed, discretionary work which is a hallmark of good teaching. This connotation offers both a theoretically based, empirically validated explanation as to why university administrations ought to actively choose against laissez faire HoDs.

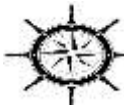


The job satisfaction as one motivational mediator had been studied in Pakistani institutions of higher education Abid et al., (2025), and the work motivation had been recorded as the mediator of transformational leadership impacts on organizational commitment in Indian studies (Upadhyay et al., 2019; Ahmad & Hamid, 2021). The current study builds upon this literature by showing that: (a) intrinsic motivation is the most important variable on which the effects of transactional leadership have to be based; (b) extrinsic motivation is the mediating variable of transactional leadership; (c) laissez faire leadership inhibits intrinsic motivation, thus, creating performance gaps. This distinction motivational model is more indicative of the leadership development interventions than a uni-dimensional motivational model would be (Faheem, Gulab, & Ahmad, 2025; Thomas, Khan & Ahmad, 2022). There are descriptive patterns indicative of some interesting public-private distinctions. Faculty members in the public university were more likely to experience transactional and laissez faire leadership practices and this is in line with the bureaucratic institutional culture that prevails in Pakistani public HEIs (Haq et al., 2017; Ahmad, Ali, & Sewani, 2021). Faculty in private universities gave higher rates of transformational HoD behaviors, which may be indicative of a selection pressure and incentive system that rewards performance based leadership in a competitive private institution. These sector based variations resonate with Abid et al. (2025), who also found that faculty in the private universities of Lahore had greater job satisfaction and positive perceptions of leadership. Further studies that use formal sector by leadership interaction tests would allow making comparisons across sectors more rigorous (Khosro, Oad, & Ahmad, 2023).

The sustained leadership advantage of transformational leadership in Indian higher education institutions (Upadhyay et al., 2019; Ahmad et al., 2023; Oad et al., 2024), Arab-Israeli schools (Abu Nasra and Arar, 2020), and Pakistani universities (Abid et al., 2025; Amin & Nasreen, 2021; Haider, Ahmad, & Ali, 2024) confirms the thesis of universal leadership by Bass (1985). However, the contextual antecedents such as collectivist cultural orientation of Pakistan, hierarchical educational governance pattern and scarce resources in the university determine how leadership behaviors are practiced and perceived. The success of transformational leadership under these limitations indicates that even constrained transformational actions, motivating dialogues, intellectual provocations and personal appreciation, can produce significant motivational payoffs, which is an encouraging outcome to leadership development programmers operating in settings, which lack structural flexibility.

## **Conclusion**

This paper has assessed how leadership styles of HoDs influence job performance among faculty members in the Lahore district universities and has also established the mediating effect of intrinsic and extrinsic motivation. Both the null hypotheses were rejected. Transformational leadership was found to be the most effective model which greatly outcompeted transactional and laissez faire models when it used to be applied to faculty job performance. SEM mediation analysis revealed that transformational leadership impacted through intrinsic motivation significantly through the process of mediation, transactional leadership impacted through extrinsic motivation, and laissez faire leadership prevented the impact of job performance on faculty through intrinsic motivational deactivation.



## Practical Implications

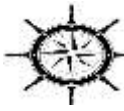
The findings have a number of implications that can be taken by the university administrators and policy makers. To start with, the criteria of the HoD selection must clearly emphasize the evidence of transformational behavioral competency, such as articulation of the vision, intellectual stimulation, and individualized consideration along with the traditional academic qualification. Second, the HEC and institutional professional development initiatives must include transformational leadership training of existing and future HoDs with systematic transformational leadership training on motivating supportive behaviors that will meet faculty psychological needs of autonomy, competence, and relatedness. Third, universities ought to survey the cultures of their departments to uncover areas of laissez faire leadership, in which faculty intrinsic motivation can be systematically squelched, and make interventions through specific mentoring, performance feedback programs, and accountability systems. Fourth, the public universities must determine the flexibility of structures of the private institutions to allow HoDs to implement transformational behaviors, albeit within the limitations of bureaucracy, by creating spaces of discretion.

## Limitations and Future Research Directions

Some limitations need to be mentioned. The cross sectional design does not allow one to make causal conclusions; longitudinal or experimental designs would be more effective in terms of causal evidence. Second, there is some risk of social desirability because of self-reports, which was reduced by the test used by Harman. Third, only the Lahore district was used as the sample; it would be better to replicate the research in other Pakistani provincial settings to improve the generalizability. Future scholars can also focus on moderating factors, such as faculty tenure, gender, discipline and university type, which could mediate the leadership-performance relationships, and investigate other mediators, such as organizational justice, psychological empowerment, and professional self-efficacy.

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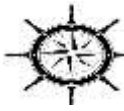
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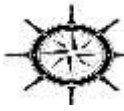
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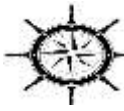
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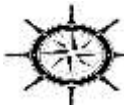
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