

ABSTRACT

In higher education faculty performance depends on many factors including Leadership style & Organizational culture. There are many leadership styles, which have a different impact on employees' performance, but many studies have only focused on two leadership styles i.e., Transformational and Transactional leadership. In Education Sector, very few researchers have measured the influence of leadership styles on faculty performance and this study focuses on three leadership styles (transformational, transactional & laissez-faire). In this study, the role of organizational culture has also been elaborated and seen as moderator.

The aim of this study is to examine the effect of leadership styles on faculty performance and more specifically examine the moderating effects of Organizational culture in the association between leadership styles and faculty performance in MUET. This study used quantitative methodology to identify leadership styles that exist in MUET, Jamshoro, and their impact on faculty performance with organizational culture as moderator. The target population was academic leaders, faculty members, and students (postgraduates) of MUET. For leadership style, Full Range Leadership Model was adopted in this study and for organizational culture, Competing Value Framework (CVF) was used.

This study focused on faculty performance which can be affected (positively/negatively) by their supervisors (academic leaders/department heads) and the leadership style they carry. This study results revealed that Transformational (TF) leadership has a positive significant relation with faculty performance at MUET, Jamshoro, and Organizational Culture (OC) as moderator negatively moderates the relation between Laissez-faire (LF) leadership and faculty performance. The data was analyzed in smart Based on PLS-SEM.

Keywords – Full Range Leadership Model, Transformational Leadership, Transaction Leadership, Laissez-faire Leadership, Faculty Performance, Organizational Culture, Competing Value Framework.