Impact of Leadership Behaviour on Employee Well-Being: The Case of Higher Education Sector in Pakistan

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Thesis Abstract

This doctoral research examines the process of how leadership behaviour influences employee well-being (EWB). Leaders via their behaviour influence subordinates/ followers, which in turn influences their well-being. A critical examination of current research on leadership shows a narrow perspective, which either considers leader or follower opinion, rather than both, in examining leadership. This particularly limits research examining the impact of leadership on organisational outcomes. Therefore, this research focuses on different loci of leadership (leader and subordinate) (Eberly et al., 2013) in relation to EWB. Furthermore, considering the importance of context, this research also examines the impact of multi-level contextual factors, both omnibus and discrete ones (Johns, 2006) on leadership behaviour and EWB.

Recent research conceptualises EWB as a broad construct and a consequence of psychosocial factors at work, i.e. how work is managed and organised. Psychosocial factors have been defined as aspects of the design and management of work, and its social and organisational contexts that have the potential for causing psychological or physical harm (Cox and Griffith, 2005). These psychosocial factors can be job stressors or enablers of engagement and are arguably controlled by leaders. Furthermore, EWB also depends on leadership, more precisely, on leader behaviour (Inceoglu et al., 2018). Although different leadership styles have been studied extensively, their relationship with psychosocial factors and EWB has not been investigated in depth. Drawing on job demands resource theory (Demerouti et al., 2001) this research categorises psychosocial factors as job demands and job resources to assess their relationship with EWB.

The research is based on study of higher education institutions in Pakistan, where an explanatory sequential mixed methods approach is followed. Overall, this research is divided into three studies. First, a quantitative study is used to examine the relationship between leadership behaviour, job demands, job resources, and EWB. The second study based on semi-structured interviews, provides further explanation of the relationship between EWB and leadership. Research participants in first two studies are faculty members working as lecturer, assistant professor, associate professor, and professors in different higher education institutions of Pakistan. Lastly, the third study is based on interviews with leaders (head/chairpersons of

the various departments in different HEIs). The purpose of third study is to get the perspective of leaders on the phenomenon understudy, also to identify relevant contextual factors.

The findings clearly suggest that leaders have an immediate effect on EWB, as leaders largely control job demands and job resources. Furthermore, the results explain the importance influence of multi-level contextual factors. Macro-level/omnibus contextual factors not only affect regulatory agency and policy framework of higher education institutions, but also psychosocial factors, leadership behaviour, choices leaders make while implementing various policies, and EWB. For example, social, legal, economic, political, and technological factors do play key role in framing policies and regulations at the discrete level, but implementation of those policies and regulations rests with the leader.

These results from two different perspectives are discussed from an integrative perspective to uncover the broader spectrum of leadership influence process, and to avoid the implications of self-serving bias (Bradley, 1978). These perspectives also highlighted the underlying mechanisms that strengthen the impact of leadership behaviour on EWB. Limitations and avenues for future research are also identified and discussed in the discussion chapter.

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Acronyms

AC	Air conditioners
BPS	Basic pay scale
CLI	Comparative fit index
COPSOQ	Copenhagen psychosocial questionnaire
CPI	Corruption perception index
CR	Critical realism
DPCC	Doctoral program coordination committee
EWB	Employee well-being
FFHP	Foreign faculty hiring program
FUPASA	Federation of All Pakistan Universities Academic staff association
GCU	Government College University, Lahore
HE	Higher education
HEC	Higher education commission
HEIs	Higher education institutions
HoD	Head of the department
IRT	Item response theory
ITU	Information Technology University
JD-R	Job demands resource theory
LCWU	Lahore College for Women University
MMR	Mixed methods research
MPS	Managerial practices survey
OSH	Occupational safety and health
PEC	Pakistan Engineering Council
PU	University of the Punjab
QAA	Quality assurance agency
QEC	Quality enhancement cell
RMSEA	Root mean square error of approximation
SEM	Structural equation modelling
SRMR	Standardised mean square residual

TLI	Tucker–Lewis index
TTS	Tenure track system
UE	University of Education
UET	University of Engineering & Technology
UPS	Uninterrupted power supply
UVAS	University of Veterinary & Animal Sciences

Chapter 1 Introduction

1.1 Importance of leadership in relation to employee well-being

Nowadays, organisations are becoming more concerned about employee health and well-being (George et al., 2016), and the role of leaders has been receiving some attention (e.g. Saks and Gruman, 2014; Inceoglu et al., 2018). It is increasingly recognised that leaders have a pivotal role in organisations, and they significantly impact not only organisational choices, but also employee behaviour, health, and performance (Avolio et al., 2009). Evidence suggests that leadership affects employee well-being (EWB) either by increasing employee engagement (Saks and Gruman, 2014), or stress (Inceoglu et al., 2018); this is because leaders have the authority to make choices for their subordinates[1]. Guest (2017) claims that although all the policies related to EWB, including workload distribution and creation of positive organisational culture, are developed and proposed by the human resources (HR) department of the organisation, they need to be implemented by the leaders and/or departmental managers.

Effective implementation of such policies has become a challenge for organisations (Bowen and Ostroff, 2004) as leaders and managers ocassionally pay lip service to EWB (Guest, 2017). This further indicates that leadership affects EWB and suggests that to develop healthier workplaces, leaders cannot be neglected, as leaders have an impact by exercising their power. This research demonstrates that the exercise of leadership power is mostly related to psychosocial factors - aspects of how work is managed and organised (Leka et al., 2017). Leaders through their actions can increase work-related stress in various ways, such as giving too much workload to subordinates, limiting access to equipment required, isolating subordinates physically and socially, limiting communication, creating hurdles in career development, increasing time constraints, etc. Leaders though their influence over psychosocial factors can impact the well-being of their subordinates (Burton, 2010). If not managed well, these factors can become psychosocial hazards and can cause harm to employee health and well-being[2]. This assertion is additionally supported by research evidence

[1] In this thesis "subordinate" and "follower" refers to employees working in the organisation. This is because leadership literature uses these terms synonymously.

[2] Leka and colleagues (2017) clarify the different but related terms including factors, risks and hazards; 'psychosocial factors' refers to aspects of work organisation, design and management that include, among others, work demands, the availability of organisational support, rewards, and interpersonal relationships in the workplace. These factors do not carry immediately negative or positive connotations. Whereas 'psychosocial hazard' implies that these aspects of work organisation, design and management have the potential to cause harm to individual health and safety as well as other adverse organisational outcomes such as sickness absence, reduced

concluding that the relationship between leadership behaviour and EWB is complex (Arnold, 2017) because some leadership behaviours, such as transformational leadership, are found to have a 'double-edged sword impact' (Diebig et al., 2016); for example, it could increase and/or decrease work-related stress experienced by a subordinate at the same time.

Concerning leadership behaviour, it is widely agreed that leaders exhibit distinct behaviours, and they change behaviours depending on the various requirements of the situation and followers (House, 1971). A careful examination of the literature shows that most of the existing research focuses on specific leadership styles. Recent meta-reviews have found that transformational leadership, charismatic leadership, and strategic leadership are the most frequently studied leadership styles[3] (Dinh et al., 2014, Meuser et al., 2016). However, it has been highlighted that no single leadership theory depicts the true picture in every context. Leadership researchers suggest integrating a variety of leadership styles (Antonakis and House, 2014, Diebig et al., 2016, Rowold, 2014, Yukl et al., 2019) in order to better understand the phenomenon. Although there are studies that integrate three or more leadership theories (Antonakis and House, 2014, Diebig et al., 2016, Rowold et al., 2017, Yukl et al., 2019), it is argued that "integration of supporting theories is still in its infancy" (Meuser et al., 2016 p. 1394).

This research therefore takes a integrative perspective of leadership and focuses on a variety of leadership behaviours by adopting the taxonomy of effective leadership behaviours developed by Yukl (2012) to examine the impact of leadership behaviour on employee well-being in the higher education sector in Pakistan (as discussed in Section 1.2). Four categories of leadership behaviour are grouped in this taxonomy, including task oriented, relations oriented, change oriented, and external behaviour. It has been shown that this taxonomy can sufficiently explain various leadership styles (Behrendt et al., 2017, Borgmann et al., 2016).

Leadership is an activity, not a position (Ashford and Sitkin, 2019) and leadership research is often criticised by studying 'managers' as 'leaders'. It is claimed that leadership is a subset of broader construct management (Bedeian and Hunt, 2006). This implies that a manager is usually responsible for ensuring that both leadership and managerial duties are performed.

productivity or human error. Lastly, 'psychosocial risk' refers to the potential harm caused by psychosocial hazards (Leka et al., 2017, p. 1)

[3] Different scholars of leadership literature have used different terms; therefore, leadership "behaviour" and "style" are used interchangeably. Consequently, it is important to mention, here, that leadership style is set of behaviours that leaders engage in to influence subordinates' behaviour (Antonakis, 2004).

Certainly, some managers are not expected to perform leadership functions, and some leaders are not managers (but might be required to undertake managerial duties) (Bass, 1985, Yukl, 2011). This research draws on the argument that managers are responsible for both tasks (managerial and leadership) because the coordination needs of the organisation are mainly served through hierarchical arrangements (Ashford and Sitkin, 2019).

Moreover, research shows that leadership works through different loci. These loci are the source through which leadership originates and include the leader, follower, context, and dyad using various mechanisms that transmit leadership such as traits, behaviours, cognition, and affect (Hernandez et al., 2011). Eberly et al. (2013) argue that the integration of these loci provides a better picture and more explanation of the leadership phenomenon. For that reason, this research is based on the perspectives of different loci, the leader and subordinate, in a specific context (discussed in section 1.2) regarding the impact of leadership on EWB.

Nevertheless, leadership research has mostly ignored employee health and well-being in favour of organisational performance (Grant et al., 2007), or has focused on the said relationship for enhanced employee performance (Judge et al., 2001, Montano et al., 2017). The problem is that well-being is rarely operationalised and mostly studied as "… and well-being", e.g., health and well-being (Inceoglu et al., 2018), thus it is not given due attention at the policy level (Schulte et al., 2015).

Employee well-being is not a new construct; rather, researchers have defined it by using multidisciplinary lenses for a long time. It is an interesting topic but lacks scholarly consensus on the definition (Lyubomirsky, 2001, Page and Vella-Brodrick, 2009) due to the existence of various definitions used by disciplines such as psychology, economics, medicine and health (Schulte and Vainio, 2010). Management scholars are trying to explain the construct by drawing mainly on a psychological conceptualisation. In most leadership literature, EWB has been equated with job satisfaction, while some important components (such as physical health) have been largely neglected (Inceoglu et al., 2018). However, the argument that EWB is simply the absence of negative conditions does not withstand criticism because it also consists of many positive aspects of workplace and personal life (Schulte and Vainio, 2010).

1.1.1 Theoretical underpinning of the research

Drawing on Job Demands Resource (JD-R) theory (Bakker and Demerouti, 2017), this research provides a detailed explanation of the process of leadership's influence on EWB. The theory of JD-R classifies the working environment into two categories, namely job demands and job resources. Job demands refer to those aspects of the job that involve continued physical and/or psychological (cognitive and emotional) effort and which are, thus, related to certain physiological and/or psychological costs (Demerouti and Bakker, 2011). Job resources refers to those physical, psychological, social, or organisational aspects of the job that are either functional in achieving work objectives, reduce job demands and the associated psychological and physical costs, or stimulate personal growth, learning, and development (Demerouti and Bakker, 2011). These job demands and job resources instigate different processes such as health impairment and the motivational process (Bakker and Demerouti, 2017). Job resources buffer the strain of job demands (Bakker et al., 2005). Consistent with the Conservation of Resources (COR) theory, JD-R theory claims that job resources significantly affect motivation when job demands are high (Bakker and Demerouti, 2017). Research evidence suggests that motivation is positively related to job performance (Xanthopoulou et al., 2009) while job strain is negatively related to performance (Bakker et al., 2008). As explained in the next chapter, JD-R theory is appropriate for the study context, and used as the framework to study workplace psychosocial factors and EWB in higher education in Pakistan in this doctoral research.

Although there is considerable literature on workplace psychosocial factors in various developed countries in Europe (Bergh et al., 2018, Dediu et al., 2018, Di Tecco et al., 2017, Leka et al., 2015a), Australia (Potter et al., 2017) and Hong Kong (Tang et al., 2014, Tang et al., 2013), there is very little research in the developing economies (Kortum et al., 2010). Work-related stress in developing countries has not been quantified properly due to the lack of research and data in this field (Kortum et al., 2010). Research evidence suggests that occupational health is considered as a luxury in developing countries (Nuwayhid, 2004). There are extensive differences between industrialised nations and developing countries concerning awareness and knowledge about prevention of work-related stress and psychosocial hazards. This research therefore studies this understudied phenomenon in a developing country, Pakistan, focusing on the higher education (HE) sector, as detailed next.

1.2 Research aim and significance

This research aims to study the leadership process by focusing on the relationship between leadership behaviour and EWB while appreciating contextual factors including work characteristics in the HE sector and the broader national context of Pakistan. Process is a broad term, it does not merely study mediation; rather, it involves the mechanisms that explain the causal relationships between input and output (Fischer et al., 2017). In this way, this research addresses claims concerning the scarcity of mediational explanations of the leadership construct (van Knippenberg and Sitkin, 2013) while also heeding the call for providing mechanism-based explanations of an organisational phenomenon (Davis and Marquis, 2005).

Leadership has been studied as a job resource in applications of the JD-R model (Bakker and Demerouti, 2017, Schaufeli, 2015), but more recent research has also highlighted it as an organisational resource highlighting the role of leaders in defining policies and procedures (Bakker and de Vries, 2021) (see Section 2.3.2 for a detailed discussion). Furthermore, scholars (Arnold, 2017, Arnold et al., 2007, Bakker and Demerouti, 2017) have highlighted that it is important to examine how work characteristics make a pathway through which leadership influences employee outcomes such as EWB. Consequently, this doctoral research seeks to contribute to the literature by studying the link between leadership behaviour, psychosocial factors at work, and EWB.

A considerable amount of studies have shown how leaders affect EWB using work characteristics such as work meaningfulness (Arnold et al., 2007, Nielsen and Daniels, 2012, Nielsen et al., 2008), or role clarity and opportunities for growth and development (Nielsen et al., 2008). However, the majority of these studies focus on specific leadership styles such as transformational leadership, authentic leadership, and servant leadership (Schaufeli, 2015). Considerable evidence can be found in the literature that transformational leadership overlaps with authentic leadership, servant leadership, and empowering leadership (Anderson and Sun, 2017, Banks et al., 2016). Some leadership styles have been studied while others have been neglected when studying their relationship with workplace characteristics. Nonetheless, existing research focuses on a single leadership style (e.g., transformational, servant, authentic leadership) in relation to a single aspect of EWB (e.g., job satisfaction, work engagement and thriving) and employs different but specific workplace characteristics, mostly job resources, as mediators. For example, Breevaart et al. (2014b) conclude that transformational leadership and

transactional leadership are positively related with work engagement through job control and social support.

Furthermore, Breevaart et al. (2014a) studied the underlying relationship between transformational leadership and employee performance through autonomy, needs fulfilment, feedback, and developmental opportunities. Nevertheless, drawing on literature on psychosocial factors, it is argued that job resources could also include many other components such as environment and equipment, role clarity, flexible work arrangements, and work life balance. It is claimed that focusing on different leadership behaviours in relation to workplace psychosocial factors would provide a broader picture and better explanation of the phenomenon under study.

This PhD research, therefore uses an integrative perspective, as detailed in the next chapter. More specifically, it employs Yukl's taxonomy[4] of leader behaviour (Yukl, 2012) where different but similar behaviours are grouped into respective categories. The choice of Yukl's taxonomy is also supported by the literature. Drawing on the 'new leadership school', leaders exhibit a variety of behaviours depending upon the requirements of the situation. Thus, focusing on a specific leader style such as transformational leadership or authentic leadership does not fully explain the complex process of the impact of leadership behaviours on EWB (Antonakis and House, 2014, Fischer et al., 2017). Moreover, Yukl's taxonomy does not confound the outcomes; rather, it reflects the perception about leader behaviour (Behrendt et al., 2017).

Furthermore, leadership does not exist in vacuum and needs to be studied by considering the contextual factors. Context is very much relevant in leadership research as it affects the leadership and its effectiveness (Liden and Antonakis, 2009). DeRue and colleagues (2011), in their meta-analysis, provide the statistical evidence that leader behaviour and traits could explain about 20-70% variance in leadership effectiveness criteria, and argue that there could be contextual factors that also determine the effectiveness of leadership. Thus, context needs to be explicitly considered in leadership research (Antonakis et al., 2003, Faris and Parry, 2011, Oc, 2018). Although context and its impact are supported theoretically in some of the earlier theories of leadership, Oc (2018) argues that it has not been studied much empirically. Much

of the existing leadership research focuses on certain aspects of a context such as national culture, task and group characteristics, and group gender composition, but some important contextual components, such as institutional forces, economic conditions, and social network characteristics have been neglected (Oc, 2018). These multi-level contextual factors could better explain the process of leadership. Thus, this research considers multi-level contextual factors (omnibus and discrete) (Johns, 2006) while studying the relationship between leadership behaviour and EWB.

Another important point, here, is that the majority of leadership studies focusing on contextual factors have been studied in developed countries, especially North America or Western Europe, and thus reflect western cultural values. There are a limited number of leadership studies that focus on emerging economies, especially in South Asia in general and Pakistan in particular (Asrar-ul-Haq and Anwar, 2018) (as elaborated later in Section 2.5.3). Pakistan is a developing country facing severe economic instability and political chaos. This uncertainty has affected different sectors including the higher education sector, a sector which has one of the highest prevalence of work-related stress in countries around the world (McIntyre et al., 2017). Currently, HE is one of the fast-growing sectors in Pakistan which, thus, requires the attention of policy makers, researchers, and scholars. As research evidence indicates, leadership theory and practices are heavily influenced by the national culture, economic conditions, and institutional norms (Dorfman et al., 2012, Hofstede, 1993). Arguably, leaders yield power in different ways in different parts of the world because of differences among various contexts. It is, therefore, asserted that examining socio-cultural values and business ideology can enable a better understanding of exchange dynamics, power interplay among leaders and subordinates in the Asian context (Karam et al., 2013). In addition, although psychosocial factors have been studied in developed countries, they have been less studied in developing countries (Kortum and Leka, 2014, Kortum et al., 2010) such as Pakistan.

Existing studies on leadership in the Pakistani context (Abbas et al., 2016, Haque et al., 2015, Riaz et al., 2017a, Riaz et al., 2011) focus on the subordinat/follower perspective. Although the follower perspective is important in leadership research, it only represents a single side of the story; thus, the leader perspective should also be considered. Very little research exists in the Asian context that examines leadership from multiple viewpoints such as studying the leader and subordinate perspective together (Asrar-ul-Haq and Anwar, 2018). This doctoral research contributes to the leadership literature by focusing on different stakeholders of

leadership in a context where, arguably, culture plays a key role towards determining leadership choices

In conclusion, this doctoral thesis studies leadership behaviours in relation to a comprehensive conceptualisation of EWB while considering multi-level contextual factors. It also aims to identify different mechanisms through which leadership affects EWB. This research is one of the few studies in Pakistan that focuses on the occupational health of employees in a non-commercial sector where occupational health has been rarely given attention in scholarly research. Thus, it also contributes to unveil the process through which leadership behaviour affects EWB within this understudied context. Furthermore, detailed analysis of quantitative and qualitative data and analysing both leader and subordinate perspectives helps in providing recommendations for improving EWB in Pakistan in general and in the higher education sector in particular.

1.3 Structure of this thesis

The present chapter introduced the core constructs and theoretical underpinning of the research, followed by the research aim and significance. This section presents an overview of the remaining chapters. The content of each chapter is summarised below.

Chapter 2 is divided into two parts. The first part discusses the literature on leadership behaviour and employee well-being. It then presents the rationale for the selection of JD-R theory. Later, the literature review in part-I discusses the relevance of multi-level contextual factors. Then part-II introduces the context of the higher education sector in Pakistan, followed by a discussion of employee well-being and the leadership literature in the higher education sector, and in Pakistan.

Chapter 3 explains the research paradigm, its philosophical underpinnings and the research strategy, including the methodology of three empirical studies.

Chapter 4 presents the findings of the first study. The results are based on quantitative analysis of faculty responses collected through questionnaires. This study focuses on the relationship between leadership behaviour, psychosocial factors and EWB in higher education institutions (HEIs) in Pakistan.

Chapter 5 analyses employee (faculty) perspectives about workplace factors, leadership behaviour, and their well-being using a qualitative approach. The results clearly reflect various problems faced by faculty members and highlight the critical role leaders play towards their well-being.

Chapter 6 presents the findings of the third study that targets leaders working in various positions in Pakistan's HEIs to explore various contextual factors that affect leadership influence, and well-being of faculty members. The results, based on qualitative data, highlight various contextual factors that affect well-being of faculty members and present the leaders' side of the story concerning how they influence faculty well-being.

Chapter 7 provides an overview of the research findings. The discussion brings together the results of previous studies and discusses the leadership process in light of all three studies. The chapter subsequently presents the implications, highlights the research contribution and then outlines some limitations and avenues for future research.

Chapter 2 Literature Review

This chapter is divided into two parts. The first part presents a discussion on leadership behaviour, and employee well-being (EWB) and explains the theoretical basis for this research. Employee well-being is a comprehensive construct that has been mainly studied as a secondary component in organisational science literature, particulary in leadership studies. Furthermore, research evidence suggests that the context remains under appreciated in the organisational science literature (John, 2018), especially in leadership studies (Oc, 2018) and EWB studies (Inceoglu et. al., 2018).

Building on the review in Part I of the chapter which highlights the relevance of multi-level contextual factors, Part 2 of the literature review elaborates the research context. It first reviews the literatre which examines the Higher Education (HE) context in general, and also introduces HE in Pakistan. It then discusses EWB and the leadership literature in HE, and in Pakistan. Lastly, the research question is presented, followed by a conclusion of the chapter.

Part I

2.1 Leadership

There is an enormous amount of literature on leadership, which examines the construct from various lenses. These include traits, behaviour, situational, contextual, relational, sceptical and, recently introduced, biological perspectives (Antonakis and Day, 2017). Where the traits school focuses on personal charcteristics, the behavioural school focuses on leader behaviour dimensions. In leadership literature the terms ‘leadership style’ and ‘leadership behaviour’ are used interchangeably. It is, therefore, important to mention, here, that leadership style is a set of behaviours that leaders engage in to impact the behaviour of subordinates (Antonakis et al., 2004). Leadership behaviours are of considerable importance, and found to significantly influence employee attitudes, behaviours and, most importantly, their well-being (Yukl, 2011).

Leadership is an activity involving an influence process to achieve a goal. In this process some leadership variables such as leader behaviour affect subordinate outcome through some proximate mediating constructs (Antonakis et al., 2012). Nevertheless, identifying such processes is challenging because the effect on mediating constructs or outcomes might not

necessarily follow the same temporal or spatial dimensions (Senge et al., 2011). However, developing an understanding about these process is crucial because these process models inform about the "how" and "why" of an effect and, thus, aid in generalisations (Dublin, 1976); this also facilitates practitioners in making the right choices. Furthermore, leadership process models highlight the underlying causal mechanisms through which leaders' behaviours result in changes in subordinate characteristics (such as outcomes, attitude etc.) (Tseng and Levy, 2019). This doctoral research focuses on leadership behaviours in relation to EWB.

2.1.1 Dynamism of leadership

Leadership is complex and undeniably involves many issues. "It is an act of social influence aimed at clarifying where a collective is going, and motivating others to help get there" (Ashford and Sitkin, 2019, p. 456). Although there are different perspectives with which one can look at the leadership phenomenon, this research is based on the view that effectiveness of leadership largely relies on how leaders treat others, i.e., their behaviours (Derue et al., 2011). It is important to mention that leader behavioural orientation varies depending on the situational requirements (Hersey and Blanchard, 1977). Various factors such as globalisation, dynamic environments, and market competition drive leaders to reflect on their interpersonal, relational and strategic orientation for goal achievement. Antonakis and House (2014) further add that leaders are also found to affect organisational effectiveness as, through their actions, they are seen to deal with the internal and external environment. Leader behaviours not only reflect the impact of leader traits (Derue et al., 2011), they are also better predictors of leadership effectiveness (Judge et al., 2002, Judge and Piccolo, 2004). Another reason for leader behaviours is that these are more proximal to employee outcomes, for example well-being and commitment, than leader traits (Inceoglu et al., 2018).

As there are several relevant leadership theories, the debate on leadership behaviour is extensive due to a variety of styles, from transactional-transformational to laissez faire, from authentic to spiritual, from empowering to instrumental, etc. The majority of studies which examine the relationship between leadership and EWB, focus on studying one of these leadership styles in relation to EWB, the most popular being transformational leadership (Arnold et al., 2007, Kara et al., 2013, Top et al., 2015), authentic leadership (Ilies et al., 2005), and servant leadership (Chughtai, 2016, Harwiki, 2016, Miao et al., 2014, Wang et al., 2017b).

Another strand of mainstream leadership research focuses on two popular leader behaviours, such as consideration or initiating structure using Fleishman's (1953) leadership behaviour description questionnaire (Yukl, 2012). Meanwhile, a much smaller proportion of leadership studies occasionally consider three or more leadership theories such as the full range theory of leader behaviours (Antonakis and House, 2002, 2014). Drawing on the review of the main leadership theories (Avolio, 2007, Avolio et al., 2009, Dinh et al., 2014, Meuser et al., 2016), it can be seen that different leadership theories while distinctive also overlap significantly with each other, at the same time, as illustrated in Figure 2.1.

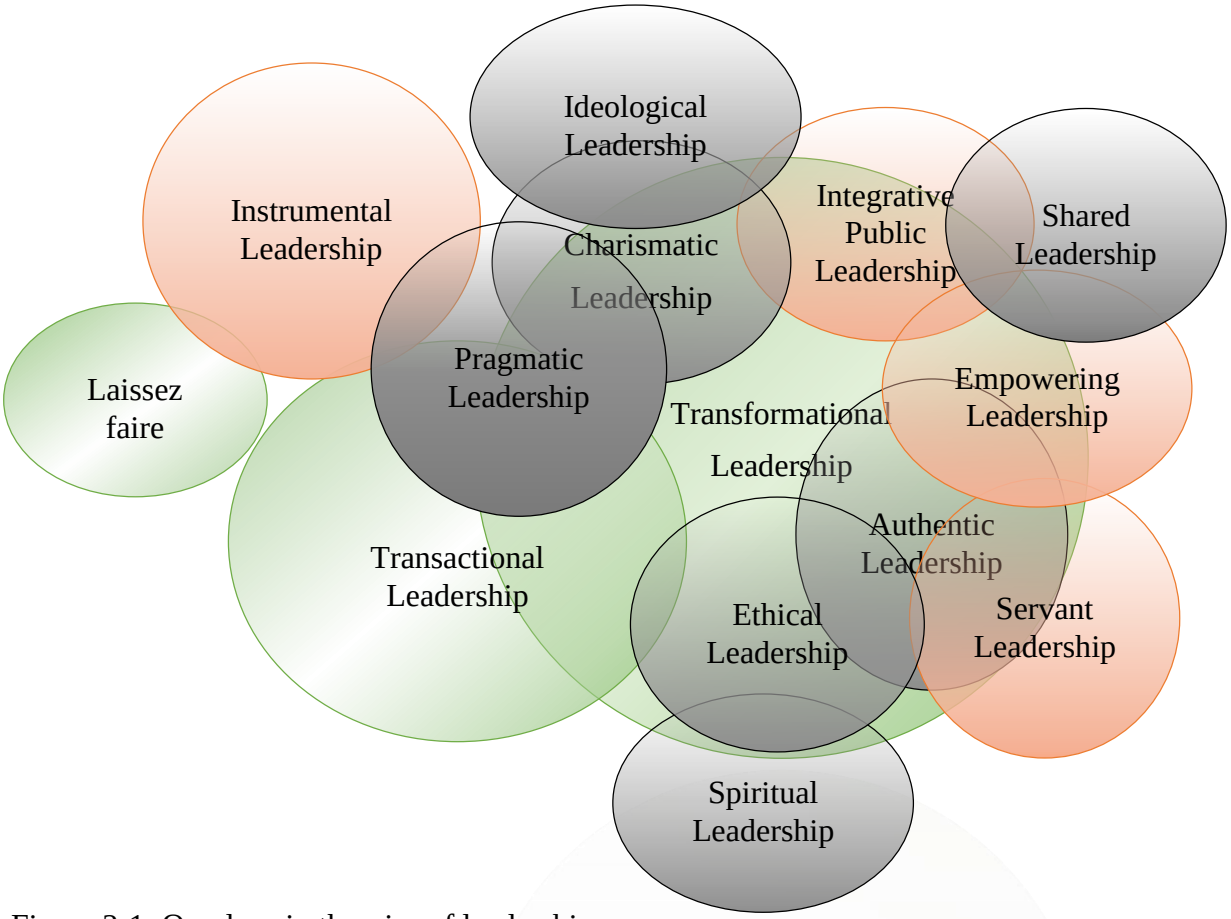


Figure 2-1: Overlaps in theories of leadership

Hence, focusing on any particular leadership behaviour/ style such as transformational or servant leadership would not be useful as leaders are not only transformational, or ethical, or servant. In fact, leaders need to exhibit different behaviours depending upon the situation. Thus, adopting an integrative perspective allows this research to draw on the strengths of these various theories. Considering the broad aim of using an integrative approach towards

leadership, this research has adopted a hierarchical taxonomy (Yukl, 2012) of group leadership behaviours in four categories: task-oriented, relations-oriented, change-oriented and external behaviour.

Behaviours related to transactional leadership (Bass and Bass, 2008), like contingent reward, management by exception-active, directive style and initiating structure are part of the task-oriented category (Derue et al., 2011). Whereas, relation-oriented leadership behaviour includes empowerment leadership (Amundsen and Martinsen, 2014), supportive leadership (House, 1971), and participative leadership (Derue et al., 2011). Change-oriented leadership behaviours include transformational, charismatic, and inspirational leadership (Derue et al., 2011). Finally, the external category includes boundary-spanning leadership behaviours such as monitoring and networking. Some scholars (e.g., Derue et al. 2011) also consider boundary-spanning behaviours as task-oriented, however, their uniqueness and importance provide the basis of making it a separate category (Antonakis and House, 2014, Yukl, 2012).

Yukl's taxonomy is selected for two reasons. First, there are issues with the conceptualisation of some of the most common leadership styles such as authentic leadership (Alvesson and Einola, 2019, Banks et al., 2016, Gardner et al., 2021), transformational leadership (van Knippenberg and Sitkin, 2013), charismatic leadership (Antonakis et al., 2016, Banks et al., 2017) and ethical leadership (Hoch et al., 2016). For example, transformational leadership is one of the most studied leadership styles but has serious validity concerns (Dinh et al., 2014, Meuser et al., 2016, van Knippenberg and Sitkin, 2013, Yukl, 1999). For instance, there are no criteria for including multidimensional components (e.g., individualised consideration, intellectual stimulation, idealised influence inspirational motivation) to the construct of transformational leadership (van Knippenberg and Sitkin, 2013). Furthermore, these components confound transformational leadership outcomes (Yukl, 1999). It is evident from research that these components of transformational leadership relate differently to mediating processes and their outcomes (Diebig et al., 2016); therefore, combining these components together as a construct to explain variation in any outcome variable is questionable (van Knippenberg and Sitkin, 2013) Second, leadership behaviour is dynamic and changes with the situation. Thus, a comprehensive and integrative perspective is needed to have a better explanation of the phenomenon. Additionally, for a broader view of the leadership phenomenon, integration is recommended by many scholars (Anderson and Sun, 2017, Antonakis and House, 2014, Eberly et al., 2013, Fischer et al., 2017, Hernandez et al., 2011) and is, therefore, followed in this research.

Yukl's taxonomy of leader behaviour includes different but similar behaviours grouped into respective categories. Yukl's taxonomy does not confound the outcomes; rather, it reflects the perception about leadership behaviour (Behrendt et al., 2017). Leadership effectiveness is contingent mainly on the context, as also highlighted by many theories of leadership, but this assertion lacks empirical support (Oc, 2018, Osborn et al., 2002). In addition, discussion on the dynamism of leadership cannot be complete without considering the contextual factors (Section 2.4). Consequently, it is argued that focusing on situational contingencies may explain changes in a leader's behaviour (Breevaart and Bakker, 2018); for example, a change in the leader's own demands and resources (Breevaart and Bakker, 2018) or in organisational policies. Hence, while studying the leadership process it is important to consider contextual factors as these factors may also affect outcome variables such as EWB. This research, therefore, responds to the calls of appreciating contextual factors in leadership research (Breevaart and Bakker, 2018, Oc, 2018, Osborn et al., 2002) and includes an examination of the influence of contextual factors while studying the relationship between leadership behaviours and EWB.

2.2 Employee well-being

Emerging global trends have shifted the focus of scholars towards the psychological and social dimensions of the work environment (Leka and Iavicoli, 2017). Interest in employee well-being, particularly aspects relating to mental health at work, has exponentially increased (ILO, 2016b). "Well-being is a summative concept that characterises the quality of working lives, including occupational safety and health aspects, and it may be a major determinant of productivity at the individual, enterprise and societal levels" (Schulte and Vainio, 2010, p. 422).

The argument that well-being is the absence of negative conditions does not withstand criticism because it also consists of many positive aspects of work and personal life (Schulte and Vainio, 2010). Generally speaking, well-being refers to "the subjective state of being healthy, happy, contented, comfortable and satisfied with one's quality of life" (Waddell and Burton, 2006, p.4). This definition has a variety of dimensions, i.e., physical, material, social, emotional ('happiness'), development and activity (Schulte and Vainio, 2010). Other scholars such as Warr (1990) integrate distinct dimensions of well-being including physical and psychological (Grant et al., 2007).

Though, there is no agreement on the definition of well-being, efforts have been made by researchers, who have pointed out that the definition can be developed in different ways, but it is more important to identify experiences and factors that affect well-being (Hannu and Tuula, 2009). Our work life is very much influenced by the environment and its different components, including physical, economic, social and the political environment (Leka and Iavicoli, 2017). The interconnection among these subcomponents of the workplace environment cannot be understood in separation because continuous changes in our world are affecting the working environment (ILO, 2016b). This is also reflected in the EWB literature, in which the research focus is moving its focus from individual factors to other important job/organisational factors that affect workers health and well-being such as psychosocial factors (Schulte and Vainio, 2010). In addition, scholars such as Montano and colleagues (2017) argue that leadership is one of the important occupational health factors that affect employee mental health and physiological functioning.

The well-being construct has evolved over time and the focus has transitioned from the individual to organisational level, as shown in Figure-2.2. The idea of well-being at work has evolved from workplace health promotion to the quality of working life or healthy enterprise (Hannu and Tuula, 2009). EWB is influenced by the social context and does not exist in isolation (Baptiste, 2009, Grant et al., 2007, Schulte and Vainio, 2010). Previously, in the mid-19th century, it reflected mono disciplinary concerns including correction, control and curative protection but, now, in the 21st century, the construct's conceptualisation also considers multi-disciplinary ideas such as health promotion, health and well-being, quality of work life, healthy enterprise, productivity, sustainability and social cohesion (Schulte and Vainio, 2010). Organisations need to promote health and well-being, and quality of work life through providing a healthy environment based on cordial and supportive relations within the workplace. Furthermore, sustainability is very much required as well-being is not a one-shot phenonmenon, it develops over time and benefits the organisation throughout in terms of productivity and a happy workforce (Peiró et al., 2014). These multidiscilinary facets of EWB can be divided into the two forms: physical and psychological well-being. These facets of well-being are discussed next.

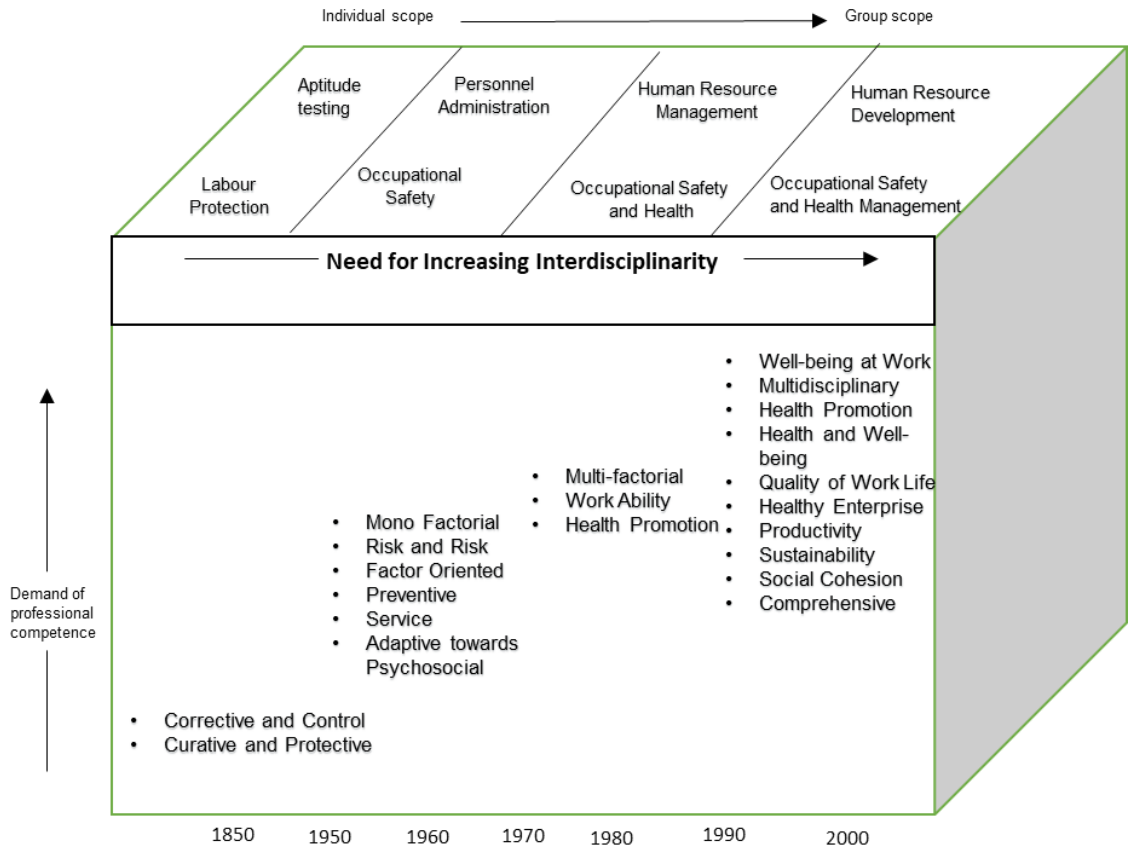


Figure 2-2: Evolution in focus on employee well-being (Schulte and Vainio, 2010, p. 426, Figure. 2).

2.2.1 Psychological well-being

The EWB debate emerged from employee mental health that refers to the condition with the presence of general well-being and absence of illness (Page and Vella-Brodrick, 2009, Schulte and Vainio, 2010, Xanthopoulou et al., 2012, Zheng et al., 2015). The common theme is that psychological well-being is more than the absence of negative conditions and includes positive feelings towards job and life. Scholars have highlighted that to capture complexities, variations, and subtleties, of the experiences, and affect, some context-relevant dimensions need to be considered (Ilies et al., 2007, Page and Vella-Brodrick, 2009, Zheng et al., 2015).

Many scholars in management sciences have focused on affective or mental well-being and suggest that individual happiness at work includes job satisfaction, work engagement (Fisher, 2010, Sonnentag, 2015), growth and meaning at work (Rosso et al., 2010). The positive affect studied as well-being includes employee engagement (Schaufeli and Bakker, 2004), thriving (Hildenbrand et al., 2018), positive mental health (psychological and affective) and vitality (Inceoglu et al., 2018, Paterson et al., 2014).

Kahn's (1990) work enagement conceptualisation defines this as a process composed of physical, affective and emotional components, in which employees "bring in their personal selves during work role performances" (p.694). Another engagement conceptualisation involves dimensions such as effort and instensity (physical vigour), attention and absorption, and enthusiasm and energy (emotional dedication) (Maslach and Leiter, 2008, Schaufeli and Bakker, 2004). Employees no doubt bring their personal selves to their work, but this component places all the responsibility on employees regarding meeting performance standards and expectations. Nevetheless, it is argued that employees having dedication, vigour and absorption in work would possibly suffer burnout, thus leading to the situation of unwell-being. 'Thriving at work', introduced by Spreitzer et al. (2005), is another psychological aspect of well-being. This refers to the individual's experience of vitality and learning, where vitality refers to feeling energetic and active, and learning means having experience of attaining and applying new knowledge and skills. These two positive facets of well-being appear to closely relate to the motivational and behavioural process. However, theoretically, these contructs refer to the experience of energy, dedication, absorption and growth rather than actual behaviours.

While focusing on the affective dimension, scholars have focused on two aspects: pleasure and activation, and predict (un)well-being symptoms (Sonnentag, 2015). Among negative symptoms, the organisational literature has given considerable attention to burnout and stress. The basic dimensions of burnout are emotional exhaustion, cynicism, and reduced personal accomplishment (Maslach et al., 2001), cognitive weariness (Demerouti et al., 2001), exhaustion and disengagement (Shirom and Melamed, 2006). Other negative affects include irritation, job tension, emotional exhaustion and emotional demands (Kampa et al., 2017), workplace conflict, job exhaustion and lack of satisfaction (Milner et al., 2013) and job strain (Biggs et al., 2014). Well-being at work is also measured by items related to job-related anxiety and contentment, and job-related depression and enthusiasm (Li et al., 2014).

2.2.2 Physical well-being

Well-being is not complete without considering its physiological aspects (Schulte and Vainio, 2010). As Grant and colleagues (2007) state, it refers to "bodily health and functioning" (p.53). Different organisational factors cause work-related stress and resultant outcomes such as anxity, depression etc. A longitudinal analysis (Moyle, 1998) shows that managerial support and job characteristics significantly predict employee strain; operationalised as somatic

symptoms, anxiety, depression and social dysfunction. In the recent years, physical well-being is gaining increasing attention in management research as it is an important outcome as a result of work stress (Ganster and Rosen, 2013).

Employee well-being is not only preferred and desired by employees but is also recieving increased attention from practitioners and organisations (Judge and Kammeyer-Mueller, 2011). The work environment is going through a number of changes in the form of work instensification due to technological and other related factors (Braun and Nieberle, 2017a). The have been a significant shift towards more service sector jobs, and the nature of work is changing from an emphasis on physical ability to mental abilities. Within this changing context, organisations are also adopting new ways of organising such as contracting, downsizing, and lean manufacturing, all of which have a significant impact on employee health and well-being (ILO, 2016b). Leaders in such situations play a key role in maintaining the balance between organisational needs and employee concerns. The upshot of this discussion is that EWB hinges on leader behaviour (Tomlinson, 2018), whichimplies that if one has a 'bad' boss then, definitely, one's well-being will suffer, while one the other hand a 'good' boss will take actions to promote employee well-being.

2.3 Leadership behaviour, employee well-being and job demands resource theory

This section discusses the association between leadership behaviour, employee well-being in the light of job demands resource theory (JD-R). It discusses the relationship between leadership behaviour and employee well-being, and then explains the theoretical basis of this doctoral research, by discussing leadership in the light of the job demands resources theory and then explains the suitability of JD-R over other models of EWB.

2.3.1 Leadership behaviour and employee well-being

Although considerable literature exists concerning the relationship between leadership behaviour and employee well-being, there are theoretical, and conceptual issues that reflect research in this area is underdeveloped. These issues are addressed below.

First, research evidence suggests that the understanding about the paths/ mechanisms through which leadership behaviour affects employee well-being is underdeveloped (Arnold, 2017,

Inceoglu et al., 2018). Although some studies provide rationale for examining mediating paths/mechanisms based on leadership theory, many lack provision of justification for consideration of specific mediating paths/mechanisms in relation to leadership behaviour (Inceoglu et al., 2018). Further, studies that have discussed the impact of leadership on EWB beyond job satisfaction (and provide the justification for the theoretical approach), follow the default perspective stemming from leadership effectiveness models to improve employee performance (Inceoglu et al., 2018, Montano et al., 2017). Therefore, to map out the process through which leadership behaviour affects employee well-being, leadership researchers need to take employee well-being seriously - not as a means to high performance but as an end goal (Grant et al., 2007).

Second, most of the studies look at specific aspects of well-being such as positive (job satisfaction) or negative forms of well-being (stress, burnout), but the recent conceptualisation of EWB, comprising psychological and physical well-being, has not been studied empirically in relation to leadership behaviour (Inceoglu et al., 2018). Stress is both a psychological and physiological trait. However, most of the research on stress in leadership studies focuses on the psychological aspect, with very little research looking at the physical aspect (Inceoglu et al., 2018). For example, Munir and Nielsen (2009) examine the impact of transformational leadership on sleep quality (a specific measure of EWB) using self-efficacy as a mediator. The results showed that transformational leadership affects sleep quality in the long run; however, its impact was not significant on employee sleep quality when data were collected at an individual point in time. Various aspects of stress such as percieved stress and its symptoms, have been studied in relation to authentic leadership (Rahimnia and Sharifirad, 2015) and transformational leadership (Liu et al., 2010), taking self-efficacy as a mediator. Such studies use ASSET (an organisational stress screening tool) (Cartwright and Cooper, 2002) to measure physical aspects of health such as insomnia/sleep loss, headaches. However, some components reflecting psychological well-being such as burnout, depression and job satisfaction were not included in the measurement despite assertation of the use of a comprehensive conceptualisation of EWB in these studies.

The conceptualisation issue also pertains to leadership behaviour. Most studies in this area examine the impact of change-oriented leaderhsip behaviours (e.g., transformational leadership), and only a small number of studies examine other forms of leadership behaviour such as task-oriented behaviours (e.g., transactional leadership) (Inceoglu et al., 2018). Therefore, it is argued that for better understanding of the leadership process, different

leadership behaviours should be considered together, for example, transformational, transactional and, also, instrumental (Fischer et al., 2017). Due to the paucity of studies, it is difficult to conclude the process explaining how leadership behaviour affects employee well-being (Inceoglu et al., 2018), a gap which this research seeks to address.

2.3.2 Job demands resources theory and leadership

Existing studies based on JD-R theory acknowledge a useful but incomplete view of the role of leadership. First, leadership is considered as one of the job resources (Demerouti et al., 2001, Van Veldhoven et al., 2020), which demonstrates an unclear perspective. For example, in most studies, leadership is operationalised as 'leader support', reflecting the quality of the relationship of the employee with their manager/leader. It is then implied that a good relationship with the leader may alleviate the impact of job demands on job strain (Bakker and Demerouti, 2007). However, leadership involves an influence process and is broader than 'leader support'.

Another related issue is that, this 'leader support' has been mostly measured using the concept of 'leader member exchange (LMX)' (Tummers and Bakker, 2021) which brings researchers back to the drawing board due to conceptual inconsistencies. For example, drawing on JD-R, Breevaart et al. (2015) look at 'job resources (autonomy, developmental opportunities, and social support)' as mediating the association between LMX and employee performance. The leader-member exchange relationship is an endogenous construct (Antonakis, 2017) as it is dependent on various factors such as leader behaviour, characteristics of both leader and subordinate and, also, the context; therefore considering it as exogenous variable would be questionable.

Also, while there are some studies that focus on leadership behaviour and JD-R, most of them (nearly 90%) focus on positive leadership behaviours only (Tummers and Bakker, 2021). For example, mostly studies focus on transformational leadership (Tummers and Bakker, 2021) in relation to employee outcomes (i.e., burnout, engagement, and performance) (Breevaart et al., 2014a, Breevaart et al., 2014b, Breevaart and Bakker, 2018, Breevaart and Zacher, 2019) through the path of a particular job resource, or job demand. As also echoed by van Knippenberg and Sitkin (2013), conceptualisation of transformational leadership is too broad and confounds the study's outcomes. Thus, looking at more specific leadership behaviours has been highlighted as being important (Kelemen et al., 2020).

Second, in a recent paper, leadership is labelled as an 'organisational resource' that moderates the effects of job stress on self-regulation (avoidance coping and self-undermining) (Bakker and de Vries, 2021). This also acknowledges the role of senior level leadership/management in affecting the psychosocial safety climate, in which they partake, in defining policies and outlining procedures (Dollard and Bakker, 2010, Idris et al., 2012).

A safety climate and supportive policies may exist in any organisation, but poor health and the well-being of employees remain a growing concern. Guest (2017) argues that the implementation of organisational policies is at the discretion of leaders. Bakker and Demerouti (2017) claim that "leaders may influence the working environment of the employees and in this way indirectly influence employee well-being" (p. 280). Following on this assertion, this research argues that there is a need to pay attention to the role of middle level[5] leadership and their influence of creating job demands and providing job resources. This research proposes that leaders, through their behaviour, affect workplace psychosocial factors, and thereby determine job demands and job resources.

Middle level leaders are unique as their effectiveness depends upon both upward and downward influence (Floyd and Wooldridge, 1992); furthermore, as these are identified as the linking mechanism for strategy and operation in organisations (DeChurch et al., 2010), they can also be labelled as connecting leaders (Jaser, 2021). Hence, studying this least-understood aspect of organisational leadership is important as it is the place where upper-level initiatives are transformed into grassroots-level programs (DeChurch and Marks, 2006). It is further argued that these middle level leaders actually shrink the hierarchical distance and bring different layers of the organisation together (Jaser, 2021).

This research focuses on the leadership process at the mid-level by focusing on departmental heads who establish operational goals and ensure coordination in order to achieve those goals. There is an emerging literature focusing on leadership and JD-R theory. However, such literature mostly studies transformational leadership (Breevaart et al., 2014a, Breevaart et al., 2014b, Tims et al., 2011) through motivational processes (i.e., autonomy and social support) in relation to employee engagement and work fulfilment. A few studies have also considered

[5] There are three levels of leadership in organisations (Jacob and McGee, 2001). At the lower-level leadership mainly involves supervision where leaders allocate tasks and hire and fire subordinates. Then, in the middle layer, leaders set operational goals and then coordinate to achieve these objectives. Finally, the top-level refers to the strategic apex of the organisation where leaders establish a vision and set broad objectives for the overall organisation.

health impairment processes by focusing on irritation (Hentrich et al., 2017) and emotional strain (Holstad et al., 2014). However, only recently have scholars started to appreciate leadership as an organisational resource; for example, Yulita et al. (2017) and Hildenbrand et al. (2018) have studied the impact of transformational leadership on both processes in relation to emotional exhaustion and work engagement.

As discussed earlier (in Section 2.1.1), transformational leadership has some serious conceptual flaws that confound research findings (van Knippenberg and Sitkin, 2013). Several studies consider other leadership styles, focusing on dual processes and study engaging leadership (Schaufeli, 2015) and empowering leadership (Tuckey et al., 2012) in relation to employee engagement and burnout. However, these studies focus on one specific leadership style. Scholars (i.e., Bakker and Demerouti (2017)) endorse the need to investigate the impact of different leadership styles on job demands, job resources and EWB (p. 280) because one particular leadership style may not explain the role of leaders holistically (Anderson and Sun, 2017, Francioli et al., 2018) in the leadership process. Thus, a greater understanding about leadership processes may be gained by following a comprehensive conceptualisation of leadership behaviour and EWB.

2.3.3 Justification for the selection of the job demands resources theory

Job Demands Resource theory is preferred over other occupational stress models such as Job Demands Control (Support) (JDC) (Karasek, 1979) or Effort Reward Imbalance (ERI) (Siegrist, 1996) because these influential models only include limited numbers of job demands and resources as predictors of work-related stress/EWB (Bakker and Demerouti, 2017).

Although, early occupational stress models such as JDC (Karasek, 1979) and ERI (Siegrist, 1996) have acquired prominent positions in the occupational health psychology literature, these models have been highlighted as being limited in scope (Bakker and Demerouti, 2007, Bakker and Demerouti, 2014). Four partly overlapping problems in these models have been pointed out including one-sidedness, simplicity, static nature, and lack of flexibility to take into account the changing nature of jobs (Bakker and Demerouti, 2014). Each of these issues are now discussed in more detail.

Both models (JDC(S) and ERI) are criticised for their *narrow focus* because these models are one-sided and tend to ignore research on work motivation (Bakker and Demerouti, 2014, Schaufeli and Taris, 2014). A more related argument highlights the *static nature* of these

models as they ignore possible important work-related factors for different occupations (Bakker and Demerouti, 2007). For example, while JDC(S) claims autonomy and social support as the most important resources, research evidence highlights other important resources such as opportunities for development or spiritual resources. Similarly, ERI considers extrinsic or intrinsic effort as the most important stressor, and disregards other potential job stressors (Schaufeli & Taris, 2014). In addition, there are mixed results with regard to the full JDC model, as very few studies support the combined effect of demand and control (de Lange et al., 2003).

Another critique emphasises the *simplistic* nature of these models (Bakker and Demerouti, 2007) as both assume that in the absence of 'certain' job resources (autonomy in JDC; salary esteem reward and security/ career opportunities in ERI) and job demands lead to job strain. While proponents of these models (Karasek and Theorell, 1990, Siegrist, 1996) claim that the strength of their respective model lies in the simplicity of models, scholars view this simplicity as a big flaw because the complex realities of the workplace environment are reduced to only a few constructs (Bakker and Demerouti, 2007). Furthermore, these models *lack flexibility* as, over the years, research on EWB has identified a variety of important job demands (for example, emotional demands and overload) and job resources (such as learning opportunities or performance feedback) which have not been appreciated by either JDC or ERI (Lee and Ashforth, 1996).

Therefore, to address these shortcomings, a much more comprehensive model, JD-R, is preferred over other influential job stress models (JDC, ERI) in this research as JD-R offers various advantages. First, JD-R offers flexibility as it is claimed that its scope is broader than other occupational stress models as it accommodates the work environment of all types of organisations into two categories that can exist in any job, namely job demands and job resources (Bakker, 2015, Schaufeli and Taris, 2014). Thus variables in the model can be selected based on the needs of a particular organisation in a specific situation (Schaufeli and Taris, 2014). Most importantly, this model complements and integrates, rather than replacing, the existing approaches concerning the relationship between work characteristics (Schaufeli and Taris, 2014). Another advantage over other models is that JD-R considers both positive and negative outcomes and processes (health impairment or motivational process) (Bakker and Demerouti, 2007, Schaufeli and Taris, 2014).

Job demands and job resources are different components of workplace psychosocial factors which are undoubtedly interrelated; JD-R is flexible, for example it appreciates that job

resources buffer the impact of job demands on stress (Bakker and Demerouti, 2017). Research evidence suggests that the undesirable impact of job demands on strain can be reduced by job resources (i.e., job autonomy, quality of relationship with leader, social support from colleagues, feedback on performance) (Bakker et al., 2005). This facilitates identification of conditions that enable employees to flourish. Job resources are particularly useful and motivating whenever needed (Bakker and Demerouti, 2017).

Furthermore, JD-R theory appreciates the reverse causal impact of job demands and job resources as employees are not passive and they may attempt to change the situation. For example, employees who are motivated may take measures to proactively change their work tasks (Wrzesniewski and Dutton, 2001), leading to higher levels of resources (job and personal) and motivation (Bakker and Demerouti, 2017). Similarly, reversed effects are evident in the health impairment process as a result of the negative impact of job demands on EWB which subsequently leads to self-undermining (Bakker and Demerouti, 2017). Other factors such as leadership could also affect employees' attempts to change situations such as job crafting (Mäkikangas et al., 2017, Thun and Bakker, 2018, Wang et al., 2017a) or self-undermining (Bakker and de Vries, 2021). The above-mentioned points spell out why JD-R is attractive to researchers and practitioners (Demerouti et al., 2019).

Considering the above discussion, JD-R offers a comprehensive framework for understanding the effects of job strain on various indicators of EWB (Bakker and Demerouti, 2017). Job demands resource theory, through two processes (such as health impairment and motivational), explains the role of the working environment towards EWB. In addition, there is extensive literature claiming leadership behaviour is another important factor affecting different components of EWB (Inceoglu et al., 2018). Furthermore, leaders influence the allocation of job demands and job resources to their subordinates, as discussed next.

2.4 Contextual factors related to leadership and employee well-being

Context is important in understanding and explaining human behaviour. It plays a key role in shaping behaviours, from leader behaviour to employee attitudes and behaviours, from leader-follower relations to inter group dynamics, from organisational politics to organisational culture. However, the irony is that the role of context remains underappreciated in organisational science (Johns, 2006, 2017). This may be because scholars might not have any considerable interest in the context, or that they sometimes fail to report the relevant contextual

information in research articles in order that it can be better utilised by other researchers. Johns (2018) shows that only 5%-25% of research studies are relatively well contextualised. Thus, scholars (e.g., Fletcher et al., 2020; John, 2018) have called for more research on contextual factors in organisational studies and, also, in the leadership literature (Oc, 2018). As discussed, leadership, along with its outcomes, is an important organisational construct and it is affected by the context. While some leadership research (Antonakis et al., 2003, Hannah et al., 2009a, Liden and Antonakis, 2009, Osborn et al., 2002, Osborn and Marion, 2009) examines the interplay between leadership and context (both theoretically and empirically), other contextual factors such as changes in countries (i.e., economic crisis), organisations, or a combination of discrete factors, have rarely been studied (Oc, 2018). Another area of low hanging fruit is the interaction between the omnibus and discrete context which reflects that there is still need for further research which examines the impact of context on leadership (Johns, 2006; Oc, 2018). This section therefore presents a review of the research focusing on leadership in light of the context.

Antonakis and colleagues (2003) studied the full range of leadership theory along with three contextual factors including environmental risk, leader hierarchical level, and leader–follower gender, in different industries. The results showed that the context constrains the variability of leadership effectiveness, thus highlighting the need to explicitly consider the context in future research. The authors argue that inconsistent results in the full range of leadership theory research could be attributed to non-homogeneous samples because leaders exhibit their behaviours differently considering the situation (Hersey and Blanchard, 1977); moreover, leader behaviour is perceived differently across different contexts. This implies that factors in the full range leadership theory (transactional, transformational, laissez-faire) could relate differently to each other and to outcomes.

In recent research, the location of the organisation is also recognised as a significant issue. For instance, Faris and Parry (2011) examine leadership styles in Islamic organisations in a western society, Australia. This qualitative study revealed various aspects of organisational complexity through various micro stories, also reflected in the structure and agency theory. Structure, in form of the external context, including national culture, laws and regulations, and economic conditions, impose social, cultural, legal and political challenges on its agent - the organisation. These external challenges further reflect the internal challenges of organisations. The results showed that leadership style, organisational culture and organisational effectiveness cannot be fruitfully studied without context.

Graça and Passos (2015) looked at team functions across different contexts affecting team effectiveness. The basic aim of the research was to draw comparisons of different leadership functions of different teams in light of the model proposed by Morgeson et al. (2010) on leadership in teams and working in different contexts. Teams working in the multidisciplinary child protection sector and information technology sector were studied in this paper. The findings highlighted that context is a dominant feature in defining performance criteria and for the relevance of certain team leadership functions over others. The importance of context is evident from the fact that the results identified context-relevant leadership functions such as managing team diversity, and task experience. Also, the results of the study endorsed that the differences in the context, particularly the nature of the work, and the sector where teams operate, determine the most valued leadership functions.

It has been claimed that although the contextual school of leadership is growing at a fast pace in recent years (Antonakis and Day, 2017, Dinh et al., 2014), there still appears to be a lack of consensus on what constitutes the context for leadership (Ayman and Lauritsen, 2012, Oc, 2018, Porter and McLaughlin, 2006). Liden and Antonakis (2009) define the leadership context as being composed of national and social culture, team context, and social network which can, consequently, significantly influence leadership, leader-subordinate relations and associated outcomes.

Leadership is a multi-level process, and its context is composed of physical and social environment factors. Likewise, context varies; hence it must be considered while explaining the leadership puzzle. Considering the debate above, it is implied that many factors including organisational culture, organisational policies, job or task characteristics, leader traits, follower mix, leader follower relationship, organisational policies, leader hierarchical power, regulatory agencies (controlling organisation) and national culture can affect leadership. Furthermore, variation in these multi-level factors could enable us to understand the role of context on leadership and its influences. This highlights the need to theorise about context in a nested manner where micro level factors are embedded into macro level contextual factors (Johns, 2006).

Drawing on the organisational context conceptualisation (Johns, 2006), this research focuses on various contextual factors affecting leadership and EWB. The reason for selecting this conceptualisation is that this categorisation explains multi-level contextual factors: omnibus and discrete, where the omnibus context affects both leadership and EWB, the discrete context affects employees and their well-being, which are discussed next.

2.4.1 Omnibus context

The omnibus context includes different components such as 'where' (e.g., national culture, institutional forces, type of organisations), 'who' (e.g., group gender composition, other demographic differences), and 'when' (e.g., economic conditions, organisational change, crises) (Johns, 2006). Nevertheless, although the omnibus context includes such components, contextual leadership literature appears concentrated and non-systematic. It is also endorsed, in a recent review, that most of the research focuses on only a few aspects of context such as national culture, task and group characteristics, group gender composition, while ignoring many other important components like institutional forces, economic conditions and social network characteristics (Oc, 2018). These factors play an important role in shaping leader behaviour, as institutional forces including organisational practices, norms, rules, and regulation significantly affect leaders and their relationships with subordinates. Likewise, the rules and regulations by regulatory agencies influence leaders, their behaviours and choices. Economic conditions cover national and organisational economic conditions whereas, most importantly, the network characteristics include how leaders exercise power, and how people accept the use and abuse of power by leaders, how leaders build teams and, most importantly, inter-group relations.

National culture is the most studied component of the omnibus context (Oc, 2018). The Hofstede cultural dimensions function as the moderating factors and, arguably, affect leadership behaviours. Beyond the effect of the Hofstede dimensions, several other aspects of national business systems in which organisations and leaders operate are also critical. Some of these include the economics of the country (e.g., how much is spent on education), power interplay (e.g., political freedom), law and order conditions (e.g., rules and regulations and their implementation), technology (e.g., physical infrastructure) and social values (e.g., societal development) (Bullough et al., 2012, Lai, 2010, Waring et al., 2018). It is important to reflect on these expanded aspects of national culture as these aspects add value towards understanding the phenomenon under study. So, broadening the operationalisation of culture has led to some interesting findings. For instance, individuals from different countries (Western vs. Asian) are found to construe leadership constructs such as leader humility (Oc et al., 2015) or leader integrity (Martin et al., 2013) differently. These country differences are also found to affect the emergence and use of certain leadership styles (Peus et al., 2015).

Then institutional forces, which rely heavily on the institutional perspective (Oc, 2018), come into focus. The institutional perspective asserts that organisations adhere to the characteristics, rules, requirements and norms of the external environment in order to gain support and legitimacy (DiMaggio and Powell, 1983). Johns (2017) further adds that constructs measured at an individual level, such as EWB, are determined by the occupational norms, workgroup peer behaviour, social class dynamics, and manifestations of national culture which make organisations work differently. These contextual components are further reflected and well explained by the organisational environment and working conditions (Oc, 2018).

These omnibus contextual factors not only affect leadership choices but also employee health, safety and well-being (Jain et al., 2018). Recently, Fan et al. (2020) have asserted that very few occupational health and safety research studies have focused on macro level variables such as national culture, economic conditions and government interventions. Nevertheless, these are the some of the most important factors that have an impact on the health, safety and well-being of individuals (Neve and Sachs, 2020). It can therefore be argued that these factors would have an indirect impact on EWB through the discrete contextual factors which are delineated below.

2.4.2 Discrete context

The discrete context includes task, social, physical and temporal components (Johns, 2006). Several recent studies have measured the discrete context by looking at the working environment. For example, Dierdorff and Morgeson (2013) argue that occupational values play an important role in shaping task-related, social and physical work characteristics. Research evidence indicates the association of the discrete context with employee well-being and leadership behaviour, as discussed below.

2.4.2.1 Discrete context (psychosocial factors) and employee well-being

As discussed previously, employee well-being is a dynamic construct, as it explains variations in its predictors through a reverse process, and some of the predictors of EWB are job stressors, job resources, work environment, personal resources, work-home interface (Schulte and Vainio, 2010). It has been argued that factors such as workload, work schedule, communication, role clarity, problem solving, teamwork, rewards and relationships at work are what define an individual's job and workplace environment as either good or not (Leka, 2016).

These workplace characteristics have been conceptualised as 'psychosocial factors' that relate to work organisation, design, interrelationships and management (Cox, 1993, Leka and Iavicoli, 2017, Leka et al., 2017). Psychosocial factors are neither positive or negative, however, if not managed well can turn into psychosocial hazards. Psychosocial hazards are also referred to as workplace stressors and have the potential to harm employees health and well-being as well as organisational health (Di Tecco et al., 2017, Leka and Cox, 2008, Leka et al., 2015b). A brief description of these factors is presented in Table 2.1.

Dimensions	Negative psychosocial work environment	Positive psychosocial work environment
Job content	Lack of variety or short work cycles, fragmented or meaningless work, under-use of skills, high uncertainty, continuous exposure to people through work	Meaningful work, appropriate use of skills, work retaining employee interest and engagement, appropriate support
Workload and work pace	Shift working or underload, machine pacing, high levels of time pressure, continually subject to deadlines	Appropriate level of workload, appropriate work pace, sensible and achievable deadlines
Work schedule	Shift working (especially irregular), night shifts, inflexible work schedules, unpredictable hours, long or unsociable hours	Sensible shifts and reasonable working hours to maintain work-life balance, flexible working practices
Control	Low participation in decision making, lack of control over workload, pacing, shift working	Participation in decision making, control at work
Environment and equipment	Inadequate equipment availability or maintenance; poor environmental conditions such as lack of space, poor lighting, excessive noise	Good physical working conditions according to good practice guidance
Organisational culture and function	Poor psychosocial safety climate, poor communication, low levels of support for problem solving and personal development, lack of	Good psychosocial safety climate, clear organisational objectives, appropriate support for problem solving and personal development, good communication processes

	definition of, or agreement on, organisational objectives	
Interpersonal relationships at work	Social and physical isolation, poor relationships with supervisors, interpersonal conflict, lack of social support, harassment, violence	Good relationships at work, teamwork, social support, appropriate policies, and procedures to deal with conflicts
Role in organisation	Role ambiguity, role conflict, responsibility for people	Clear roles and responsibilities, appropriate support to meet objectives
Career development	Career stagnation and uncertainty, under-promotion or over-promotion, poor pay, job insecurity, low social value to work	Appropriate career prospects and development, matching skills and performance, effort reward balance, valuable/meaningful work, job security
Home-work interface	Conflicting demands of work and home, low support at home, dual career problems	Work-life balance, supportive organisational policies, and practices to achieve 'life balance'

Table 2-1: Potential negative and positive psychosocial work environment dimensions (Leka et al., 2017, p. 3, Table 1.1).

Psychosocial hazards include increased work demands, inflexible work schedules, long working hours, job insecurity, poor work-life balance, low pay, low participation in decision making, poor physical work environment, lack of social support, poor relationships with supervisor, bullying, sexual harassment, and career stagnation (ILO, 2016b). A substantial amount of evidence exists which has lighted the negative impact of psychosocial hazards on individuals' health, safety and well-being (Jain and Leka, 2019, Leka and Jain, 2010).

Research evidence has independently shown the relationship between work overload with absenteeism, self-reported illness, mental health issues such as anxiety and depression, and physiological health issues including heart disease, and musculoskeletal complaints (ILO, 2016b, Jain and Leka, 2019). Unrealistic time pressures and both kinds of work (overload),

qualitative and quantitative, have been found to increase stress (Cox et al., 2000, Leka and Jain, 2010). Work-related stress also been shown to result from strict work schedules and extensive shift work (day and night), inflexible schedules, long hours of labour, unsociable working hours interrupted sleep patterns, which also result in fatigue (Leka et al., 2017). Fatigue could have a dual effect on employees. On the one hand, it exacerbates employees existing health issues (Jain and Leka, 2019), on the other, it exposes them to stress (ILO, 2016b).

A person's role in the organisation is another psychosocial factor that could become a hazard due to role ambiguity, role conflict, role overload, role insufficiency, and responsibility for other people (Leka et al., 2017). Role ambiguity, role conflict and role insufficiency are found to predict occupational stress (Hoboubi et al., 2017, Sun et al., 2011), depressive symptoms (Wu et al., 2011) and negatively affect employee productivity (Hoboubi et al., 2017). In addition, work stress depression and low self-esteem follows from low control or decision latitude (ILO, 2016b). A number of studies have also highlighted the effects of physical hazards on the physical and psychological health of employees (Kouvonen et al., 2013).

A number of research studies also highlight that if employees have poor perception towards the organisational environment, then those organisations would have employees with high levels of stress (Leka and Jain, 2010). It has been argued that healthy organisational practices such as measures taken to improve the organisational culture and working conditions enhance the health and well-being of employees and enable them to work at their best (Chetty, 2017). These healthy practices such as error/human factors management (Guchait et al., 2016) and organisational justice (Le et al., 2016) positively influence employee health and well-being.

Due to increasing environmental pressures, organisations are imposing increasingly more requirements for career growth and development. The dark side of this situation is career stagnation where employees become unable to move ahead in their career. Considerable evidence exists, that career stagnation worsens subjective well-being (Leka and Iavicoli, 2017, Riedl and Nachbagauer, 2002) and leads to depressive symptoms (Stansfeld and Candy, 2006).

The balance between work and home life is increasingly recognised as the potential source of stress for employees, particularly for those experiencing financial difficulties and dual career couples (ILO, 2016b, Jain and Leka, 2019). The research also indicates that work-home conflict not only increases employee stress but also mediates the relationship between EWB and other stressors (time pressures, work overload, etc.), as well as the relationship between occupational well-being and personal factors like age (Zacher et al., 2014).

It is argued that social relationships at the workplace are crucial as these provide support to employees, particularly during exposure to psychosocial hazards (ILO, 2016b, Jain and Leka, 2019). These relationships are further categorised into two subcategories: relations with superiors and colleagues, and exposure to negative behaviours such as violence in the workplace. Research evidence suggests that stress and related problems are more common among employees who report a lack of social support, especially from their colleagues and supervisors (Chamorro-Premuzic, 2019, Danna and Griffin, 1999, Siegrist et al., 2012). Likewise, abusive leadership style is found to increase work stress among employees (Burton et al., 2012, Naseer et al., 2016). The second important component of the interpersonal relationship is workplace violence, which can generate elevated stress. Violent episodes at the workplace not only affect the victim but could also affect witnesses (ILO, 2016b). Workplace violence can be the consequence of psychosocial hazards such as bullying, stressful job, extra workload, role conflict, low level of job control, and poor conflict management. It is argued that provision of social support would have a buffering effect on the negative impact of psychosocial hazards.

2.4.2.2 Leadership behaviour and discrete context

Following on from the above discussion and drawing upon the revised JD-R theory (Bakker and Demerouti, 2017) this research argues that leadership is different from job resources; in fact, leaders control job-resources and also determine job demands. In earlier studies of leadership, specific aspects of such as 'supervisory support' were considered as a job resource in JD-R. Meanwhile, more recent research has studied leadership style in relation to specific components of well-being, using job demands and resources (Fernet et al., 2015, Schaufeli, 2015); these studies have largely focussed on a single leadership style, limited number of job-demands and job-resources, whereas potential contingencies of leadership (e.g., work environments where leadership behaviour would be more or less effective) have been neglected. Leadership behaviour is affected by context (Oc, 2018); thus, it is argued that considering contextual factors may better explain the impact of leadership practices on job demands, job resources and EWB.

The discrete context provides more explanation of the top-down occurrence of leadership outcomes (Oc, 2018). However, it has been a neglected aspect of leadership research for a long time (Osborn et al., 2002). Considering the idea that leaders through their behaviour outline

performance expectations for subordinates (Podsakoff et al., 1990), it is implied that leaders have an important role in the management of resources. Leader behaviour, on the one hand, can be the predictor of stress, and/or moderator of the stressor-strain relationship while, on the other hand, leader behaviours could be the facilitators of buffers that reduce stress (Britt et al., 2004, CIPD, 2008). Leaders use their discretion when deciding upon what to assign to subordinates; for example, a leader may opt to assign tasks and allocate resources to preferred subordinates. Lack of social support and task assistance from supervisors can lead to negative consequences for the amount of time subordinates are supposed to work (Ng and Feldman, 2008).

Britt and colleagues (2004) further contend that leaders set the path and goals, e.g., clarifying and supportive behaviour would facilitate subordinates and explain their job expectations, thereby helping to minimise the stress and impact of extraordinary job expectations. Similarly, transformational leaders communicate the message that employees are supposed to perform 'beyond expectations' (Bass, 1990, Bass et al., 2003, Bass and Bass, 2008). However, tranformational leadership has been found to have an impact on subordiantes in two ways; on one side this style leads to desirable organisational outcomes, on the other it delivers an ambigous and unclear message of performance beyond expectations, thereby leading to rumination (Syrek and Antoni, 2014) and increased stress (Diebig et al., 2016), as discussed previously.

When we talk about job content, leaders instruct subordinates in what to do and also set performance expectations (Graen and Uhl-Bien, 1995). Although job design is largely set by HR, leaders do have control over the task mix and workload. Leaders, with the passage of time, evaluate subordinates and make changes in assignments, for instance, moving them from less demanding to high demanding work; they also influence subordinates' motivations, abilities and performance, and design the job accordingly (Han et al., 2020, Hsiung and Tsai, 2009). Such leaders are task-oriented, taking every necessary step to get the work done. Uncertainty at work is also related to leaders as it reflects the lack of feedback and job insecurity (Leka and Jain, 2010); furthermore, leaders with high task orientation moniter operations and performance while also providing feedback (Yukl, 2012). The second aspect, job insecurity, is also found to have been affected by leaders. Research evidence indicates that leadership behaviour not only reduces job insecurity among employees (Loi et al., 2012, Olaniyan and Hystad, 2016) but is, also, found to intensify the impact of job insecurity on some of the well-being components (Cheng et al., 2012, Huang et al., 2017, Probst et al., 2016).

As discussed above, both types of workload (quantitative and qualitative) and timings increase employee stress. However, it is organisational leadership that assigns work and determines the timelines. Although leaders cannot facilitate subordiantes with ‘must do’ tasksin certain jobs, i.e., those that involve dealing with the public, they can help them identify the procedural steps to be avoided or enable subordiantes to priortise specific tasks (Swiger et al., 2016). Recently, Bettini et al. (2018) have claimed that leaders could either ‘increase resources’ or ‘minimise demands’ to facilitate employees in managing workloads. Workload management could be crucial in certain professions; thus, leaders are expected to contribute towards creating a positive working environment (Goh et al., 2018). Furthermore, Bettini and colleagues (2018) highlight several strategies for leaders to help novice employees in school education, in reducing and managing workload. However, such support is the right of every employee no matter whether early- or mid-career, in every profession (Yanchus et al., 2017).

It is a well-established argument that employees need to have the liberty and power to manage their work, and to handle related problems, if any (Warr, 1990). The say in decision making and authority to decide upon one’s job might be covered in policies but, practically, it comes from the leaders (DH, 2007). Various leadership behaviours such as delegation, participative leadership and empowering leadership share similar features where leaders give control and engage subordinates in decision making. For example, empowering leaders support subordinates’ decision making and give autonomy to their subordinates. Nevertheless, empowering leadership may not turn out to be effective in every situation; rather, it leads to desirable outcomes in certain situations (Lord et al., 2017, Martin et al., 2013). For example, control over job elements may not be effective in routine tasks, possibly because those routine tasks are appropriately defined, therefore its impact on task proficiency would be reduced. Moreover, empowering leadership also has a dark side due to some negative outcomes like job burdening, etc. (Cheong et al., 2016). However, research shows that as leaders engage more in empowering behaviour, their subordinates tend to have a higher level of commitment and psychological empowerment and reduced turnover intentions (Chen et al., 2011).

Leaders, arguably, have a key role to play in workplace safety. Effective safety at the workplace can be ensured from the top when leaders not only put workplace saftey as the first priorty but also ensure the implementation of safety measures (Stiles et al., 2018). Leadership behaviour, particularly transformational and transactional, have been found to considerably support effective safety management at the workplace (Lekka and Healey, 2012). Further, leaders can ensure safety by providing the necessary resources and encouraging follower involvement.

Additionally, leaders influence safety via indirect mechansims such as fostering perceptions for a positive safety climate, through their commitment to safety policies and consistent enforcement of such policies (Lekka and Healey, 2012, Stiles et al., 2018).

Organisational culture and leadership has a two-way relationship; on one side it is shaped by leaders, on the other organisational culture influences leaders and their behaviours (Oc, 2018, Schein, 2015). Leaders drive changes in organisational culture which, in turn, leads to outcomes such as satisfaction and commitment (Waldman et al., 1998). Organisational culture reflects the way of doing work in the organisation, interrelationships at work, being particular about timings, following policies, rules and regulations, all of which are mostly determined by the leaders. For instance, ethical leadership significantly influences EWB and this relationship is mediated by justice perception (Li et al., 2014).

Organisations where leaders share a strong positive relationship with subordinates develop extensive social networking resources (Oh et al., 2006). It has also been highlighted that leaders manage via their behaviours and relations to achieve employee engagement towards learning activities (Bezuijen et al., 2009). These relationships, such as leader member relations, affect employees and also act as mediators and moderators of the relationship between leadership and organisational outcomes like job satisfaction, burnout, employee performance, etc. For example, leader member exchange relationships (LMX) not only relate directly to employee creativity, they also mediate the relationship between moral leadership and creativity (Gu et al., 2015). Leader behaviour, e.g., inspirational motivation, and team identification enhance employee creative performance; also leader inspiration mediates the relationship between team identification and creative performance (Hirst et al., 2009). Meanwhile, job involvement and job autonomy are found to moderate the association between leader creativity expectations and employee creativity (Jiang and Gu, 2017); the autonomy is provided by leaders to their subordinates. Further, leader behaviour, e.g., empowering leadership, participative decision making, informing and coaching affect employee voice at the workplace (Gao et al., 2011).

As discussed earlier, leaders set the organisational culture and are found to be potenial predictors of stress and bullying at the workplace (CIPD, 2008, Hauge et al., 2011). A longitudinal study over a two-year time span (Francioli et al., 2018) concluded that leaders set up the working environment that leads to employee bullying, whereas social community at work moderates the relationship. Leaders somehow follow a rule breaking strategy where they facilitate certain people in a group to become established as a good leader; consequently, problems arise for the majority of people. Mathisen et al. (2011) debate that leaders could

impact bullying at the workplace by using the mechansim of emotional contagion that also stimulates a negative relationship among colleagues. Interestingly, paternalistic leadership behaviour dimensions (i.e., creating a family atmosphere at work, maintaining individualised relationships, non-work involvement, loyalty seeking and maintaining authority) are found to have a mix of results with workplace bullying in Turkey (Soylu, 2011). Loyalty-seeking paternalism (Soylu, 2011), transformational leadership (Nielsen, 2013) and ethical leadership (Stouten et al., 2010) all relate positively, whereas familial paternalism (Soylu, 2011) and laissez faire displays a negative association with workplace bullying (Glambek et al., 2018, Nielsen, 2013). Nevertheless, no single explanation is enough to explain the complexity of workplace bullying. Thus, considering the above evidence, it can be claimed that leadership may not be the only (Hauge et al., 2011, Soylu, 2011) but is one of the potential predictors of workplace bullying. Sometimes leaders, while exhibiting psuedo leadership behaviours (Parry and Bryman, 2006), may increase stress among employees.

As stated above, roles in an organisation mainly include role ambiguity, role conflict, role overload, role insufficiency, and responsibility for others (Leka and Jain, 2010). Employees experience higher levels of role-related issues due to leadership. These role-related issues can negatively influence mental health and work attitude resulting in psychological work fatigue (Barling and Frone, 2017). Leaders can play an important role in defining employees' jobs via their behaviour. The most researched leadership style, transformational leadership, arguably has a double-edged sword impact on employees; on the one side, it contributes towards performance and organisational citizenship behaviour, whereas on the other it increases ambiguity among employees which further leads to stress (Diebig et al., 2016). Passive leadership behaviours enhance role ambiguity, role overload, and role conflict among employees (Barling and Frone, 2017). Role ambiguity, role conflict, and role overload are claimed to be significantly influenced by leader support (Somech and Drach-Zahavy, 2013). It is also the responsibility of the leaders to utilise the potential of subordinates and avoid role insufficiency.

Career development is the burning issue for employees and, again, leaders play the most important role in this regard. Research indicates that the related issues such as career stagnation and uncertainty, under-or over-promotion, poor pay, job insecurity, low social value to work are common psychosocial hazards which have detrimental impact (Leka et al., 2017, Murphy, 1995, Michie, 2002). Reseach shows that leaders' dark triad traits including narcissism, psychopathy, and machiavellianism are found to have harmful effects on subordinates' career

success and well-being (Volmer et al., 2016). Further, leader member relations influence employee career orientation (Jung and Takeuchi, 2016). Leaders not only affect career orientation but, also, have a significant impact on subordinate careers and related choices. It is the leader who facilitates subordinates and colleagues in developmental activities and promotes career growth and development. Nevertheless, leaders could also create hurdles for subordinates by discouraging them from taking important training. For example, Bryman and Parry (2006) argue that pusedo-transformational leaders give permission for training but then create hurdles such as increasing work demands or time pressures. Moreover, favourable relationships with leaders are found to enable employees with organisation-centred orientation for detrimental reactions to breach of psychological contract, compared to employees with a self centred career orientation (Doden et al., 2018). Research evidence suggests that leaders enhance the impact of career adaptability on job satisfaction (Rezapour and Ardabili, 2017), and impact of job insecurity on adverse health and safety outcomes (Probst et al., 2016).

To balance the needs of work and family life, one requires the support of a boss or leader. Leaders are the frontline representatives of the organisation and play a crucial role in work-family conflict through a process of social exchange between supervisor and employees (Hill et al., 2016). Task-oriented behaviour could result in high work-family conflict whereas relation-oriented behaviour may enable empoyees to fulfil work and family obligations (Li et al., 2017). The change-oriented category has mixed results; for instance, transformational leadership allows flexible work routines for increased creativity but, at the same time, it inspires employees to subordinate personal interest over collective interest (Li et al., 2017). Servant leadership is also found to influence the work-family balance of employees (Wang et al., 2017b). Furthermore, abusive supervision, supervisor incivility and laissez faire leadership attitude can increase stress levels and, hence, make it difficult for subordinates to balance work-family needs (Naseer et al., 2016). Major and Morganson (2011) discuss four family coping strategies and argue that the use of these staregies depends on the relations employee has with the leader. The use of such strategies also depends upon leader power, control over resources, and the organisational context. Moreover, a recent meta analysis (Litano et al., 2016) also endorsed contextual and methodological moderators in the leadership and work-family interface relationship. Leaders need to focus on a whole life aproach to career development because development does not occur in isolation; rather, leaders should consider employee personal and family needs to faciliate career development (Litano and Major, 2016).

Although this review discusses the discrete context using the framework of psychosocial factors which is well-explained, the boundaries and overlaps between different contextual factors are not always clear (Johns, 2006). This is because studying one factor may require looking into elements embedded into another factor of the discrete context. It has been pointed out that context is not a single factor (Johns, 2006, 2017, 2018); however, it is evident from the literature that most leadership studies consider the discrete contextual factors in isolation (Oc, 2018). This research therefore argues that examining psychosocial factors in relation to leadership behaviour would provide a better understanding of the context in which leadership occurs. The leadership context also includes the omnibus context and few research studies have focused on both the omnibus and discrete contextual factors (Oc, 2018). Considering the above discussion this research therefore seeks to examine the multi-level contextual factors in relation to leadership behaviour.

The claim 'context affects organisational behaviour' (Johns, 2006) highlights the relevance of context in understanding the psychological and behavioural phenonmenon (Cooke, 2018, Fletcher et al., 2018). Nevertheless, while scholars have started appreciating the context, our understanding of leadership and employee well-being remains acontextual (Fletcher et al., 2020, Inceoglu et al., 2018, Oc, 2018). There is a dynamic interplay between micro and macro level factors in a context and to appreciate the complexity of any social reality that interplay needs to be examined (Bamberger, 2008). This research therefore focuses on a specific sector in a developing country (an under-research context) to make sense of the how leadership behaviours influence employee well-being by examining the context holistically, as discussed next.

Part II

2.5 An insight into the context- Leadership and employee well-being in Higher Education in Pakistan

Higher education (HE) is a powerful instrument to foster growth, reduce poverty and boost shared prosperity in any country. It has become a necessity and is beneficial not only for individuals but, also, for society, overall. During the last two decades, the HE sector all over the world, has experienced intense and wide-ranging changes that have led to unpredictable, demanding and complex working environments (Kinman, 2014), highlighting the importance of the need for effective leadership in the sector (Bryman, 2007, Cherkowski et al., 2020).

These HE reforms concerning centralisation, standardisation and formalisation within universities across the globe (Fumasoli and Stensaker, 2013) have had different implications for different HE stakeholders. Where some countries and their higher education authorities (HEIs) are taking initiatives aimed at sustainable development (Land and Herzog, 2017) some countries are still struggling to provide basic pre-requisites for universities such as the required infrastructure, funding opportunities, or qualified faculty members (with PhD), etc. Moreover, HEIs are moving from a collegial environment to market-oriented workplaces (Shin and Jung, 2014) associated with higher levels of stress (Morrish and Sauntson, 2016, Winefield et al., 2014). This part of the chapter reviews the literature on leadership and employee well-being in higher education, and further discusses the implications of the context of Pakistan and HE on leadership and well-being.

2.5.1 Leadership in higher education

Leadership has been studied in the context of HE from various perspectives. On one side, research evidence indicates that leaders, their characteristics, and their style do not greatly affect the performance of HEIs. For example, Breakwell and Tytherleigh (2010) evidence the limited relationship between the socio-demographic characteristics of the leader with institutional performance. Several other research studies focus on the characteristics of leaders in relation to their personal success (Mcfarlin et al., 1999) or look at management style in relation to organisational climate (Sala, 2003). It is argued that if leaders make a difference, it might be due to other characteristics such as personality or interpersonal skills or leadership style. In addition, Falqueto et al. (2020) highlight various pressures leaders face from different stakeholders such as staff (academic), top management, or external stakeholders that have the power to control them.

Academic leaders face various challenges such as balancing the dual responsibilities of managing faculty and student affairs who they support and evaluate at the same time while implementing the mandates from higher administration. In addition, they shuttle between their managerial roles and faculty roles while balancing work-life demands (Freeman et al., 2020). These challenges intensify because leaders in HE are appointed with no or limited leadership training and are expected to learn on the job (Breakwell and Tytherleigh, 2010). Chairs who manage the balancing act do so with a combination of institutional support, leader support—especially from their deans/VCs—and peer support from their community of faculty members (Freeman et al., 2020).

The outcome of the discussion is that academic leaders face a lot of pressure to increase research visibility and deal with limited resources; therefore, a decision on considering faculty needs and taking measures for well-being development is not easy (Fields et al., 2019). Regarding ensuring the well-being of employees there is a need to establish an environment that endorses humanness, meaningfulness, and belongingness. It is leadership that could play a key role in creating such an environment that promotes involvement, respect, kindness, and all the needed support by considering the requirements of academic work that meet the agreed criteria in terms of amount, quality in teaching, research and service (Cherkowski et al., 2020). As argued by Bryman (2007) leaders in the realm of higher education should exhibit effective leadership styles.

The academic staff in HE are professional and internally motivated and need different treatment in comparison to non-professional staff. Academics, like other professionals, expect varied caring behaviours from their leaders along with other work-related expectations. As discussed earlier, leadership involves the exercise of power and, indeed, most of the time the burning issue in HE is not what leaders should do but, rather, what they should not (Bryman, 2007). Leadership is always highlighted because of the problems it creates rather than its prospective benefits to employees and the organisation. Leadership sometimes destabilises collegiality and participation in decision making which then leads to instability and prejudiced feelings, thus harming the commitment of academics.

Drawing upon the above discussion, it is argued that leaders encounter various challenges such as fulfilling institutional requirements and meeting faculty expectations at the same time. Though limited considerations have been given to leadership and wellbeing in HE so far (Harward, 2016), this research emphasises the need to recalibrate the approaches to leadership and employee well-being in HE. This would involve both collaboration and the enhancement of learning communities which are underpinned by academic rigour and humanity. These changes would provide new opportunities for engaging university leaders and academics in the establishment of academic environments and, also, promotion of well-being for sustainable growth**.**

In HEIs, a leader is one who holds a formal leadership position in a department/ institute/school, and influences workplace policies and their implementation, structures, and resource allocation (Bolden et al., 2008). Although department heads play an essential role in implementing policies, their role is rarely acknowledged in the literature. Most of the leadership research in the context of HE investigates senior leaders like Deans or Vice-chancellors

(Franco-Santos et al., 2017). These middle leaders are neither the initiators of large-scale change nor the key actors operating at ground level (Zhou and Deneen, 2020). However, they are important policy promoters, interpreters, and practitioners (Zhou and Deneen, 2020). Interestingly, research shows that these middle leaders when resisting any change initiative, creatively reinterpret the policies, slow down procedure or even block change (Deneen and Boud, 2014). This section discussed leadership in HE, and the next section reviews the literature on employee well-being in HE.

2.5.2 Employee well-being in higher education

There was a time when an academic job in HE was viewed as low stress, safe and secure employment (Catano et al., 2010), but this situation has changed over the years. Currently, academic staff, in contrast to earlier generations of university faculty members, work in highly demanding and competitive work environments (Zábrodská et al., 2018). They face different challenges such as high-quality teaching to large numbers of students, meeting student expectations, attracting research funding, and publishing research in good quality journals (Gillespie et al., 2001, Winefield et al., 2014, Wray and Kinman, 2020). Although it has become more demanding, it is rewarding and satisfying at the same time due to the availability of some resources such as societal prestige, collegial support, and professional autonomy (Gillespie et al., 2001, Winefield et al., 2003). Nevertheless, these attractive features of academic jobs are eroding (Cherkowski et al., 2020, Winefield et al., 2003). Indeed, these aspects, particularly collegiality and collaboration, can add richness to academic jobs but require extra attention and time to promote healthy relationships at work.

Furthermore, opportunities to balance the negative impact of job demands are becoming limited in the HE sector (Kinman, 2016). This is because, currently, academics tend to work together less frequently. Work routines have changed; consequently, academics feel more stressed, overwhelmed and rarely tend to seek out another (colleague) for communication or comfort (Cherkowski et al., 2020). The requirements of academic life - including hard work, challenges with the exclusion of thinking time, planning time, and creating time; isolated work patterns; and constant increase in managerialist drivers - put the well-being of academics at risk (Berg and Seeber, 2016).

Research evidence suggests that universities have transformed into ‘anxiety machines’ (Morrish, 2019) as work pressure on academic staff has increased tremendously. For example,

data collected from British and Australian universities clearly reflect the escalation of stress and poor health among HE staff members (Kinman, 2014, Morrish, 2019, Wray and Kinman, 2020). This has led to a huge increase in referrals to counselling services and occupational health among university staff. The irony is that academic work never finishes, as completion of one project leads to the start of another (Lashuel, 2020). Academic staff seem to be 'on call' most of the time, during evenings or even on weekends. It is argued that these reform interventions pay little attention to the academic labour performed by exhausted, dissatisfied, and demoralised academics (Beech, 2018, Morrish, 2019). What is more disturbing is that these highly qualified individuals, working on jobs which are extremely demanding, also bear a lot of job-related burdens and, consequently, faculty members start questioning and blaming themselves for choosing this profession (Kinman and Wray, 2014).

Teaching at HEIs involves long and awkward hours which affects physical and mental health. It is evident from previous research that increased burnout and psychological strain is common among faculty members (Zábrodská et al., 2018). For example, studies on academics from the UK (Kinman, 2016, Kinman and Court, 2010, Kinman and Jones, 2008, Morrish and Sauntson, 2016, Tytherleigh et al., 2005, Wray and Kinman, 2020), Australia (Gillespie et al., 2001, Pignata et al., 2018, Pignata et al., 2016a, b, Winefield et al., 2003, Winefield et al., 2014), US (Liu et al., 2008), and Canada (Catano et al., 2010) clearly reflect increased levels of depression and anxiety among HE academic staff. Nevertheless, there were significant differences across various academic ranks where lecturers reported the highest levels of stress (Abouserie, 1996, Giorgi et al., 2018). Moreover, research evidence suggests higher incidences of bullying behaviour, and mental health problems among academics than many other occupational groups (Kinman and Wray, 2014, Winefield et al., 2008).

It is argued that, to respond to the issues related to work-related stress and to promote the well-being of academics, various components of the discrete context (as discussed in Section 2.4.2), primarily work-related factors in HE, should be studied (Pignata et al., 2018) while considering the omnibus context (as discussed in Section 2.4.1) at the same time (Fan et al., 2020). The change in the work life of academics presents a strong case to study the factors related to EWB in HE. Although there would be similarities between the HE sector in the developed and developing countries, there remain extensive contextual differences (Fletcher et al., 2020, Floyd, 2016).

While problems exist in HEIs across the globe, as in the implications of reforms and other interventions, the impact is different in different parts of the world. Nevertheless, it is claimed

that HE in every country is affected by the historical past of the country, global trends, and nation-building efforts (UNESCO, 2009). The literature highlights that there is little research on occupational health and safety in the service sector (Jain and Leka, 2019) and even less research in higher education in developing countries (Fan et al., 2020). Asia, being the world's largest and most populous continent, has a number of countries with significant differences. This research focuses on the HE sector in Pakistan which aims to provide quality education to its citizens regardless of its economic constraints. Despite being one of the fastest growing sectors of Pakistan, HE faces different challenges such as politicisation of leadership, minimal personnel development, and high levels of workplace bullying and stress (Anjum and Muazzam, 2019, Malik et al., 2017) as discussed in detail in the next section.

2.5.3 Pakistan

The Islamic Republic of Pakistan is a country located in South Asia where the majority of the population is Muslim by religion. It is the world's sixth most populous country with a total population exceeding 207.8 million. Pakistan became an independent country in 1947. It is a developing country where organisations are in the process of building systems and procedures as per international standards and have started paying attention to employee needs and development (Khilji, 2003, 2004).

2.5.3.1 Higher education in Pakistan – an adverse psychosocial work environment

In Pakistan, HE is regulated by the Higher Education Commission (HEC): a federal level autonomous body. The HEC (previously known as University Grants Commission) is the governing body that regulates all public sector and private sector universities in Pakistan. At the time of independence, Pakistan had only one university. Now, there are 206 universities in Pakistan: 124 in the public sector and 82 in the private sector (HEC, 2019a). This doctoral research focuses on HEIs in Lahore, the capital city of Punjab, the most populated province of Pakistan with about 50% of the total population of Pakistan. It also has the highest number of universities in Pakistan, with 40 public and 28 private universities, respectively (HEC, 2019a).

The HEC reforms introduced in 2002, have led to many changes in policies and procedures. During this time, the budget of the HEC increased up to three times. This increase in budget led to many research and development initiatives. Also, the HEC has made some changes in the job structure of faculty members. For example, reforms not only increased faculty

members' workload but also appreciated that this is a time-consuming job, for example one hour of teaching requires preparation, student feedback, exam marking, etc. Thus, to compensate, the HEC upgraded faculty designations by one point in the basic pay scale (BPS)[6] system. In addition to these changes, the HEC also changed the recruitment and selection criteria, making a PhD qualification a necessity for all faculty members. Also, there has been a significant increase in the number of universities due to enhanced investment in the HE sector. Overall, this increase in the number of institutions has also called into question the performance of newly developed universities (Hoodbhoy, 2009, 2014).

Public sector universities are also regulated by other agencies at the federal and provincial level following the 18th amendment in the constitution of Pakistan (Khan and Jabeen, 2019, Zubair et al., 2015), which has led to various challenges. The Ministry of Federal Education and Training of Pakistan (2018) has highlighted some of these challenges, which include the lack of clarity of the role of HEIs, shortage of qualified faculty, lack of incentives for staff, and lack of accountability mechanisms. Furthermore, various universities, especially those established as part of the reform process, still lack a senate and are working in an undemocratic manner (Chaudhry, 2018). Some of the universities even lack statute, which, thereby, impedes the hiring process of those universities (Haider, 2020). The HEC is in a similar situation itself as is evident from the fact that it has not published an annual report since 2015.

Pakistan is positioned low on the United Nations Human Development Index (2019) and secures the 152nd position. This is also reflected in a report on the national education policy where the Government of Pakistan (2017) highlights some of the challenges in HE such as poor governance and interplay of power. Not only Pakistan's history but, also, its mainstream national and public sector culture may have different expectations regarding how leadership should be enacted. It is claimed that public sector universities are plagued by higher levels of workplace bullying, poor social support, scarcity of development opportunities (Anjum and Muazzam, 2019, Anjum et al., 2019, Malik et al., 2017, Mehmood, 2016, Riaz et al., 2017b), mismanagement of resources, and the poor condition of libraries and laboratories (Khalid and Khan, 2006), leading to a poor psychosocial working environment which has a negative impact on their health and well-being. This issue is not well taken because occupational health and safety has been one of the most ignored areas at the policy level in Pakistan and, therefore, ignored by most organisations (Khan et al., 2012, Mohamed et al., 2009).

[6] BPS is national grading system for employees working in the public sector.

Training and career development of faculty members has also been largely ignored. Only 28% of faculty members have a PhD degree (Mehmood, 2016). Getting a doctorate degree opens many opportunities for faculty members as it enables them to work on different projects, obtain research grants and, most importantly, grow in their career to the level of professor, director/chairperson, and other senior management positions in the institution. Furthermore, it becomes difficult for senior colleagues/leaders to bully faculty members (Anjum et al., 2019), particularly those who have earned a PhD, particularly from prestigious foreign universities. However, there is a discouraging attitude from leaders towards career growth and even for enrolling for a PhD. Most of the time leaders exploit the situation, unless the faculty member shares good relations with the leader or belongs to an influential family.

There are different streams of faculty appointment in HEIs such as regular, contractual, tenure track appointments (TTS). Regular faculty members are appointed through a long process leading to a permanent position. The process starts with the approval of a seat in the university budget, getting it advertised, shortlisting of applications, selection board interview and, finally, approval from the syndicate. Contractual faculty members are appointed by the VC on the recommendation of the head of the department for a short period of six months or one year. Then the faculty member is given an extension in the contract, again, on the recommendation of the head of the department. Recently, due to economic pressures, the government has imposed a ban on further hiring; thus, all public sector and government affiliated organisations have stopped extending contracts (News, 2019). The TTS appointments are made, again, through university selection board like regular appointments. The TTS system places performance targets of research publications along with teaching, on faculty members.

Despite national economic growth, fiscal and trade deficits are rising in Pakistan that could significantly impact any advances in human development (Hashim, 2018), and negatively impact the HE sector. The World Economic Forum (2015) has ranked the HE sector of Pakistan at 124th out of 140 countries. Since the independence of Pakistan, the proportion of funding reserved for HE has always been very limited. However, although there have been increments in higher education funds from the Government of Pakistan, it remains less than many other countries in Asia. Pakistan is spending only 0.28% of its GDP on higher education and aims to increase this spending to up to 1.40% to achieve targets set in Pakistan's Vision 2025 (Mehmood, 2016).

Furthermore, public sector universities in Pakistan charge nominal fees (Bilal and Khan, 2012). For example, only one university which offers Engineering programs charges approximately

£3000 for a four-year undergraduate program (BSc), the rest of the universities charge around £600 to £1400 for a four-year undergraduate degree program. There are universities in the private sector where fees are relatively high and which range between approximately £4500 and £18000 for a four-year degree program. Some of these private sector universities are well-resourced and, thus, offer some better facilities; whereas, some are labelled as 'vanity universities' (Rahman, 1998) due to a lack of basic resources and infrastructure. This PhD research focuses on the public sector universities because the majority of students attend such universities. While public universities have now started to offer different self-supporting programs like replica, afternoon, and evening[7], the fees of these programs remain less than private sector fees and are only a fraction of the fees charged in developed countries.

University infrastructure, particularly buildings, has become dilapidated due the adverse economic situation and some recent climate changes. Furthermore, the country is facing a severe electricity crisis that leads to load shedding. There is no system of central heating/cooling in universities; rather, individual air conditioners (ACs) and heaters are used whenever gas or electricity is available. Nevertheless, there is a temporary substitute for electricity load shedding that people often arrange depending upon their income and which includes electric generators and uninterrupted power supply (UPS)[8]. However, due to limited resources, facilities like generators as a temporary solution cannot be afforded and maintained by these institutions. (Khan and Jabeen, 2019, Zubair et al., 2015).

Furthermore, HEIs in Pakistan lag behind in developing the IT infrastructure of universities such as the establishment of laboratories (Rafiq and Ameen, 2012), and use of online module management systems. However, there have been some improvements, for example, on campus access to digital databases and relevant resources (educational) are provided to staff and students at university. However, various problems still exist while accessing these resources such as poor internet bandwidth, shortage of the needed equipment, and computer viruses, etc. Several poor facilities have further led to staff health issues such as finger joint pains, backache, headache and computer vision syndrome (Hussain et al., 2013). To combat this, universities are slowly implementing technological initiatives. However, the majority of faculty members are not tech savvy.

[7] These programs offered, other than regular morning programs, charge comparatively higher fees. These are beneficial as these give opportunities to those who could not get admission to the morning programs, also faculty and staff working for these programs manage to earn extra money.

[8] An uninterruptible power supply or uninterruptible power source is an electrical apparatus that provides emergency power to a load when the input power source or mains power fails.

One important implication is that infrastructure is not properly planned and, in fact, is mismanaged. This aspect is also linked with economic factors as the majority of the software used is pirated because universities have limited budgets for technology-related expenses and, thus, could not afford to buy licensed software. Moreover, there are no proper training programs and most of the members are not interested in learning new technology. Referring to the COVID-19 pandemic and the national lockdown in Pakistan, a few universities did move to online teaching, whereas most of the universities could not, due to the lack of infrastructure. Further, most universities have no working mechanism to provide online access to digital resources. However, some universities have taken helpful measures and set up databases of available free resources and have shared these with their faculty members.

As discussed above, the economy and society of Pakistan is marred with various problems such as unemployment, corruption (120th rank on CPI), high poverty rate, and low income. These societal problems affect the workplace environment by making it conducive for politicking and selfish activities (Naseer et al., 2016). Poor governance is one of the most important issues currently faced by HE in Pakistan. Evidence suggests irregularities in the VC appointment process where, deliberately or ignorantly, those individuals are selected who do not fulfil the criteria (Chaudhry, 2018).

The review presented in this section, the context of this PhD research, clearly highlights the adverse psychosocial work environment prevalent in the HE sector in Pakistan. Pakistan, as a state, can be well-served if its academics and intellectual elites pay attention to what the country needs, today, through their research, which therefore drives this doctoral reserach.

2.5.3.2 Leadership research in HE in Pakistan

Substantial literature exists on leadership but most of the leadership research focuses on North American or Western Europe (Ardichvili and Kuchinke, 2002). Leadership scholars have called for examining the least-studied parts of the world such as South Asia in general and Pakistan in particular (Asrar-ul-Haq and Anwar, 2018). Extant research on leadership has been conducted on positive forms of leadership in Pakistan; for example, transformational leadership (Raza, 2015), ethical leadership (Ahmad et al., 2020b), servant leadership (Chughtai, 2016), spiritual leadership (Sheikh et al., 2019) and authentic leadership (Ahmad et al., 2015) in relation to different outcomes such as job satisfaction, organisational commitment and

performance from the subordinate's perspective. Nevertheless, a comprehensive understanding can be developed by considering both perspectives (Asrar-ul-Haq and Anwar, 2018).

It is claimed that faculty members are not satisfied with institutional leadership (Raza, 2015) because the HEC and universities report higher levels of transformational leadership, whereas such behaviour is found to be exhibited below average (Raza, 2015), which reflects an example of 'pseudo-transformational leadership'. There have been some attempts where scholars have studied bad/negative leadership behaviours such as despotic leadership (Naseer et al., 2016, Nauman et al., 2018), pusedo-transformational leadership (Syed et al., 2020); however, the negative affects of positive forms of leadership are rarely investigated in this context (Asrar-ul-Haq and Anwar, 2018).

Pakistan is characterised by a culture of uncertainty avoidance and high power distance where there are formal rules, leaders are considered as sacrosanct, hierarchy is imposed to minimise ambiguity, and there is low labour turnover (Islam, 2004). Furthermore, the discretionary powers of leaders, which can be used in the creation and application of rules, is another source of potential problems. For example, unnecessary delays in the provision of services and decision making, also the selective application of rules that potentially lead to not only injustice but also corruption and nepotism (Islam, 2004). Consequently, in such a context people are sensitive to resource draining (De Clercq et al., 2018). Furthermore, leaders exercise power and try to manipulate academic and non-academic staff based on their will. It is claimed that the use and abuse of power by leaders is not ordinarily challenged in Pakistani society (Islam, 2004) because, in the said context, employees are more likely to accept power inequalities and unethical supervision not only due to high power distance (Hofstede, 1993, Islam, 2004) but, also, to maintain their job for their guaranteed subsistence (Murtaza et al., 2016, Naseer et al., 2016). Drawing on the 'learned helplessness' phenomenon (Samnani, 2013) it is claimed that individuals in Pakistan are more prone to the toleration of harmful behaviours (Nauman et al., 2019). The above discussed cultural dimensions have mostly affected the governance models of these HEIs and provide a possible explanation for large differences that exist between policies that are set at the top level and their implementation at the grass roots level.

As mentioned earlier (Section 2.5.3) there are serious levels of corruption in public sector organisations. Research evidence highlights that among various perpetrators at work in academia (such as students, juniors, colleagues, adminsitrative staff and supervisors) in Pakistan, interestingly, the highest score is of supervisors who have, alledgedly, been involved in bullying (Ahmad et al., 2017).

2.5.3.3 Employee well-being in HE in Pakistan

Little attention is paid to occupational health and safety in Pakistan which is also evident through the lack of related laws at the national level (ILO, 2016a). The resultant effect expereinced in every sector also affects HE. For example, research evidence indicates that workplace bullying is a pervasive challenge in HE in Pakistan (Ahmad et al., 2017, Anjum et al., 2019). Ahmad and colleagus (2017) found that approximately half of the academics (47.9%) regularly experience workplace bullying which is higher than reported in many studies conducted in the western context. There are studies that have looked at different components of well-being such as job satisfaction (Asrar-ul-Haq et al., 2017), employee engagement (Sheikh et al., 2019), bullying at the workplace (Nauman et al., 2019) and affective well-being (Ahmad et al., 2018), yet comprehensive conceptualisation of EWB, including psychological and physical health, have been rarely studied previously in this context. In addition, scholars have called for research to explore how workplace bullying affects employee health and well-being (Ahmad et al., 2017).

Several research studies have looked at some workplace factors such as work-life balance (Ahmad et al., 2020a, De Clercq et al., 2018, Seema and Maryam, 2013) and role clarity (Mehmood et al., 2016), however, these factors are interrelated and the effects of one might exist due to another factor; thus, different workplace factors should be studied simultaneously. This research addresses the gap and focuses on different aspects of EWB in a context where occupational health,safety and well-being is a neglected topic (ILO, 2016a), by studying workplace psychosocial factors (Leka and Jain, 2010) simultaneously.

2.6 Conceptual model and research questions

Figure 2.3 presents the concpetual framework of this research. As outlined in Chapter 1, this research aims to study the leadership process by focusing on the relationship between leadership behaviour and EWB while appreciating contextual factors including work characteristics in the HE sector and the broader national context of Pakistan. Process is a broad term, it does not merely study mediation; rather, it involves the mechanisms that explain the causal relationships between input and output (Fischer et al., 2017). In this way, this research addresses claims concerning the scarcity of mediational explanations of the leadership construct (van Knippenberg and Sitkin, 2013) while also heeding the call for providing

mechanism-based explanations of an organisational phenomenon (Davis and Marquis, 2005). Leadership behaviour affects workplace psychosocial factors. These workplace psychosocial factors are grouped as job demands and job resources. Job demands and job resources affect employee well-being.

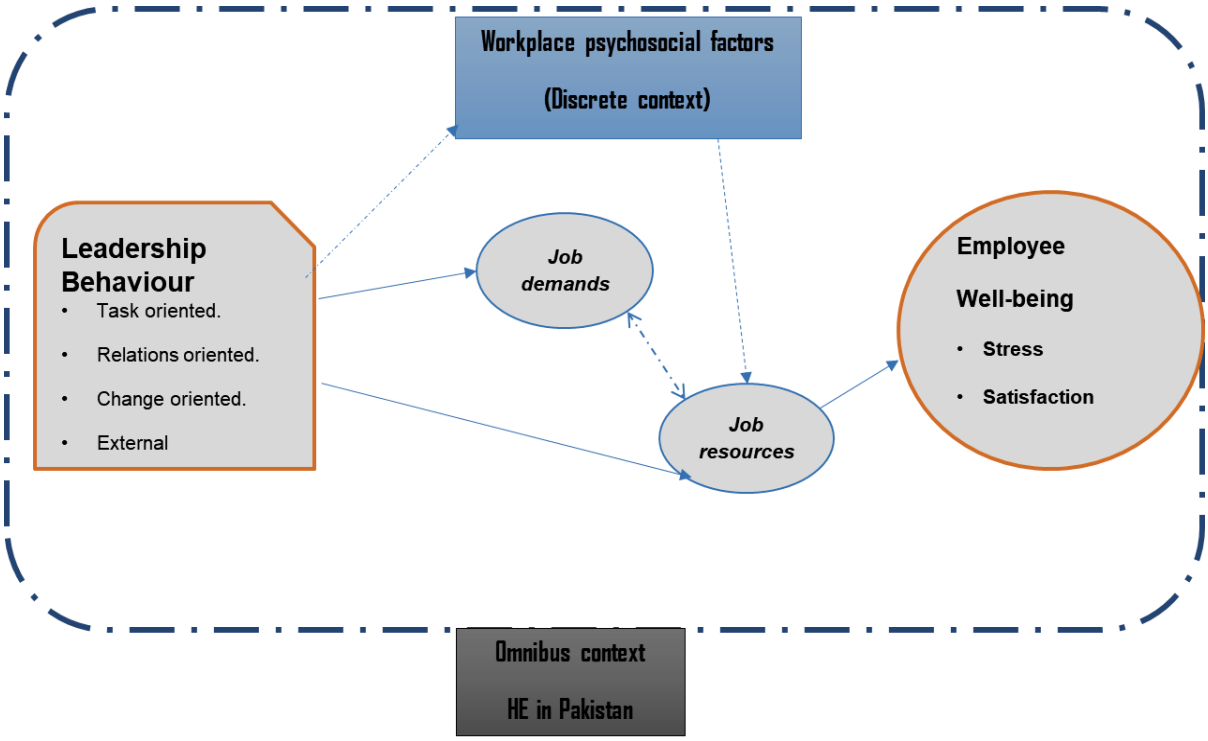


Figure 2-3: Conceptual model of the PhD

Following the calls for research on the leadership process (Fischer et al., 2017, Inceoglu et al., 2018) this research makes several contributions to the literature. There are some studies on the leadership process; however, most of those studies focus on the leadership process at the top/strategic level or lower level, and very few focus on the middle level (DeChurch et al., 2010). Considering the importance of the 'connecting role' of middle level leaders, this research focuses on how these middle level leaders affect EWB. Further existing literature mostly focused on specific leadership behaviour, but leadership is not simply transformational, or servant, or ethical; rather, an integrative perspective is needed to view how leadership behaviours affect various employee outcomes (Derue et al., 2011, Eberly et al., 2013). Therefore, this research uses Yukl's taxonomy of effective leadership behaviour in relation to EWB.

Extensive literature focuses on the relationship between leadership behaviour and EWB. However, much of the leadership research is guided by two objectives: one to facilitate leader

‘performance improvement training programs’ in the organisation, and second to identify effective leadership behaviours/styles (Yukl, 2011). Likewise, these effective leadership behaviours/styles could be pseudo (Parry and Bryman, 2006) or possibly have negative consequences (Diebig et al., 2016). Inceoglu et al. (2018) further highlight the need to consider the negative consequences of positive leadership behaviour. For example, empowering leadership behaviour where, on one side, authority is shared with subordinates and, on the other, extra pressure is placed on subordinates. Furthermore, existing literature shows a need to change focus from ‘leadership effectiveness’ to a balanced approach that includes considerations for occupational health as potential associated occupational health risks are rarely investigated (Montano et al., 2017). Therefore, the literature does not provide theoretical explanations of the identified mechanisms that support the relationship between leadership behaviour and EWB. This is evident from existing research that choice of theoretical approach and mechanisms are rarely justified (Inceoglu et al., 2018). This research is underpinned by the JD-R model as explained in section 2.3, as it allows the unveiling of the underlying mechanisms of the leadership process.

In addition, existing leadership research has only studied EWB as a secondary construct while focusing on a single component such as job satisfaction, employee engagement, or burnout (Inceoglu et al., 2018) and relatively little attention is paid to the comprehensive conceptualisation of EWB in leadership studies. As highlighted in section 2.4.2.2, little empirical attention has been given to psychosocial factors in the leadership literature. Oc (2018) highlights that most of the leadership research looks at these discrete contextual factors in isolation of each other, thus an effort to consider these different contextual factors holistically will help explain the discrete leadership context more clearly. Nevertheless, the leadership context also includes the omnibus context and very little research studies both contextual factors (Oc, 2018). Therefore, this research examines the influence of the broader omnibus factors as well.

It is claimed that the majority of leadership studies focus on the positive forms of well-being (Inceoglu et al., 2018); however, an increased interest in negative forms of EWB such as stress (e.g. Harms et al, 2017) and burnout (e.g., Montano et al., 2017) further highlight the need to focus on the comprehensive conceptualisation of EWB and related underlying leadership processes. This research therefore, is based on a comprehensive conceptualisation focusing on both the positive and negative form of EWB. Furthermore, there is substantial evidence to support the argument that work-related factors (psychosocial factors) affect both physical and

psychological health (Leka et al., 2015a). Drawing on the JD-R theory, these workplace factors are grouped as job demands and job resources. It is argued that existing literature on job demands and job resources, provide a useful but incomplete explanation, for example, not enough has been done to unveil which job demands and job resources are most salient (Fletcher et al., 2020). This research highlights the salient job demands and job resources in HE in Pakistan.

Another approach to the study of EWB is guided by Diener et al. (2006) that well-being is influenced by context (as explained in Section 2.4.1 and 2.5.2) and can change. Similar to other key areas of organisation science, very few studies on well-being have considered contextual factors (Inceoglu et al., 2018) and, as a result, reasons for poor well-being are poorly understood (Kowalski and Loretto, 2017). There have been some attempts focusing on contextual factors (Neve and Sachs, 2020) but very few are in the public sector (Fletcher et al., 2020) and even fewer in developing countries (Fan et al., 2020). It is argued that research on employee well-being needs to move beyond by the current state which is dominated by a decontextualised focus because such a focus neglects the socio-structural and political forces that potentially affect employee well-being (Calvard and Sang, 2017).

Furthermore, drawing on the discussion in section 2.5, this research further argues that leadership becomes even more crucial in a context that characterises high power distance and, also, endorses the 'one-man show' as there seems a dearth of academic research on the issues faced by staff and their well-being in Pakistani HEIs (Anjum et al., 2019). Likewise, the recent conceptualisation of EWB including psychological and physical health, and psychosocial workplace factors have not been studied previously in this context. The same is the case with leadership studies where insufficient academic research has been undertaken to study leadership behaviour focusing on Pakistan.

Moreover, recent literature highlights practical problems such as increased stress and workplace bullying among faculty members in HEIs in Pakistan (Anjum and Muazzam, 2019, Anjum et al., 2019) and suggests a need to focus on the impact of working conditions to health and well-being . Over the last decade the change in nature of academic jobs in Pakistan has been witnessed due to a number of reasons, including educational reforms, change in HEC policies regarding faculty member development, criteria for appointment to higher cadres, workload and the introduction of new programs. Such transformations have changed the scenario of academia. Some of the job stressors include administrative assignments along with increased workload, role ambiguity, long working hours, aspiring and working hard to get a

PhD, struggling for publications, poor pay, striving to work in afternoon and evening shifts for more money, keeping up with technological and literature advances, and providing support to students. All this is affecting the physical, mental and social health of faculty members in HEIs in Pakistan.

This literature review has clearly highlighted that the Pakistani HE sector is different to those that have been mostly studied. Furthermore, it has illustrated the importance of examining the context, cultural factors in relation to leadership. This research therefore, examines the relationship between leadership behaviours and EWB in the HE sector, keeping in consideration the impact of multi-level contextual factors in Pakistan, and seeks to answer the following research questions.

Primary research question: *How do leadership behaviours influence employee well-being in the higher education institutions of Pakistan?*

Sub-questions

Most leadership studies focus either on leaders or followers/subordinates for research purposes. However, this research is based on both leader and faculty regarding their perspective on leadership and its impact in the said context. Leaders wield power, and its use determines the leader style, relations with group members and, eventually, affect outcomes. Furthermore, context plays its part in shaping leadership behaviours, and its outcomes. Moreover, subordinates have their side of the story. Therefore, the following sub-questions, using quantitative and qualitative methods, respectively target the perspective of faculty members in different public sector institutions working as lecturers, assistant professors, associate professors and professors.

Study-1: What is the relationship between leadership behaviour, workplace psychosocial factors, and employee well-being in higher education institutions of Pakistan?

Study-2: How do leaders affect workplace psychosocial factors and employee well-being in higher education institutions in Pakistan?

The above sub-questions are considered in two different studies, both involving faculty perspective.

In addition, it has been highlighted that most studies using JD-R rely on self-reported data (about job demands, resources and outcomes) that lead to common source bias (Bakker and Demerouti, 2017). This doctoral research draws on the data collected from multiple sources

(leaders and employees/faculty) to avoid common source bias and for more comprehensive understanding of the process. Therefore, the perspective of leaders working in the same universities, in various positions, such as the Head of Department (HOD)/ Chairman/ Principal/, Dean of the faculty, Controller, Chairman DPCC, Director General (equivalent to VC) have been taken on the topic under study.

Study-3: What contextual factors affect the leadership influence, and employee well-being in the higher education institutions of Pakistan?

2.7 Conclusion

This chapter has critically discussed the dynamism of leadership behaviour and EWB literature, and outlined the role of multi-level contextual factors in relation to leadership and EWB. It is surprising to find that the negative impact of different positive leadership behaviours on EWB and underlying processes have been neglected, both theoretically and empirically (Inceoglu et al., 2018). Furthermore, this chapter provides the basis that there is a need to study the process of how leadership behaviour influences EWB while considering the contextual factors in the higher education sector of a developing country. As discussed in this chapter, the leadership process can be better explained by bringing in the perspective of both leaders and subordinates. Therefore, the research question is divided into sub-questions to account for both perspectives (leader and subordinate/faculty) and, also, to develop an understanding of the relevant contextual factors. The next chapter outlines the methodology adopted to answer these research questions in the three empirical studies carried out in this doctoral research.

Chapter 3 Methodology

This chapter details the research methodology for this PhD, which uses a critical realism approach and a case study as its primary research strategy, focusing on Higher Education Institutions (HEIs) in Pakistan. This case study research adopts a mixed methods approach and draws on quantitative and qualitative data collection methods for its three studies (Table 3.1). These studies have been planned and executed considering the complexity of leadership and employee well-being (EWB). The first section discusses the underpinnings of the philosophical paradigm and traces the philosophical roots for the approach to inquiry as they form the basis for the assumptions and position adopted throughout this research journey. Next, the application of critical realism ontology and epistemology on leadership, EWB and their relationships are discussed, followed by a debate on critical realism versus pragmatism. Then, the chapter presents the main research strategy and further explains the consistency of the research design with the philosophical choice. Subsequently, the chapter details the data collection methods, sampling and participant recruitment, and analyses the procedures followed in the research journey. Finally, ethical considerations and commentary on reflexivity are presented, followed by the conclusion.

Research Question	
	How do leadership behaviours influence employee well-being in higher education institutions in Pakistan? *Research aim: To outline the process of how leadership behaviour affects employee well-being in higher education institutions in Pakistan.*
Study	Sub-question
1	*What is the relationship between leadership behaviour, workplace psychosocial factors and employee well-being in higher education institutions of Pakistan?* Study aim: To study the relationship between leadership behaviour, workplace psychosocial factors and employee well-being in HEIs in Pakistan.
2	*How do leaders affect workplace psychosocial factors and employee well-being in higher education institutions in Pakistan?* *Study aim:* From the faculty member perspective, to explore how leaders affect workplace psychosocial factors and well-being in HEIs in Pakistan.

Study-3	*What contextual factors affect the leadership influence, and employee well-being in the higher education institutions of Pakistan?'* *Study aim:* Based on the leader's perspective, to explore various contextual factors that affect the leadership influence/practices/behaviours, and well-being of faculty members in HEIs in Pakistan.

Table 3-1: Research questions and objectives

3.1 The philosophical paradigm

Different terms are used by scholars to describe the philosophical assumptions, sometimes labelled as paradigms, which include ontology, epistemology, and methodology (Lincoln and Guba, 2000) or philosophical domains (Creswell et al., 2007). Commonly considered paradigms in social sciences comprise positivism, social constructionism, critical realism and pragmatism, and these paradigms view reality with different lenses. The argument by Sayer (2000, p.15) “there is more to the world than patterns of the events”, led to the selection of the philosophical approach for this research. Critical Realism (CR) is the main inspiration guiding the research process, and the chapter additionally explains the relevance and significance of commitment to critical realism, driven by the mixed methods position which is discussed later.

3.1.1 Introduction to critical realism

Critical realism is, increasingly, getting attention in the realm of business and management studies (Mingers, 2015). It is becoming popular because it endorses a way out of the sterile standoff between two competing paradigms: positivism and interpretivism/constructionism. Positivism and its associated methods have dominated the philosophy of science for much of the twentieth century. This dominance was challenged by interpretivism which, itself, has certain flaws. Scholars could reject positivism by accepting interpretivism with its associated weaknesses such as its subjective nature, lack of reliability, etc. Then, CR emerged with a solution to the competing paradigms debate. It is a philosophy that views reality from a realist perspective and assumes that reality exists out there, independent of its identification and, unlike constructionism, not every reality exists due to discourse. Similar to the social constructionist approach, CR argues that the understanding of reality is socially mediated

(Newton et al., 2011, p.9). Also, critical realists endorse that reality is stratified and viewed in an open system (Fleetwood, 2004) where different structures and mechanisms exist that affect events and experiences. CR distinguishes between four different modes of reality: social, material, ideal, and artefact –quasi objects (Fleetwood, 2004) CR endorses the realist ontology and interpretive epistemology, where knowledge is understood through the development of fallible theories with some theories more plausible than others (Bhaskar, 2008).

3.1.1.1 Critical realism - Ontology

Ontology refers to the nature of reality (Saunders et al., 2012) or nature of being. There are different views towards reality. On the one hand, positivism states that reality is objective and exists independent of human cognition or knowledge. 'Objective' means that a reality or 'entity' (Fleetwood, 2004) is out there. On the other hand, social constructionism takes the extreme opposite position of positivism, endorsing the subjective view of reality. Subjective reality means that it is bound to change due to time and context, and that it is created through the perceptions and actions of social actors.

However, CR falls in between both philosophies; its ontological assumptions are: (a) reality is out there, independent of its existence/knowledge; (b) a reality has different interpretations; (c) there are different modes of reality - ideal, or social; (d) reality is stratified, transformational, exists in an open world, often relational and processual; and, (e) reality shapes and is shaped by agents and structures (Fleetwood, 2004).

Three domains or forms of reality differentiate CR: real or 'deep', actual, and empirical (Bhaskar, 2008). The 'real' form embodies deep structures and mechanisms that have caused the reality; the actual form of reality is made up of events and actions generated by mechanisms, whether observed or not; and empirical reality is composed of events experienced through direct and indirect observation. These mechanisms are central to CR philosophy (Bygstad and Munkvold, 2011), and emerge from society structures, thereby enabling or constraining agents (individuals and organisations) in social hierarchies (Martinez Dy et al., 2014). These forms or domains of reality, as shown in Figure 3.1, can be viewed as three layers, where the empirical form is the basic layer, the actual form of reality can be placed next to the empirical, and then the real form representing the bigger picture, covering investigation of actual and empirical views within.

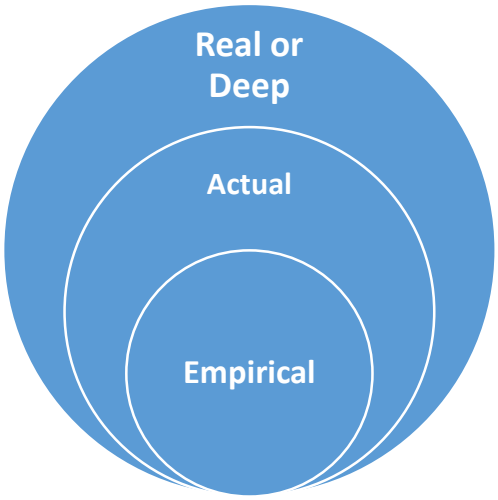


Figure 3-1: Critical realist ontology (Adopted from Sayer, 2000, p. 12)

Critical realism views reality in an open system, where mechanisms might get actualised, or not. Further, if these mechanisms get actualised, then these may be perceived, or not. The structures and mechanisms are independent from the events they create (Bhaskar, 1998), and refer to causal structures that generate events (Bygstad and Munkvold, 2011).

	Real	**Actual**	**Empirical**
Mechanisms	□		
Events	□	□	
Experiences	□	□	□

Table 3-2:Domains of the real, actual, and empirical (Adopted from Sayer, 2000, p. 12)

Causation analysis is another distinctive feature of CR that rejects the idea of regularity from the positivist paradigm (Fleetwood, 2004, Sayer, 2000), because regularities exist in closed systems, not in open systems. Objects are part of structures, and structures contain related internal elements that have causal powers called ‘mechanisms’ (Sayer, 2000). It is important to consider that there are mechanisms and conditions other than those under study, which could be responsible for events and experiences. Events are defined as specific actions that are the result of enactment of one or more mechanisms (Wynn and Williams, 2012). Events are

different from structures and mechanisms and may not be observable. For example, a person may lose their temper in a situation, but that might not be reflected in the actions due to self-control. There is experience, that is something we can observe through our sensory perceptions, although experiences are subset of events (Wynn and Williams, 2012). Also, CR endorses stratification of reality in open systems, that implies causal laws, structures, mechanisms and other objects that cannot be reduced to the domains of actual and real (Fleetwood, 2004). These different layers of reality advocate that there is more to reality than is perceived, as reflected in Figure 3.2. Furthermore, absence of an event does not imply the absence of causal mechanisms and conditions.

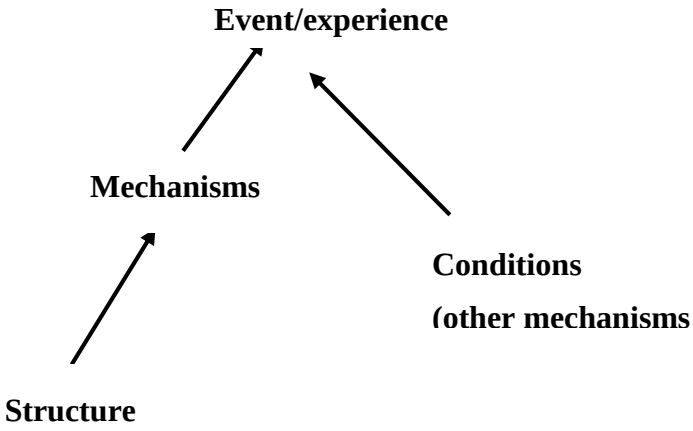


Figure 3-2:Critical realist view of causation (Sayer, 2000, p. 15, Figure 1.2)

Unlike empiricism, this paradigm defines reality as something real if it has an effect or it can make a difference. This could be transitive or intransitive in nature. Hence, it is wrong to only talk about the empirical world (Bhaskar, 2008), and CR argues the empirical is real, known by our experiences and senses. Here, it is important to clarify two points: first, unlike the ideal real, socially real entities are not material, so cannot be touched, smelled, or held; and second, they are social because they are dependent on some human activity (Fleetwood, 2004).

The basic purpose of CR is to understand and explain powers, structures and mechanisms by theorising at different levels of reality, not simply to reveal general laws or enable prediction (Bygstad and Munkvold, 2011), but also to give explanation.

3.1.1.2 Structure & agency

The idea of stratified ontology of CR is emergent, implying that entities or realities at one level are irreducible to entities at another level. Sayer defines the structure in CR as a "set of internally related objects or practices" (1992, p.92), which make up the real entities, and researchers investigate in contextual situations. Structures may have substructures or may be part of a larger set up.

Furthermore, reality is transformational, as suggested by Bhaskar's Transformational Model of Social Action (TMSA), and Archer's Morphogenetic/Morphostatic (M-M) approach. Both approaches stipulate that agents do not create or produce structures; rather, they reproduce or transform structures (Fleetwood, 2014). This implies that agents require pre-existence of structure and mechanisms for their action (Fleetwood, 2004). Moreover, the social order continues to exist because agents are continuously contributing towards the reproduction and transformation of structures. For instance, writing needs the structure of grammar, or a leader requires organisational policies and strategy to do his/her job, etc. The transformational approach towards structures and mechanisms regularly transforms or reproduces human agency. Sometimes, agents reflect on structure and mechanisms to enable or constrain them, whereas structure sometimes does the same (Fleetwood, 2014).

3.1.2 Interrogating the research using critical realism ontology

Drawing upon critical realist philosophy, leadership is considered a real phenomenon which exists independent of our knowledge. Leadership is a human activity, so it is socially real and cannot be observed through sensory impressions. It is social because of its dependence on the activity of social actors like leaders, followers, the organisation, and context. Nevertheless, the idea of existence independent of our knowledge creates ambiguity according to empiricists and postmodernists (Fleetwood, 2004). Further, social reality cannot be observed, and empiricists believe that if an entity cannot be observed, claims about its existence cannot be made. This has also been called the epistemic fallacy (Bhaskar, 2008). Likewise, postmodernists reject the idea that reality is independent. In fact, they argue that entities are dependent on humans, their discourse and language, etc. However, relying on human activity does not mean that reality or entity is reduced to discourses, and this idea clearly distinguishes critical realist ontology and social constructionist ontology (Fleetwood, 2004).

Moreover, the existence of a reality or entity depends on a range of practical and conceptual activities (Fleetwood, 2004). Leadership perceived at different levels is very much influenced by an individual's conceptualisation about leadership; hence it can be labelled as conceptually or socially mediated (Newton et al., 2011). Thus, there are different meanings associated with leadership as leaders carry different perceptions of reality and subordinate/faculty members have their own perception.

The objectives of this doctoral research call for a multi-level understanding of leadership, where the real world is ontologically stratified. Leadership as a reality is single but has different meanings or interpretations (Fleetwood, 2004); furthermore, it is ontologically stratified because, as a reality or entity, it is complex, deep and layered (Brown et al., 2002). Mostly, leadership has been studied using a positivism lens and very few studies have used an interpretative approach (Bryman, 2004, Parry et al., 2014). Leadership is a complex phenomenon, which is strongly influenced by contextual factors (Sayer, 2000) and, in turn, can have severe effects. Furthermore, it is layered because it is exercised at various levels by different 'loci: leader, leader follower dyad, and follower/subordinate, via behaviour, trait, cognition, affect'(Eberly et al., 2013, Hernandez et al., 2011). Research on leadership, therefore, requires an examination of the perspectives of both subordinates (faculty) and leaders, considering the context as an open system.

The multi-domain ontological assumptions about reality are supposed to include leadership experience and perceptions from leaders and faculty members in the empirical layer (Figure 3.1). While the actual layer includes all the events and the actions of leaders and subordinates such as behaviour, affect, cognition, trait, and consequences that are generated via different mechanisms in the higher education context in Pakistan, all the components of the actual form of reality might not be observed completely. Lastly, the real/deep domain of reality which provides the bigger picture is composed of all real structures and mechanisms that have caused the reality. Some mechanisms may have produced different events and, conversely, the same type of events may be produced by different mechanisms, as reflected in Figure 3.3. Furthermore, structures via different mechanisms are responsible for different events and experiences. Hence, this research looks at the relationship between leadership behaviours and EWB while examining the context at the same time using a critical realist approach. Consequently, this research seeks to uncover the generative mechanisms that affect leadership, and its dynamic interplay with EWB to provide explanations about leadership behaviours, and its impact on EWB. More specifically, this research studies how leadership influences EWB

by considering the contextual factors. The organisational context consists of different interacting structures, where each structure can impact existing situations to generate events (Wynn and Williams, 2012). This structure normally includes social structure, discursive entities, and culture (languages) (Fleetwood, 2005). Drawing on the structure and agency components, a multi-layer view of reality can be supported by capturing the power dynamics involved (Tatli, 2012). This research, therefore, looks at the influence of agents (leaders) and structure on each other, in a specific context (HEIs in Pakistan). Furthermore, leaders yield power, and power hegemony can be analysed using CR ontology. Agents already have their positions, and their position guides their practice (Bhaskar, 2008).

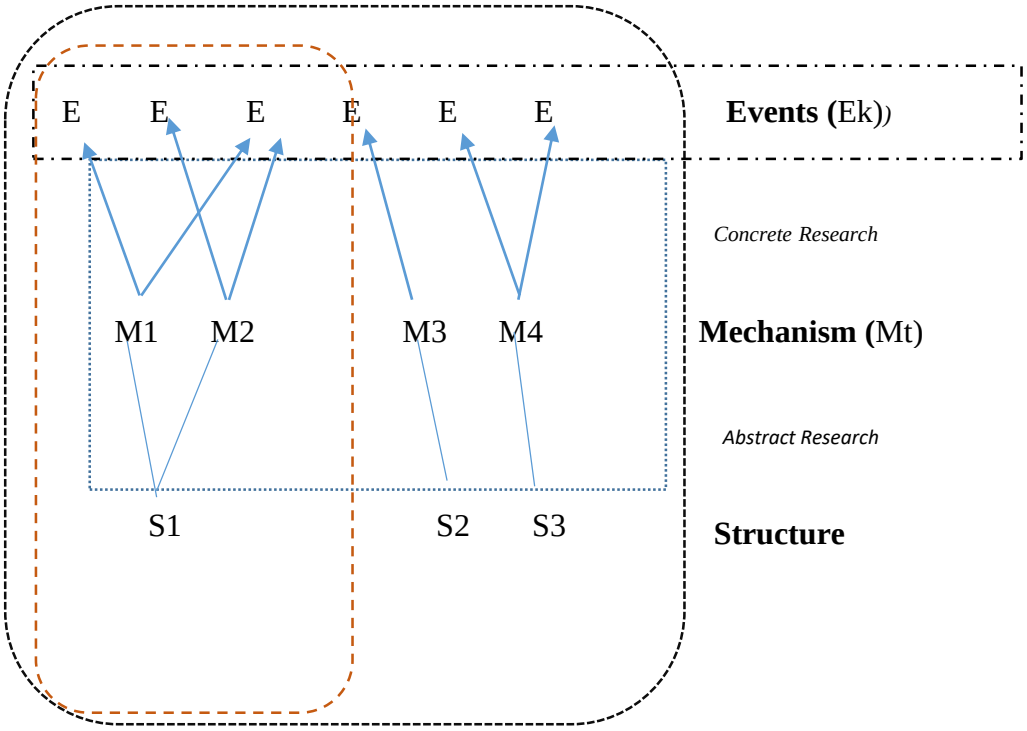


Figure 3-3: Layered ontology of CR, and research strategies (Sayer, 1992, p. 117, Figure 8)

3.1.3 Critical realism - Epistemology

Epistemology is the study of knowledge, or theory about knowledge (Johnson and Duberley, 2010). As Miller and Tsang (2011) put it, CR interconnects ontology and epistemology. Critical realism advocates a realist ontology where the world exists independent of knowledge, with fallibilist epistemology implying that knowledge is socially produced. Bhaskar (2008, p. 43) explains that "to be fallibilist about epistemology it is required to be realist about ontology". Fleetwood (2014) briefly summarises the epistemological assumptions of CR: (a) epistemology

is subordinate to ontology; (b) CR acknowledges the fact that knowledge is epistemologically fragile- means it is delicate; (c) knowledge emerges during uncovering causal mechanisms; and (d) true knowledge about reality, although difficult, is not impossible.

Nonetheless, CR faces certain issues pertaining to epistemology particularly linked with deep structures (Kempster and Parry, 2011) as it does not explain the theoretical and methodological aspects appropriately (Yeung, 1997). Positivist critics of CR highlight both the issue of unobservable structures and non-empirical evidence, while relativists for epistemological concerns choose the approach of knowledge justification which is self-referential (Johnson and Duberley, 2010).

The methodological implications of CR are considered vague and imprecise, and critical realists have acknowledged the dearth of methodological guidance in the literature (Miller and Tsang, 2011, Yeung, 1997). Nevertheless, some attempts have been made in the area of generalisation and verification rather than falsification (Miller and Tsang, 2011) and theory falsification can be undertaken by theory testing. Mechanisms that cause events, rather than their implications, need to be tested directly (Sayer, 2000). However, these mechanisms are unobservable and have contingent effects. Measures exist in order to look up this problem of un-observability (Miller and Tsang, 2011). Such mechanisms become obvious to respondents by asking questions (questionnaires, interviews) through which these mechanisms can then be interpreted.

Critical realism supports the idea of structures and mechanisms that explain events. Such mechanisms can be identified using deduction and induction - retroduction (Bhaskar, 2008, Wuisman, 2005). Also called abduction, it refers to the mode of analysis in which events are studied with respect to what may have, must have, or could have, caused them (Miller and Tsang, 2011). This research, by using a retroductive approach, examines leadership behaviour in relation to EWB. The complex interaction of the leader, faculty members, and contextual factors influence leadership experiences, in addition to the basic structures and mechanisms that outline the leadership behaviours and consequences. Sayer (2000) argues that some mechanisms may produce different events; also the same types of events may occur due to different causes, as shown in Figure 3.3. For instance, bureaucracy as an underlying structure and the position of leaders as superior to followers/subordinates is historically rooted in denying followers/subordinates (faculty) access to development, rights, opportunities, etc. This is actualised through various mechanisms, such as the quality of interpersonal relationships among leaders and faculty members (Graen and Uhl-Bien, 1995).

It is argued that critical realist methods do not adequately cover the required supportive process to test these mechanisms (Yeung, 1997). This means that the focus shall not only be towards correlations but, also, on testing the causal relationships (Miller and Tsang, 2011). Furthermore, they propose four steps for critical theory testing. The first step involves carefully identifying the relevant causal mechanisms that relate to and generate the phenomenon. The second step is to test the existence of the mechanism rather than testing the hypothesised relationship straight away. Mechanisms can be tested through various ways (i.e., through survey); however, mostly in social sciences, some of the mechanisms are not material (Bhaskar, 2008); therefore, it is argued that individual responses can be used to test these mechanisms. Thus, responses from leaders and faculty members about leadership experiences reflect the existence and importance of mechanisms and structures. In the third step, theory can be verified or falsified in an open context (i.e., through interviews), once the existence of mechanisms is confirmed. Finally, in the fourth step, if data support the basic assumptions about the existence of mechanisms and their consequences, then the overall model can be assessed to evaluate the implications of the mechanisms. At step four, jointly testing the theory may become complicated because social systems are open and complex (Sayer, 2000). Consequently, CR encourages mixed methods using extensive (quantitative) and intensive (qualitative) research designs to tap complexity which might not be covered by a single method (Miller and Tsang, 2011). Extensive studies are useful, but not sufficient to identify the relationships among mechanisms and events, because causation also needs to be identified (Tsang, 2017). Hence, by taking a CR perspective, this research makes sense of the multi-layered nature of leadership by using a mixed methods research approach through retroduction.

Based on an integrative picture of testing mechanisms, an explanation of the context-relevant phenomenon emerges (Corbin and Strauss, 2014) because CR epistemology advocates socially mediated knowledge, provision of explication rather prediction, explication via mechanism, unobservability of mechanisms, and generates multiple explanations (Wynn and Williams, 2012). Over the last few years, researchers have proposed the application of the CR approach to the study of leadership by focusing on relational and processual factors within specified contexts using the triangulation of methods involving quantitative data for causal relations and identifying mechanisms and qualitative data for explanation of the underlying mechanisms (Kempster and Parry, 2011).

3.1.4 Critical realism versus pragmatism

The research objectives of this PhD require extensive and intensive analysis of leadership behaviours and their impact on EWB, and to understand and explain the dynamism of structures and mechanisms involved. Thus, this research requires quantitative and qualitative multi-level data and their analysis for meta inference. The two most common research paradigms used in mixed methods are CR and pragmatism (Shannon-Baker, 2016). Even though the two approaches have some similarities, they are also different. As discussed above, CR endorses an ontology having different components of independent and stratified reality and an open system including structure, agency and generative mechanisms; meanwhile, pragmatism is more concerned with epistemology rather than the nature of reality (Tsang, 2017). The origins of pragmatism lie in the work of Pierce who uses the term pragmatism from the work of Kant (Johnson and Duberley, 2010). Pragmatism represents an attempt to find out the solution to some irresolvable problems such as Hume's problem of induction (Tsang, 2017). Pragmatists, such as Dewey, endorse the idea that the aim behind knowledge creation is not to unveil the reality but, rather, to develop an understanding to solve problems when they emerge (Tsang, 2017). The objective is not to provide knowledge about the nature of reality in cognition but, rather, to provide an expression to act in relation to the environment. This philosophical approach focuses on the practical relations between humans and the empirical world. Pragmatism endorses abduction, similar to retroduction advocated by CR, for theory generation and testing (Johnson and Onwuegbuzie, 2004, Tsang, 2017).

A lot of research has been conducted on different aspects of leadership, and the literature provides a good insight into the empirical layer of the reality. So, CR allows this doctoral research to connect with the empirical layer of reality and further build on existing research. A primary purpose of this research is to integrate the leader and faculty perspectives on the topic under study. The CR approach assists in uncovering the underlying mechanisms that generate events and experiences and provides an explanation. Conversely, if this research contained only an applied pragmatism approach, there could have been some form of duplication between leader and faculty perspectives. Overall, this PhD research uses a CR approach, but pragmatism may be of more relevance for individual studies, if the nature of the empirical reality is not sufficiently clear, as discussed in subsequent chapters of the thesis.

3.2 The research strategy

This research, aligning with CR, uses case study as its primary research strategy and focuses on HEIs in Pakistan. Further, this case study research adopts a mixed methods approach and draws on quantitative and qualitative data collection methods for its three studies, to examine leadership and its impact on EWB in HEIs in Pakistan. An explanatory sequential mixed method design (Creswell and Plano Clark, 2018) is used that involves collecting quantitative data first, and then explaining the quantitative results with in-depth qualitative data. In the first, quantitative, phase of the research, survey data collected from faculty members working in different HEIs in Pakistan were used to examine leadership behaviours in relation to EWB. The second, qualitative phase, involving interviews with faculty members and leaders, was then conducted to develop a better understanding of relationships and underlying mechanisms.

3.2.1 A case study approach

A deeper understanding of the context is necessary to explain the dynamics of leadership behaviour, EWB and the interplay of contextual factors. This research, therefore, uses case study as a research strategy (Yin, 2003) to focus on understanding the underlying forces present in a single setting (Eisenhardt, 1989). Case studies, allow for the combination of various data collection methods: interviews, observations, questionnaires, etc. (Eisenhardt, 1989). Further, they are the best suited methodology for CR studies that aim to explore the interplay of structure, agents, events and context, in order to develop causal explanations (Wynn and Williams, 2012), where causality refers to the relationship between an action or thing (cause) and the outcome (effect) it generates. This research, therefore, uses a mixed methods case study (Creswell and Plano Clark, 2018), focusing on nine public sector universities in Lahore, the capital city of the Punjab province of Pakistan (for universities included in the research, see Appendix-I).

3.2.2 Introduction to mixed methods research

Mixed Methods Research (MMR) is the third research paradigm, which builds on the debate of combining qualitative and quantitative research paradigms (Johnson et al., 2007, Tashakkori and Teddlie, 2010); MMR refers to "research in which the investigator collects and analyses

data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study" (Tashakkori and Creswell, 2007, p. 4). The rationale behind two different types of data collection is meta-inference, so as to have better and more accurate inferences about social sciences (Zachariadis et al., 2013). Meta inferences are an essential component of MMR and refer to an integrative view of findings from the qualitative and quantitative strands of mixed methods research (Tashakkori and Teddlie, 2010). The idea of meta-inferences has emerged from the idea of "methodological eclecticism" (Tashakkori and Teddlie, 2010) which is defined by Hammersley (1996: 167) as "the combination of quantitative and qualitative methods … on the ground that this promises to cancel out the respective weaknesses of each method."

Even though mixing quantitative/qualitative approaches is one of the most challenging areas in methodological research, the use of mixed methods research has been increasing given its advantages, and demonstrating that combining quantitative and qualitative perspectives is, indeed, possible (Sale et al., 2002). To clarify the position of this third research paradigm, Figure 3.4 presents the qualitative-quantitative continuum proposed by Johnson et al. (2007). As shown in Figure 3.4, this research falls into the qualitative-dominant side where one study is quantitative, and two studies are qualitative, and results can complement each other to enhance the understanding of leadership and its impact on EWB.

Creswell and Plano ClarkCreswell and Clark (2018) advise three key considerations in the selection of MMR in a research project. First, philosophical underpinnings; second, understanding of the basics of quantitative and qualitative methods; and third, suitability of MMR to the enquiry. This research satisfies these considerations. First, MMR proponents have discussed the compatibility of qualitative and quantitative methods and their underlying paradigms (Tashakkori and Teddlie, 2010) supporting the relevance of CR approaches (discussed in Section 3.2.2.1 & 3.2.2.3) (Venkatesh et al., 2013). Secondly, it requires a considerable understanding of both methods – qualitative and quantitative. Quantitative research aims to study how data fit within existing theory, seeking generalisations, whereas qualitative research intends to examine the opinions, views, and experiences of the participants. Finally, the third point refers to three conditions proposed by Creswell and Plano-Clark (2018): (a) when a single method seems insufficient and a combination of methods provides a broader and more complete picture, (b) there is need to enhance the value of the study by combining data, and (c) there is a need to explain further quantitative results using qualitative results.

This research aims to study leadership behaviours and their relationship with EWB. Furthermore, it also seeks to identify the contextual factors that influence leadership behaviours and their influence on the relationship between leadership behaviours and EWB, which cannot be determined using only a qualitative or a quantitative approach. Hence, this research satisfies the key considerations of selecting a mixed methods approach.

An important advantage of a mixed methods approach in this research is that it makes it possible to read and re-read the results of qualitative and quantitative data in the context of the overall research question (Malina et al., 2011) because, in reality, problems are solved using both numbers and text (Creswell and Plano Clark, 2018) In addition, Doyle and colleagues (2009) identify triangulation, the explanation of findings, completeness, offsetting weakness, illustration of data, hypothesis development and testing, answering different research questions, and instrument development and testing, as the benefits of this approach.

The main purpose of using MMR in this research project is that a complete picture of the leadership process could not be generated by one method alone. Thus, each source of data represents a different and important aspect in understanding the phenomenon being studied. Furthermore, different studies aim to answer different research sub-questions, although they are linked to the overall purpose of the research. In this regard, the goal of study-1 and study-2 is to ascertain the faculty perspective. Quantitative and qualitative data have been collected to gain and extensive and intensive insight related to the phenomenon. The third study then examined the leader perspective to identify the multi-level contextual factors that affect leadership behaviour and factors which are affected by leaders.

When selecting the research design, it is important to consider its compatibility with the philosophical paradigm (Shannon-Baker, 2016, Zachariadis et al., 2013), therefore, the following section, discusses in detail the logic of using mixed methods within the CR paradigm.

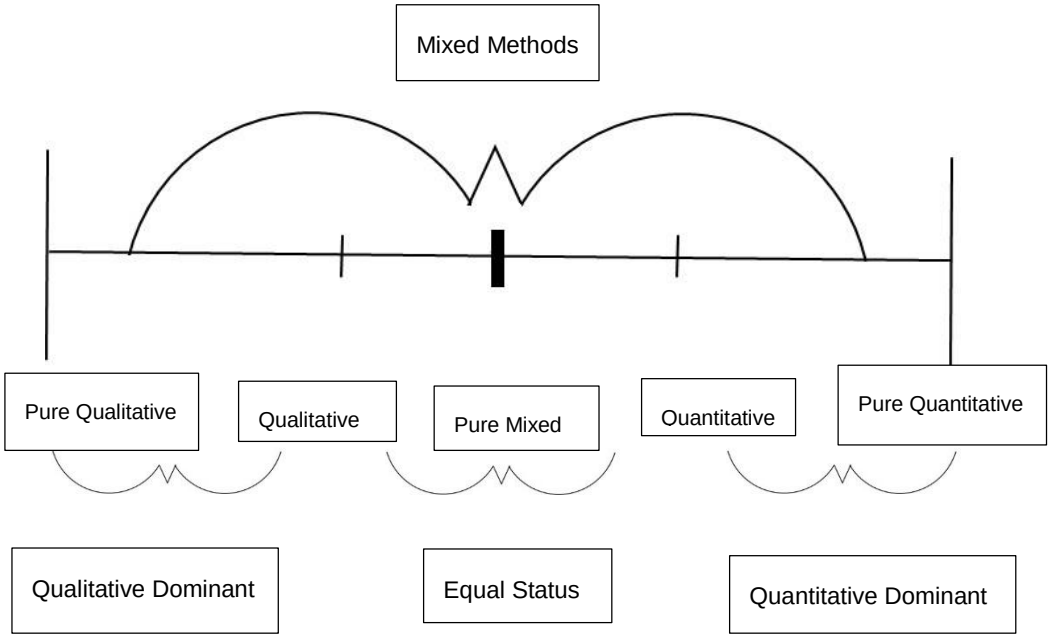


Figure 3-4: Mixed methods - qualitative-quantitative continuum (Johnson et al., 2007, p. 124)

3.2.2.1 Critical realism and mixed methods

By endorsing a methodological stance that falls between empiricism and interpretivism, CR has opened new opportunities for social sciences research (Mingers, 2004). Like other paradigms, the linkage between ontology, epistemology and the methodological approach is of utmost importance (Zachariadis et al., 2013). It is also important to recall, here, that the main objective of CR-led research is to identify underlying causal mechanisms that have brought on empirical events and experiences as CR not only looks at the relationship between events, it also seeks to unveil the conditions that have caused certain events. Although CR has an interest in generative mechanisms (Collier, 1994), it is vital to acknowledge "when…one writes that a mechanism has a tendency to x, one is, in reality, referring to the ensemble of structures, powers and relations: it is, strictly speaking, the ensemble that has a tendency to x" (Fleetwood 2001, p. 211).

Reality is viewed as multi-layered, open, and complex in CR, where different mechanisms function at the same time. Hence, it advocates the need to identify conditions that make generative mechanisms function along with focusing on the ensemble of structures, and their tendencies-powers, and liabilities (Zachariadis et al., 2013). So, it serves as a bridge between quantitative and qualitative approaches, based on the assumption that theories on reality are

partial; hence endorsing the stratified reality, where CR highlights the importance of different viewpoints (Zachariadis et al., 2013). Moreover, its emphasis on relationships is connected to its ability to infer causal relationships that are both contextually based and generalisable to others (Lawson, 1994).

Retroduction is endorsed by CR (Bhaskar, 2008) which, arguably, supports a variety of methods (Zachariadis et al., 2013). Hence, qualitative and quantitative methods can be combined to hypothesise and recognise causal generative mechanisms. Quantitative approaches theorise about social laws by looking at the regularity of events and correlation among different variables (Lawson, 1994). However, CR has a different perspective towards generalisations. Though, it could be valuable to use some quantitative techniques in order to quantify characteristics of structure and object (Zachariadis et al., 2013), the qualitative approach gives a better explanation of the underlying structures and associated interactions. Further, it involves the transition of empirical knowledge via events to ontologically deep explanations, and can potentially give some indications on the existence of unobservable entities (Zachariadis et al., 2013). As a result, our understanding about how things and mechanisms work is strengthened.

3.2.2.2 Explanatory sequential mixed methods research design

Although different MMR designs exist (Doyle et al., 2009, Greene et al., 2001, Johnson and Onwuegbuzie, 2004, Johnson et al., 2007), the most concise typology recently revised by Creswell & Plano Clark (2018) includes convergent, explanatory sequential and exploratory sequential designs. This research follows the explanatory sequential research approach and uses three studies. Study-1, based on a quantitative approach, targets faculty members by using the survey method to examine the relationship between leadership behaviours, psychosocial factors, and EWB. Study-2, using a qualitative approach, again targets faculty members by employing the semi-structured interview method with the intention of further explanation and identifying underlying mechanisms. Furthermore, as leadership is a complex phenomenon, and involves at least two main stakeholders, i.e., leaders and subordinates (faculty), study-3 focuses on leaders working at different levels. The next section discusses the alignment of CR with the explanatory sequential research approach.

3.2.2.3 Critical realism and explanatory sequential research

Critical realism endorses a variety of quantitative and qualitative methods and does not support any single approach (Zachariadis et al., 2013). This multiplicity is embedded in the ontological and epistemological assumptions of CR, which endorse a strong link between theory and method (Danermark et al., 2002). The basic proposition is that leadership is contextually rooted and affected by structures and mechanisms. Hence, the selection of a methodology depends on the capacity of methods to communicate different kinds of knowledge about such mechanisms (Zachariadis et al., 2013). Although the relevance of MMR in social science is discussed by scholars in accordance with different philosophical paradigms (Creswell, 2014, Creswell and Plano Clark, 2018, Tashakkori and Creswell, 2007, Tashakkori and Teddlie, 2003), in CR it has different implications (Mingers, 2015, Zachariadis et al., 2013).

In general terms, the most thoughtful philosophical approach to mixed methods aligned with CR, firstly, involves the use of an 'extensive method' to identify demi-regularities, and then an 'intensive method' to identify underlying mechanisms (Zachariadis et al., 2013). This profound approach is called 'explanatory sequential design' (Tashakkori and Creswell, 2007). Figure 3.3 presents the overall research project involving quantitative and qualitative data and illustrates the reasons for their use. The results of study-1, using the survey method, are intended to identify important leadership behaviours, and the nature of the relationship with job demands and job resources EWB. The qualitative data collection methods used in the subsequent studies seek to identify the underlying mechanisms and contextual factors. Furthermore, it is argued that a critical realist approach would assist in identifying causal mechanisms (Kempster and Parry, 2011). In addition, using mixed methods, including qualitative data, could begin to entangle the underlying causes (Bryman, 2004, Parry et al., 2014, Skakon et al., 2010), therefore, the explanatory mixed method research is adopted.

3.2.3 Method and sample justification

This research is based on three studies that present the perspective of both faculty members and leaders on the phenomenon being studied, as shown in figure 3.5. The first two studies present the faculty member perspective and study-3 presents the leader's perspective.

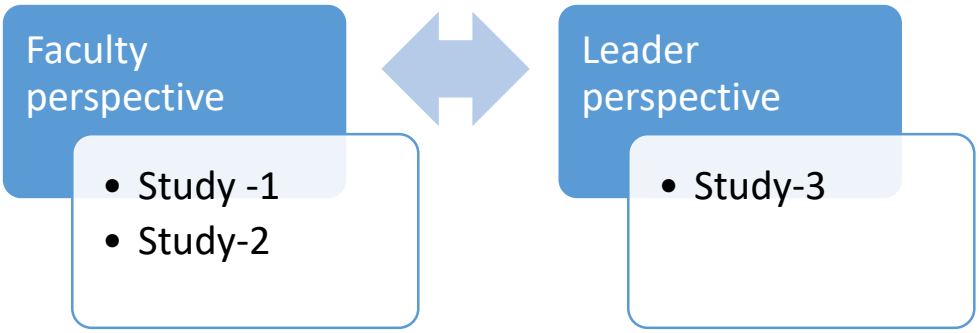


Figure 3-5: Sample representation in different studies

Study-1 follows the quantitative method of survey and uses a standardised questionnaire. The rationale of using the quantitative method is that leadership and EWB are established constructs and the literature offers numerous validated questionnaires. Therefore, to capture the broader faculty member perspective, the survey method has been selected. Nevertheless, the survey has some limitations (discussed in Section 3.2.3.1); therefore, to gain a deep insight into faculty members' well-being, study-2 was planned. Study-2 is based on interviews with faculty members. The findings of the Study-1 inform Study-2; for example, descriptive statistics and open comments guided the development of the semi-structured interview guide (discussed in detail in Section 5.2.1). Figure 3.6 shows how the three studies contribute to explaining the leadership process.

Study-3 is based on the leader's perspective, aiming to identify various contextual factors that affect the influence of leadership on employee well-being. The context can best be studied using a qualitative method (Johns, 2006); therefore, this study follows the qualitative method. Further details about the methodology of each study are outlined in detail in the methodology sections of the specific study chapters. The precise methods used in the research include survey and interviews, each of which are discussed below.

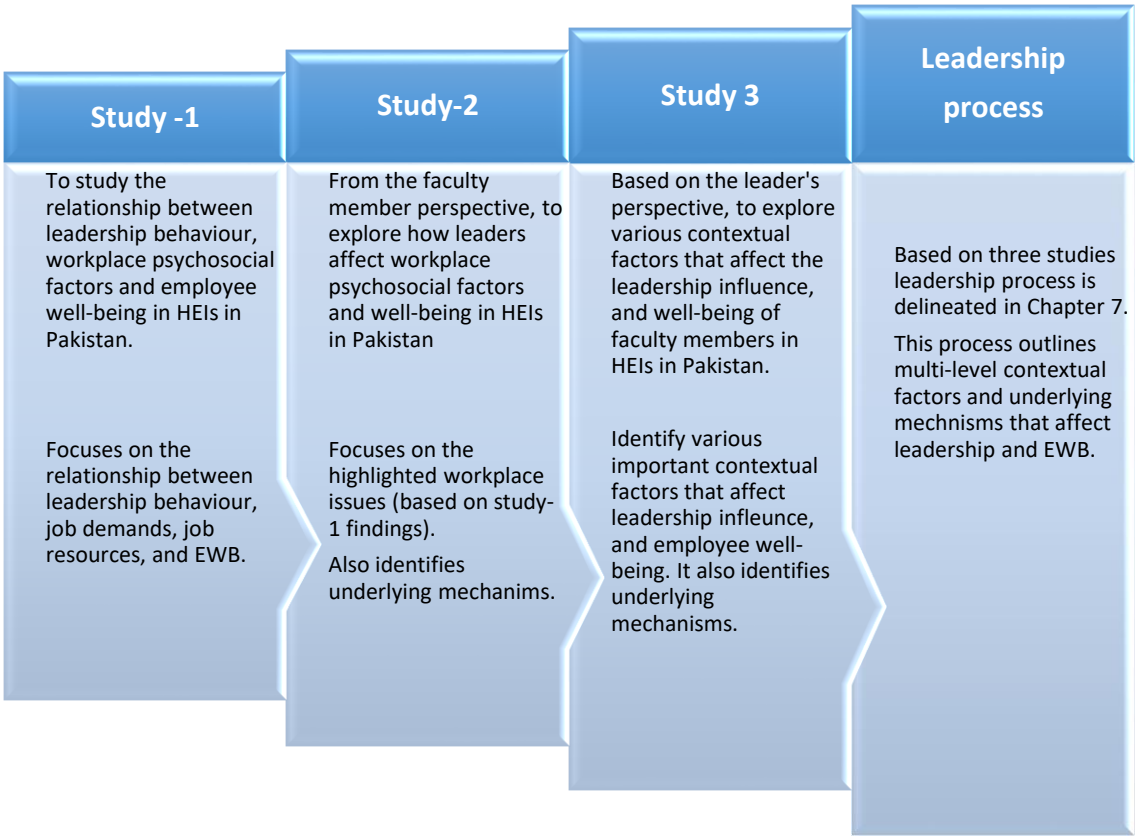


Figure 3-6: Research flow chart of this thesis

3.2.3.1 Survey

Survey as a method has been used widely in leadership and EWB studies. As mentioned above, study-1 uses survey as a data collection method, targeting faculty members. A personally (face to face) administered survey was used for data collection to improve the response rate because, in the local Pakistani HEI context, faculty members often do not respond to questionnaires sent by post or email. The participant information sheet (Appendix II) described the research to ensure transparency and integrity.

Survey as a method has certain benefits as it caters to big samples and takes less time in comparison to interviews; it is also quicker to comprehend the survey responses because questions are mostly closed-ended as compared to responses from interviews (Saunders et al., 2012). Nevertheless, there are some limitations of this approach such as self-selection bias, or information presentation in the instrument that yield socially desirable responses. Therefore, to

avoid these limitations, the anonymity of responses has been ensured, and the questionnaire (Appendix II) was carefully designed to present the questions in an appropriate order.

3.2.3.2 Interviews

Interviews give voice to the participants and allow researchers to gain access to their experiences (Creswell and Plano Clark, 2018). Using qualitative data is appropriate, here, because the aim of the research is to study the process of how leadership influences EWB. This doctoral research is explanatory and, hence, requires in-depth data and participants' interpretations of the phenomenon in the defined context (Bryman, 2016). Semi-structured interviews are a useful tool to gain insight from the people concerned regarding their world (Bryman, 2016, Saunders et al., 2012). Considering the significance of context, structures and generative mechanisms for this research, the interview method was adopted, and semi-structured interviews used in study 2, and study 3 for data collection.

Keeping in mind the complexity and dynamism of the topic being studied, interviews from both leaders and faculty members working at different levels were conducted. A total of 26 faculty members, including lecturers, assistant professors, associate professors and professors, were interviewed for study 2. In study 3, 24 face-to-face semi-structured interviews from leaders have been conducted to understand the leader's side of the story. Leaders selected from different universities were working at various levels, including in-charge directors of the department/institute/school, deans of the faculty, and Director Generals (equivalent to the Vice Chancellor). Some of the leaders also have additional important designations such as Controller Examinations, or Chairman Doctoral Program Coordination Committee (DPCC). Responses from leaders provided additional insight into the research because they work at the decision-making level of universities and have a deeper understanding of the contextual factors.

The primary advantage of the interview technique is the flexibility it allows for further exploration of events pertaining to the phenomenon, which leads to the generation of rich qualitative data. However, richness of data depends largely on the sensitivity of the topic and the skills of the interviewer (Creswell, 2018). Thus, in studies 2 and 3, emphasis was placed on building rapport with the respondents because it is critical for gaining rich data from interviewees. Furthermore, to focus on the interplay of context, and to add richness, detailed notes of observations and informal chats before and after interview were made.

There are some challenges associated with this method that need to be considered in order that they can be avoided. For instance, the first challenge is that respondents may not reflect or reveal their life events relating to the phenomenon under discussion in the interview. This is particularly applicable in the Pakistani context where some people become sensitive and do not share their opinions, particularly negative opinions, believing that it might be inappropriate to highlight their problems or share the fact that they have been a victim of bullying or sabotage. Another issue is that participants may feel insecure when reporting anything negative about their leaders, particularly in a high-power distance country such as Pakistan. Hence, building rapport with the interviewees during interviews was given importance in order that participants would feel comfortable when sharing their experiences and stories.

Sometimes, respondents may express unreal and imagined events and, sometimes, respondents may not be able to share their life events and perceptions (Creswell et al., 2007). Such challenges can also be avoided by the researcher by being honest, open and empathetic (Alvesson, 2003). In such situations repeating the question, or sometimes asking for extra detail (i.e., could you please share any incident/example?) helps. These techniques were used to ensure genuine interaction, in order to enable respondents, particularly faculty members, to share their views about leadership. Alvesson (2003) points out that 'moral storytellers' try to share information to make a good impression; this can be avoided by further probing, such as, "could you please tell me more about it?" They sometimes disclose certain information to portray a positive image about themselves while also hiding unfavourable aspects. Therefore, several probing/follow up questions were developed to deal with such situations. See appendix III (study 2) and IV (study 3) for the list of interview questions.

Interviews were transcribed verbatim from audio recordings. Fictional names were used to ensure respondent anonymity. Following the interview, themes and codes were identified from the interview data using NVivo. Themes emerged from codes (major and minor) identified from key phrases, metaphors, and patterns of meaning by moving back and forth between parts of the interview transcriptions (Stern et al., 1998) . These findings were then used to outline the overall leadership process (Zachariadis et al., 2013), as discussed in Chapter 7.

3.2.4 Sampling and participant recruitment

In the social sciences, the object of enquiry is shaped by social relationships between actors and structures, and among actors (Bhaskar, 1989). The unit of analysis in this research is the

actors (leaders and faculty members) working in HEIs in Pakistan. Overall, the participant recruitment strategy is aligned with the research objectives, and methods selected for this research which followed a sequential mixed methods sampling strategy.

Study-1 used stratified random sampling for its survey method. Different universities were taken as strata and faculty members within each institution were approached randomly. Meanwhile, for the two qualitative studies, convenience sampling and snowball sampling (purposive sampling) techniques were employed to recruit participants, i.e., faculty members and leaders, respectively. However, the representation of all the universities was ensured and gatekeepers were used to identify participants in each HEI.

3.2.5 Validity and quality criteria for mixed methods

Building on the discussion of CR philosophy, its different elements like stratified ontology, causal mechanism, structures agency, and then mixed methods, this section now discusses the implications of using the mixed methods research approach with CR. The quality criteria for mixed methods research and its inferences needs to include parameters that incorporate and consider both qualitative and quantitative approaches. Furthermore, quality criteria must consider the underlying philosophical assumptions of the research.

Validity in mixed methods research (Creswell and Plano Clark, 2018, Tashakkori and Teddlie, 2010, Venkatesh et al., 2013) changes in relation to CR (Zachariadis et al., 2013). Validity refers to the quality and rigour of research that leads to comprehensive quality conclusions. This research considers the validity criteria (Tashakkori and Teddlie, 2003, Venkatesh et al., 2013) for quality assurance. Venkatesh and colleagues (2013) synthesise the validity criteria for mixed methods research in three categories: design validity, measurement (or analytical) validity, and inferential validity. Design validity in quantitative research includes internal and external validity, where internal validity refers to the extent to which inferences about cause and effect/correlation are true, while external validity is concerned about generalisations (Zachariadis et al., 2013). The second component is measurement validity that comprises reliability - the measurement error, and construct validity refers to the extent to which constructs measure what they intend to (Zachariadis et al., 2013). Thirdly, inferential validity describes the validity of the statistical conclusion and their potential use for inferences (Zachariadis et al., 2013).

It is important to discuss the expectation of CR towards data analysis and related quality. First, in relation to quantitative research, although an empiricist looks for internal validity that correlations are causally related, a critical realist is interested in whether generative mechanisms are part of observed events (Johnston and Smith, 2010). Likewise, for critical realists, external validity expects generalisability in the form of knowledge claims about the mechanisms, with the idea that mechanisms have identified events, and presuming the causal relationship is potentially applied in different contexts. Lastly, a critical realist view towards construct validity considers whether "empirical traces give information about the actual events that are purportedly caused by the generative mechanisms" (Johnston and Smith 2010, p. 33). Critical realism argues that generalisation is valid in other contexts, when shaped by different generative mechanisms. Nonetheless, qualitative methods seem to favour this emphasis on context to uncover and provide explanations to mechanisms.

Although there are diverse viewpoints toward the validity criteria for qualitative research (Lincoln and Guba, 2000), there is consensus that such criteria are required (Zachariadis et al., 2013). Drawing on the three dimensions proposed by Venkatesh et al. (2013), design validity in qualitative research is concerned with how well study is planned and executed; analytical validity describes how well data collection and analysis is conducted to achieve consistent and dependable results; and, lastly, inferential validity assesses the quality of interpretation and inferences (Zachariadis et al., 2013). Design validity includes (a) descriptive validity - that ensures the accuracy of events, behaviours and objects, (b) credibility - participants believe in the results, and (c) transferability - results can be generalised and transferred to other settings (Venkatesh et al., 2013). Analytical validity has four components: (a) theoretical validity - theoretical explanations that fit with data values, (b) dependability - acknowledging the impact of research setting, (c) consistency - ensuring that all qualitative research steps have been taken, and (d) plausibility - study findings fit with the data derived (Venkatesh et al., 2013). Thirdly, inferential validity, includes interpretive validity - correct interpretation of results, and confirmability - these results can be combined (Venkatesh et al., 2013). Critical realism seems to work with this quality criteria of qualitative research (Zachariadis et al., 2013).

3.2.6 Analyses

This section outlines the data analysis techniques used to analyse both the quantitative and qualitative data. Further details of each are discussed in detail in the subsequent chapters.

3.2.6.1 Quantitative analysis

A number of statistical analysis techniques were used to analyse the survey data, considering the methodological position of the research. These techniques include frequency distribution, correlation analysis and Structural Equation Modelling (SEM). Details about quantitative analysis are discussed below.

The results presented in the next chapter are based on SEM, an advanced statistical tool for determining the association among various constructs. The choice of SEM over other approaches, such as regression, is mainly guided by the philosophical literature. It is claimed that the critical realist approach contributes to identifying causal mechanisms (Kempster and Parry, 2011). Furthermore, it is argued that the assumptions of regression analysis support the Humean view of reality (Brannan et al., 2017, Mingers, 2006) and, thus, cannot be used in a study that uses the lens of CR. Mingers (2006) discusses different statistical techniques with their basic assumptions that align with CR. These include descriptive statistics, analysis of variance and covariance, factor analysis and path analysis (p. 216). Furthermore, Mingers argues that "Bayesian theorem, apart from the fact that it ends at the same place (traditional statistics), it approaches from a different starting point and seems to have greater affinity with the critical realist approach" (Mingers, 2006 p. 213). Path analysis is one of the forms of SEM which is a collection of related techniques including the Bayesian theorem (Kline, 2016).

Other reasons of using SEM analysis are addressed next. First, considering the broader objective of this doctoral research which aims to look at the process of how leadership influences EWB, SEM analysis provides estimates for the indirect effect of leadership behaviour. Second, this method offers additional advantages such as in addition to investigating relationships among different variables of interest, it also considers measurement error (Hair et al., 2010).

As it is an advanced statistical tool, SEM offers many advantages over traditional approaches and analysis works to determine causality; however, in regression, causality cannot be determined (Kline, 2016). Unlike regression, SEM estimates the model using latent variables. Latent variables are those that are not directly observed but are, rather, inferred (through a mathematical model) from other variables that are observed (directly measured). For example, job satisfaction is a latent variable that is estimated using observed/directly measured questions,

i.e., ‘How pleased are you with your work prospects?’ This tool also provides estimates for the indirect effects of exogenous (independent variables) on endogenous variables (dependent variables). For example, in this research, leader behaviour is exogenous, whereas job demands, job resources and EWB are endogenous. So, the effect of leader behaviour on EWB is estimated directly, called the direct effect, and indirectly through job demands and job resources.

3.2.6.2 Qualitative analysis

Interviews from both studies were recorded, then transcribed verbatim, and later analysed. Thematic analysis has been used to analyse the interview data from study-2 and study-3. This technique is aimed at understanding rather than knowing the data. Thematic analysis refers to “a method for identifying, analysing, and reporting patterns (themes) within data” (Braun & Clarke, 2006, p. 79). This method iteratively recognises what is common in the data, and then makes sense of any emerging patterns (Braun and Clarke, 2006).

NVivo 12 was used for data management and coding. The approach to coding and analysis used was based on the six steps (Braun and Clarke, 2006). The first step involves familiarisation with the data. This led to the first list of ideas that emerged from the data and facilitated the next phase of initial code generation. During this phase initial codes were produced to reflect explicit meanings or underlying ideas. Identification of initial codes then led to theme searching where different codes were organised into potential themes with the help of tables and thematic maps. Themes are both theory- and data-driven. Later, initial themes were reviewed and refined at the level of the entire data set. The refined themes were then used to discuss the findings in the respective chapters.

Here I expand on ‘subjective well-being’ as an example to explain the coding process of faculty interviews (Chapter-5 data). Broadly, ‘subjective well-being’ included subthemes such as: perception about health and well-being, and factors affecting health and well-being (such as personal factors, work related factors, and leaders*)*. The coding process for ‘subjective well-being’ is shown in the table 3.3 below. Nuances in experiences and meanings were analysed such that some passages described struggle managing health and well-being in poor working environment, while other passages showed work environment as manageable challenge. I reasoned that these may not be reflecting the same pattern of experience, and iterative process began drawing links to nuances in different themes to explore a common underlying meaning, and relationships between different subthemes throughout the interviews. The data were

reviewed for differences across the attributes (gender, PhD status, subject area of participant, and university), but the patterns highlighted working environment and mainly leaders influencing well-being of academics. This further led to the explanation of leadership control over workplace psychosocial environment, and well-being throughout the interviews, guided by theory while also allowing the bottom-up experiences to map the boundaries of employee well-being in defined context.

First order codes	**Second order codes**	**Sub-themes**	**Theme**
headache	Physical health problems	Perception about health and well-being	
heart issues			
joint pain			
gastrointestinal			
fatty liver			
sleep issues			
exhausted			
Mental stress	Mental health issues		
Anxiety			
Depression			
Poor health due to family history	Personal (non-work factors)	Factors affecting health and well-being	
Unhealthy lifestyle			
Children			
Allergy to pollution			
Teaching overload	Work pressure		
Research activities			
Time pressures			
Lack of promotion	Career development issues		
PhD problems			
Support staff behaviour			
Leader behaviour			

Colleagues' behaviour	Lack of social support		Subjective well-being
Rigid rules for taking leave	Policy issues		
No support for medical expenses			
Low quality food at university cafe			
Low salary			
Strict conditions for leave (PhD & medical)			
In-sufficient and dirty toilets	Improper infrastructure		
Lack of electronic equipment			
Poor building ergonomics			

Table 3-3: Coding process for 'Subjective well-being'

Similar approach is used to analyse leader interviews data (Chapter 6). Here, I used the 'role of leadership' as an example which included sub-themes such as: controlling job demands and providing job resources. The coding process for 'role of leadership' is shown in the table 3.4 below. The analysis attended to the differences in the perception of leaders about working environment and well-being which provided an important explanation of each of the sub-themes. This then led to the exploration of relationship between leadership and well-being throughout interviews, guided by theory while also allowing the bottom-up experiences to map the boundaries of employee well-being in defined context.

First order codes	**Second order codes**	**Sub-themes**	**Theme**
Reduce the teaching load as per policy	Affect job responsibilities of faculty	Controlling job demands	
extra reduction in workload			
Informal work sharing			
Assign administrative responsibilities as per individual interest			

Assign work equally			Role of leadership
Avoid giving undue pressure			
Accommodating for work			
Affect job control			
Set up timetables as per individual needs	Giving time flexibility		
Allow for personal commitments			
Must ensure presence for specified hours			
Expect them to work on alternate weekends (in offices)			
Social gatherings in departments	Social support	Providing job resources	
Open communication			
Provide family like environment			
Concern for relationships			
Appreciating and rewarding			
Help in getting leave approved	Supportive practices		
Going beyond rules			
Give reminder to top administration			
Do not question their ability (very common social practice)			
Listen (frustrated) faculty members/ provide venting forum			
Be honest with them			

Being humane			
Isolate faculty members from problems			
Monetary benefits			
Promote everyone to speak up			
Open door policy			
affect short listing process	Affect career development		
Promote faculty to conduct seminars for their PhD research			
Motivate to publish			
Facilitate maximum if there is vacancy (in books)			
Extra day off to faculty members enrolled in PhD (in-service)			
Support and guide for trainings			
Affect selection board decision			
Giving chance to flourish academically and professionally			
Promote all faculty members for research activities			
Arrange external support			
Revamped faculty rooms	Affect allocation of needed resources/facilities		
Improved availability of needed equipment			
Everything goes through me			

Teach them lesson			
Support for work-life balance	Supportive work family practices		
Try to create win-win situation			

Table 3-4: Coding process for 'role of leadership'

3.2.7 Ethical considerations

This research was designed and conducted while considering ethical standards as is essential in research which involves human participants (Silverman, 2016). This research follows the code of practice on the ethical standards of the University of Nottingham and also conforms to ethical principles including assessing the benefits and risks to participants, protection of participants, obtaining informed consent, the voluntary nature of participation, avoiding deception and harm, and ensuring integrity and transparency in the overall research process (Silverman, 2001). This research was reviewed and approved by the Ethics Committee of the Nottingham University Business School on 20th July, 2018.

All participants were contacted before the interviews via email and/or telephone. However, none responded to the email, so telephone, WhatsApp and Facebook messenger were used later. Those who responded to the invitation were sent an information sheet (Appendix III and IV) which provided full details regarding the research, and their role as a participant to enable them to make an informed decision. The information sheet also highlighted the voluntary nature of participation, their rights to informed consent, their right to withdraw from research at any time, and the right to refuse to respond to any questions during the interview. It also included information regarding anonymity and confidentiality of the data to ensure integrity and transparency (Silverman, 2016). All interviews were audio-recoded after obtaining approval from participants. The justification for audio recording was also provided in writing (information sheet) and verbally to participants. The reason for recording the interviews was to maintain an accurate account of participants' experiences and to prevent misinterpretation. However, participants were informed of the right to stop recording at any time. In addition, there was no withholding of information during the interview.

Most of the participants were contacted directly for interviews whereas several were referred by colleagues (snowball technique). During the interview, the information sheet was discussed to obtain informed consent, and to provide detailed information about the interview content, process and purpose because research focuses on the sensitive topic of employee health and well-being. Therefore, the voluntary nature of participation, the right to withdraw, and the right to refuse answers were reiterated during the interview.

Interview questions were prepared to avoid any overly intrusive questions; at the same time, interview questions were carefully developed to ensure that they did not involve more risks than encountered in normal workplace life. None of the participants exercised the right of withdrawal or right to refuse answering questions. At the end of interview, participants were debriefed with the summary of the interview, and provided with contact information for any further comments or questions.

The audio recordings were carefully transcribed and any potentially identifying data from transcripts were removed. Interview data were saved on a password-protected computer accessible only to the researcher and used for transcription and analysis. The identity of the participants will remain confidential throughout the thesis and in any published results.

3.2.8 Reflexive commentary

This section aims to discuss the reflexive considerations throughout the research. It was important to reflect on my role as a researcher throughout various stages of the research journey. This discussion of reflexivity is consistent with the methodological choice, and the approach to reflexivity under the CR paradigm is hermeneutical methods (Price and Martin, 2018). This section discusses my prior understandings and motivations (Johnson and Duberley, 2010) followed by my role in the application stage of the research where the focus is on the complex social situation (Alvesson, 2003).

Reflexivity refers to "thinking about how our thinking came to be, how a pre-existing understanding is constantly revised in the light of new understandings and how this in turn affects our research" (Haynes, 2012, p. 73) . It also involves questioning personal and academic motivations for conducting research and exploring emotional and experiential involvement. In this research I focus on the role of leadership and contextual factors affecting EWB.

Furthermore, this research draws upon the responses of both leaders and faculty members. My approach is informed by my personal and academic motivations, and theoretical beliefs intertwined in relation to my approach to studying leadership and EWB in HEIs in Pakistan.

Here, my 13 years of work experience of teaching in the oldest HEI of Pakistan played an important role (Johnson and Duberley, 2010). Also, my background in organisational behaviour is relatable since I engaged in understanding the concepts that affect EWB. This knowledge contributed towards my understanding regarding the dynamics of leadership behaviour and related factors. I started by engaging with these pre-understandings but continuously questioned and reflected on them to develop new understandings. It was important to use this reflexive approach as it allowed me to expand to other perspectives and theories such as occupational health psychology and employee relations, and the literature on the higher education sector during my PhD research journey. Thus, I was able to explore new avenues and create new understandings.

The topic of study was also of interest to most of the people I talked with, no matter whether they belong to academia or not. One of the main reasons for their interest was their experiences of both positive and harmful leadership practices. Other reasons included their personal workplace experiences, knowing the pressures of an academic job such as pursuing a PhD, the challenges of research publications, or hurdles faced in getting any career development opportunity, attracting funds for research projects, the social dynamics of Pakistani culture and, most importantly, health and well-being issues. These discussions guided me to explore the literature more critically with questions such as: Is there any difference in faculty members' well-being across different contexts? What is the role of contextual factors regarding the relationship between leadership behaviour and EWB? These complex interrelationships affected my understanding and approach towards studying leadership and well-being. These questions guided the literature review as I studied how leadership behaviour influences employee well-being, and how similar this influence is across different sectors. This development of my pre-understanding about leadership influence on employee well-being reflects the intuitive role which is central to the hermeneutics perspective. Thus, the review of the literature explicitly explores assumptions in the literature and adds value through informing gaps in the literature. The complex interrelation of the above angles can be seen as influencing my theoretical and methodological approach towards studying the leadership process in relation to employee well-being, and I maintained this critical lens of reflexive awareness throughout the research process.

In relation to the interviews, it is important for me to acknowledge the interplay between preunderstandings and the meanings of the researcher and the participant that can lead to misinterpretations of the complex social situation (Alvesson, 2003). I maintained a high level of awareness to understand the situation. In both my samples of leaders and faculty members, some were known acquaintances/former colleagues, and some were accessed through gatekeepers. Although at times it was challenging to control emotions, I reacted with subtle reactions (e.g., 'that is interesting!', or 'Oh! really?'). In addition, I was fully conscious that participants may have inferred that I understand faculty concerns about the workplace environment, as well as complexities associated with leadership practices in the Pakistani context. This might prevent participants from fully explaining certain lines of thought on the assumption that I can read between the lines (Jootun et al., 2009). Thus, for methodological rigour I tried to probe into their responses to avoid losing any nuance and complexity. In some instances, I reflected their response back to them to ensure I had understood their meaning which normally led to responding with further detail and some justification of their answers.

Following that, I considered the interview in its context which uncovered occasions of moral storytelling, establishment of basic assumptions, and reliance on cultural scripts (Alvesson, 2003). The interplay between my professional background, age and gender with the participants' characteristics, expectations, and assumptions might affect how I am perceived by them. It is argued that participants establish basic assumptions regarding interviewer/researcher aims and outcomes (Alvesson, 2003). For instance, some interviewees, such as faculty members, started with good comments (reflecting the assumption that their critical responses would be shared with their leaders, and they would face consequences), or leaders were trying to reflect how good their management is (reflecting the assumption that this research was evaluating them as teachers and administrators). This was usually dealt with by reassuring faculty members about confidentiality of information or reinstating the purpose of the research to the leaders. My background (being Pakistani, being a daughter of a retired professor who has been through these experiences during his job tenure, and my own work experience in HE in Pakistan) helped me to understand their insecurities and also enabled me to respond to their insecurities and fears. At the same time, I kept interviews focused on their views and experiences about workplace factors and well-being.

Considering metaphors in research encourages deeper thinking and openness to complex patterns in the interview. Reflexive pragmatism adds creativity by exploring the interview (Alvesson, 2003) and is consistent with the epistemic reflexivity as seen through the lens of the

CR philosophy. At the same time, it allows to advance one interpretation over another while considering the important contribution to theory and practice (Alvesson and Blom, 2021). Thus, the interpretation developing from the theoretical framework was developed concerning the leadership process and, thereby, advanced in the thesis. This interpretation presents a bottom-up and top-down approach to leadership and employee well-being (Chapter 4-6), and a nuanced approach to the leadership process (Chapter 7). Thus, commitment to reflexivity was maintained throughout the data analysis, interpretation and writing-up stages.

3.3 Conclusion

Both leadership and EWB are complex topics and, thus, need both qualitative and quantitative data to provide better understanding and explanation. The methods planned for this research as part of an MMR approach discussed in this chapter were selected based on the specific research question and research objectives. This chapter has discussed the methodology for this research. Specifically, it has detailed the underlying philosophical paradigm, research strategy and data collection methods. The proposed methodology is consistent with the research question and objectives, thus taking us closer towards developing a better understanding of leadership and EWB in HEIs in Pakistan.

Chapter 4 Relationships between leadership behaviour and employee well-being

The following chapter presents the first empirical study of this doctoral research and seeks to examine the relationship between leadership behaviour, workplace psychosocial factors and employee well-being (EWB) in higher education institutions (HEIs) in Pakistan. Extant data show that decent work opportunities and economic growth significantly explain (approx. 11%) variations in well-being in different countries (Neve and Sachs, 2020). The chapter begins with a brief introduction to the theoretical conceptualisation of leadership behaviour, workplace psychosocial factors and EWB. The methodology of the study is subsequently discussed, including details on data preparation, and analysis. Finally, based on descriptive statistics and structured equation modelling (SEM), the findings are presented, followed by a discussion of the findings.

4.1 Introduction

It has been highlighted that EWB hinges on leadership behaviour (Inceoglu et al., 2018). However, existing research studies examining the relationship between leadership and EWB focus on either one or two leadership behaviours, for instance transformational and transactional (Kara et al., 2013) or authentic leadership (Ilies et al., 2005, Rahimnia and Sharifirad, 2015), in relation to one or several components of EWB, such as eudaimonic well-being, job satisfaction (Hobman et al., 2011, Rowold, 2014, Top et al., 2015) and life satisfaction (Nauman et al., 2018) or negative manifestation of EWB such as job burnout (Harms et al., 2017).

Drawing from the discussion in section 2.1.1, it is claimed that leadership is a dynamic construct and requires an integrative perspective. Leadership scholars (e.g. Fischer et al., 2017) have emphasised the importance of avoiding the bad practice of studying only one leadership style or behaviour such as transformational leadership in relation to desirable outcomes because these leadership behaviours, even though distinctive, are also interrelated; for example, transformational leadership is built on transactional leadership (Antonakis and House, 2014, Bass, 1990, Judge and Piccolo, 2004). Similarly, EWB in management sciences, and more specifically in the leadership literature, has been studied as a secondary construct. Even though research studies have put forward the argument that leaders play an important part in

promoting/inhibiting employee health and well-being (Skakon et al., 2010), the association between leadership behaviour and EWB has not been examined holistically (Inceglou et al., 2018). Thus, this study focuses on different leader behaviours rather than any specific leader behaviour/style because leaders exhibit different behaviours depending on situational requirements. Hence, no single, specific, leadership style will provide an overall picture of leadership. Therefore, this research focuses on leader behaviours (composed of task-, relations-, change-oriented and external) in relation to different aspects of EWB including physical and psychological stress, and job satisfaction.

It is claimed that the relationship between leadership behaviour and EWB is more complex than is apparent (Arnold, 2017), and it is difficult to conclude how leadership behaviour affects EWB due to the scarcity of relevant studies (Inceoglu et al. (2018). Nevertheless, different mechanims are involved which affect leadership and, consequently, relationships. This research focuses on the motivational mechanisms, and uses JD-R theory (Demerouti et al., 2001) to examine the relationship between leadership and EWB. It is a well-established argument that work characteristics significantly affect job satisfaction, engagement (Amponsah-Tawiah et al., 2013, Cox and Griffith, 2005, Leka and Cox, 2008, Leka and Jain, 2010). The evidence presented in section 2.4.2 and 2.5.2 outline a critical role of job demands and job resources in relation to EWB. Furthermore, Drawing on the discussion in section 2.4.2.2, this research claims that job demands and job resources are arguablly controlled by leaders.

The decision to use the JD-R theory as the basis for this empirical study was guided by the literature (discussed in Section 2.3.3). Moreover, extensive literature is available that considers the different psychosocial factors such as trust in supervisor (Braun et al., 2013), job demands (Hentrich et al., 2017), leader identification (Hobman et al., 2011), etc., while studying any one leadership style with one or a few components of well-being. In addition, there is a lack of concensus among scholars regarding research on leadership behaviours and EWB using motivational pathways. For instance, Neilsen and Daniels (2012) conclude that there are extensive reseach studies focusing on transformational leadership in relation to EWB using motivational pathways such as job design or demands. Meanwhile, some scholars (e.g., Fischer et al., 2017) highlight that the study of leadership influences via motivational mediators is rare.

This study, therefore, has two aims. The first is to study different leadership behaviours in relation to different aspects of EWB, thus responding to the calls for integration of leadership

behaviours (Anderson and Sun, 2017, Antonakis and House, 2014). The second aim responds to the calls of Fischer et al. (2017) and Inceoglu et al. (2018), to contribute to explaining the process of how leadership behaviour influences EWB, by examining the role of job demands and job resources in the relationship between leadership behaviours and EWB.

4.2 Leadership and EWB: conceptual framework

This section discusses the conceptual framework for this research (Figure 2.2) and presents the research hypothesis. Firstly, different aspects of leadership behaviour including task-oriented, relations-oriented, change-oriented, and external behaviour are discussed in relation with EWB. Then, drawing on JD-R, psychosocial factors are grouped into 'job demands' and 'job resources' which are discussed in relation to leadership behaviour. Finally, discussion on the relationship between job demands and job resources with EWB is delineated.

4.2.1.1 Task oriented leadership behaviour and EWB

Behaviours related to transactional leadership (Bass and Bass, 2008) such as contingent reward, management by exception-active, directive style and initiating structure are part of the task-oriented category. It is claimed that none of the existing research studies focus on task-oriented leadership behaviour alone in relation to individual or organisational-level outcomes (Inceoglu et al., 2018). Also, few studies have added task-oriented leadership along with other leadership styles to study their impact on EWB. For example, Park and Rainey (2008) focus on transformational and transactional leadership and conclude that both these relate differently to EWB. The results of their study show that transformational leadership is positively related to EWB through the mechanisms of motivational construct and intrinsic focus, but this is not the case for transactional leadership. In another study Pillai and colleagues (1999) focus on transformational leadership and transactional leadership, together, in relation to job satisfaction using trust as a mediator. The results show that these leadership behaviours predict trust, but mediation results were not supported.

The literature has shown that transactional leadership has mixed results with well-being, mainly workplace well-being. Little research show a weak association with EWB components such as

job satisfaction (Park and Rainey, 2008, Pillai et al., 1999) and quality of work life (Kara et al., 2013). Nonetheless, Ertureten and colleagues (2013) support the significant association between transactional leadership and job satisfaction, where workplace mobbing, as a mediator, was found to affect the said relationship. Furthermore, research studies (Kanste et al., 2007, Morrison et al., 1997) have claimed a significant relationship between transactional leadership and high levels of job satisfaction and low levels of burnout. Therefore, task-oriented leadership can also be assumed to affect well-being components positively such as job satisfaction, and negatively such as stress and burnout.

4.2.1.2 Relations oriented leadership behaviour and EWB

Relations-oriented leadership behaviour includes empowerment leadership (Amundsen and Martinsen, 2014), supportive leadership (House, 1971) and participative leadership (Derue et al., 2011). Research studies have claimed that empowering leadership can have both positive and negative effects on employees (Inceoglu et al., 2018). Empowered employees take responsibilities that sometimes lead to role ambiguity and, as a result, experience reduced job satisfaction. Empowering leadership is found to overlap with transformational leadership (Pearce and Sims, 2002), so could lead to stress due to increased ambiguity (Diebig et al., 2016). It is argued, here, that the nature of the relationship would vary from profession to profession. In the context of this PhD, where subordinates are highly qualified, empowering behaviour could have positive/desirable outcomes. However, research studies have shown both a positive relationship between employee empowerment and job satisfaction (Amundsen and Martinsen, 2015), and negative relationship with stress (Saksvik et al., 2018). Likewise, employee empowerment is found to mediate the relationship between transformational leadership and job satisfaction (Choi et al., 2016). It is the leader empowering behaviour that leads to psychological empowerment that then leads to job satisfaction (Namasivayam et al., 2014). Another component of relations-oriented leadership is participative leadership which is also found to have a positive association with job satisfaction (Mulki et al., 2006). Therefore, relations-oriented leadership behaviour can also be assumed to positively affect employee work-related well-being such as job satisfaction, and negatively stress and burnout.

4.2.1.3 Change oriented leadership behaviour and EWB

Yukl's change-oriented leadership behaviours include transformational, charismatic, and inspirational leadership (Derue et al., 2011). Management scholars (Anderson and Sun, 2017, Banks et al., 2016) have argued that transformational leadership overlaps with various leadership behaviours including ethical, authentic and servant leadership. These leadership behaviours do not explain variations beyond transformational leadership (Hoch et al., 2016). Several leadership styles have been found in predicting different components of EWB. For instance, ethical leadership significantly influences EWB employing justice perception as a mediator (Li et al., 2014). Li and colleagues (2014) measured EWB using items related to job-related anxiety and contentment, and job-related depression and enthusiasm; however, they ignored certain important aspects such as stress and burnout. Likewise, ethical leadership was found to be associated with work-related EWB, having human resource management practices and policies as moderating factors (Kalshoven and Boon, 2012). Authentic leadership, apart from influencing subordiantes, also predicts the leader's mental well-being (Weiss et al., 2017) and, further, leader well-being would contribute towards subordinates' well-being. Scholars highlight the importance of leadership behaviour towards predicting EWB such as authentic, ethical, positive and transformational leadership (Braun and Nieberle, 2017b, Kalshoven and Boon, 2012, Kelloway et al., 2013). Research has shown that positive leadership not only positively affected employees of a nursing home in Canada, it additionally functioned as a subsititute to transformational leadership when transformational leadership was low (Kelloway et al., 2013). Hence, change-oriented leadership can also be assumed to predict job satisfaction positively, and stress and burnout negatively.

4.2.1.4 External behaviour and EWB

Finally, the external behaviour category includes boundary spanning leadership behaviours such as monitoring, and networking (Derue et al., 2011). Leader external behaviour includes networking, environment monitoring and representing (Yukl, 2012), where networking also depends on the latter two components and predicts leadership effectiveness (Hassan et al., 2018). Instrumental leadership components including environmental monitoring and employee facilitation (Antonakis and House, 2014) would increase job satisfaction and positive feelings. Its component of follower-work facilitation refers to leader activities of providing feedback

and outcome monitoring. Such leadership behaviour will have a positive effect on employees. Environmental scanning and strategy formulation is similar to visionary leadership. Visionary leadership is found to correlate negatively with burnout, as such leader behaviour increasing the desirability of outcomes (Densten, 2005); therefore, environmental scanning and strategy formulation can be assumed to relate negatively to stress and positively to job satisfaction.

Leadership in its different forms has been related to different aspects of EWB: negative (burnout, stress, emotional exhaustion) and positive (job satisfaction, etc.) in a plethora of research (Arnold, 2017). Overall, leader behaviours including task-oriented, relations-oriented, change-oriented, and external are categorised as effective leadership behaviours (Hassan et al., 2018, Shahidul et al., 2013, Yukl, 2012, Yukl et al., 2019). These are called effective because the above-mentioned leader behaviours include everything expected from leaders for desirable outcomes. For example, these behaviours include clarifying job requirements, facilitating employees in their job, accounting for their needs, bringing in change for improvement, monitoring the external environment for further development and grabbing opportunities for employees, etc. Such behaviours facilitate subordinates' work and, thus, positively relate to their well-being. Considering the above discussion, it can be proposed, here, that these leadership behaviours would affect various components of EWB.

Hypothesis 1. Leadership behaviours (composed of task- oriented, relations- oriented, change-oriented, and external) affect different aspects of EWB including physical and psychological stress, and job satisfaction.

4.2.2 Leadership, job demands and resources

The leadership literature shows disagreement relating to stress as leaders could buffer against different work stressors (Schmidt et al., 2014) or, themselves, become a major source of stress for employees (Bass and Bass, 2008). Many employees rate their immediate leaders as the worst part associated with the job (Chamorro-Premuzic, 2019, Harms et al., 2017). There are different reasons why leaders play an important role in EWB. The reasons primarily include various mechanisms that leaders use to manipulate EWB, e.g., leaders can increase work pressures and demands or provide job resources. To start with, a leader is perceived as the one who represents the organisation, and interpreted as the lens through which to view work experiences (Gerstner and Day, 1997). Hence, employee perception about work tasks,

workplace relationships, fairness at the workplace and many other job aspects are associated with leaders and how they treat employees.

Referring to the discussion in section 2.4.2.2, it is proposed that leaders largely control psychosocial factors and affect EWB by exercising their power relating to workplace factors. Having applied JD-R theory (Bakker and Demerouti, 2017), this research groups psychosocial factors as job demands and job resources. Grounded in social exchange theory, the JD-R model provides a solid framework for job demands and job resources (Dediu et al., 2018). The exercise of leadership power is mostly related to increasing job demands such as giving more workload to a few subordinates (Graen and Uhl-Bien, 1995), cutting off the supply of equipment required to the subordinates, isolating subordinates physically and socially, creating ambiguity in the task requirements, limiting/minimising communication, creating hurdles in career development, etc.

Similarly, leaders could affect EWB by increasing job resources or giving support to them, such as arranging the equipment needed for employees, contributing towards building a cooperative culture where employees support each other, or promoting teamwork. They could be involved in upholding trust and justice by giving equal opportunities to all, helping in availing professional development opportunities, endorsing good quality of work, and helping employees to be clear regarding role requirements, etc. Job resources include autonomy and control, the social support available from colleagues and supervisors, role clarity, support for career development, etc. The underlying idea of control, here, is the extent to which employees has a voice in decision making related to their jobs or work (Leka and Jain, 2010). Employees need to have the liberty and power to manage their work, and how to handle related problems, if any (Warr, 1990).

Hypothesis 2: Leader behaviours (composed of task- oriented, relations- oriented, change-oriented, and external) affect employee job demands and job resources.

4.2.3 Job demands, job resources and EWB

Several lines of evidence discussed in section 2.4.2 suggest that psychosocial factors affect employee health and well-being. These factors could be stressors/hazards, or facilitators (Bakker and Demerouti, 2017). Job stressors include job demands and responsibilities,

workload, or anything that hinders task accomplishment like hassles or constraints, whereas job facilitators include anything that faciliates in accomplishing targets such as job resources.

Research studies have proved that job stressors do not play much of a role towards positive indicators in comparison to negative aspects of well-being including burnout, emotional exhaustion, psychological distress, etc. (Sonnentag, 2015). Since high levels of job demands lead to negative outcomes, reducing these job demands could reduce the stress or burnout; however, positive indicators of well-being would not be affected. Nonetheless, extensive literature exists showing that job resources have a positive effect on well-being (Demerouti et al., 2004, Jex and Kain, 2010, Karasek, 1979). Drawing on COR theory job resources are valuable for employees, so they strive to obtain those resources. Either workplace resources are linked to other resources that could lead to gaining a spiral of resources or, conversely, a lack of resources could lead to a depletion of the process (Hobfoll, 1989, Hobfoll, 2002).

Furthermore Neilsen and colleagues (2017) claim that job resources developed at any level either individual, leader, group or organisation, enhance well-being and employee performance. The authors explain that individual-level resources include self-efficacy and competence which, thereby, assist individual employees to manage job demands, group-level resources include social interaction among employees, while leader-level resources comprise healthy interactions with the leader and, resultantly, leadership style would relate to EWB. Lastly, organisational-level resources refer to the structure and organisation of job resources. These multi-level resources include employees' roles in the organisation, career development opportunities, workplace relationships, trust at the workplace, and availability of related equipment, etc., all of which contribute towards EWB. Hence, considering the landscape of JD-R it can be implied that job demands, and job resources affect different components of EWB.

Hypothesis 3: Job demands affect different aspects of EWB including psychological and physical stress, and job satisfaction.

Hypothesis 4: Job resources affect different aspects of EWB including psychological and physical stress, and job satisfaction.

4.3 Methodology

This study uses a quantitative approach to examine leader behaviour, psychosocial factors (job demands and job resources) and EWB in the higher education sector in Pakistan by employing the survey method. As discussed, in the previous chapter (Section 3.2.6.1), Item Response Theory (IRT) based on Structural Equational Modelling (SEM) is used for analysing the quantitative data. This is because the suitability of using SEM analysis on ordinal data has been challenged. SEM is based on confirmatory factor analysis: a technique for data reduction of continuous data. Factor analysis tends to over-dimensionalise, i.e., identify more conceptual distinctions in categorical (including nominal and ordinal) data than are warranted (van der Eijk and Jonathan, 2015). Therefore, to minimise the measurement error, IRT, a technique designed for analysing categorical data, is used.

Item Response theory refers to the statistical approach which seeks to understand the non-linear relationship between item characteristics, individual response patterns, and individual characteristics (Drasgow and Hulin, 1990). In other words, IRT estimates the item parameters of a measure and also parameters of respondents who give responses to those measures (Scherbaum et al., 2006). For example, "with a leader member exchange (LMX) measure, an IRT analysis can estimate the respondent's level of exchange quality (i.e., a person parameter) and how well the items on the measure discriminate between individuals with different levels of exchange quality (i.e., an item parameter)" (Scherbaum et al., 2006 p. 368). The item response model, based on the Mokken scale (Mokken, 1971), is used as an input to the SEM builder, rather than confirmatory factor analysis, to estimate the model. The next section delineates the different measures used in the survey.

4.3.1 Measures

Different standardised questionnaires have been used in this study to measure leadership behaviour, workplace characteristics and EWB. These validated questionnaires have been deemed reliable and used in different national/cultural contexts (Kristensen, 2009, Li et al., 2010) as discussed in the next sections. A formal pilot study was therefore not deemed necessary. Furthermore, to test the face validity of the study questionnaire, it was discussed with two senior colleagues who have more than 25 years of experience of working in HE in

Pakistan, and Cronbach's alpha was used to check the reliability of the various scales of the questionnaire as discussed below.

4.3.1.1 Demographic variables: age, education, designation, work experience, nature of employment, employer

Age and work experience were measured on continuous scales, whereas education and designation were measured on ordinal scales. Nature of employment was measured on a nominal scale. Lastly, respondents were asked to report the name of the university in which they were currently working.

4.3.1.2 Leader behaviour

The managerial practice survey (MPS) was used to measure 14 different leader behaviours categorised under task-oriented, relations-oriented, change-oriented, and external leader behaviours (Yukl, 2012). The official English version of the questionnaire was used without any modification (see Appendix II). Each statement was measured on a five-point scale from '1 = not at all' to '5 = to a very great extent'. The MPS is a reliable tool (Cronbach alpha value of different behaviours ranged between .81-.92) as evident in existing studies (Yukl and Lepsinger, 2018, Yukl et al., 2019). The internal reliability of the four dimensions of leadership behaviours in this study range from 0.89 to 0.92 as mentioned in Table 4.1.

Dimension	**Cronbach alpha**
Task oriented	0.91
Relations oriented	0.92
Change oriented	0.92
External	0.89

Table 4-1: Internal reliability of leadership behaviour

4.3.1.3 EWB

The Copenhagen Psychosocial Questionnaire (COPSOQ) is a widely used tool developed to assess psychosocial factors, stress and employee well-being. The COPSOQ III is the third revised version of the COPSOQ (Llorens et al., 2018). The official English version of the COPSOQ III was used to measure different positive and negative aspects of EWB such as job satisfaction and stress (see Appendix II). The COPSOQ III was selected because it covers various aspects of the working environment generally and comprehensively (Burr et al., 2009, Burr et al., 2019). The COPSOQ is broad in scope because questionnaires such as the Effort Reward Imbalance questionnaire, or Job Content Questionnaire are based on one theory (Burr et al., 2009) whereas the COPSOQ covers topics such as job demands and resources, social capital and health-related outcomes (e.g., different forms of stress such as somatic stress, sleep troubles, cognitive stress, depressive symptoms, and burnout) (Burr et al., 2019, Kristensen, 2009). Furthermore, its recent version (COPSOQ III) appropriately captures the current trends in the working environment, and evolution or development in the three topics (job demands resources, social capital, and stress) (Burr et al., 2019). Considering the research objective of holistically looking at the understudied phenomenon, and scarcity of the research in the said sector, this questionnaire has been selected to look at various interrelated aspects of the working environment. Another reason is that this tool is not sector specific which makes it appropriate to use in the HE sector of Pakistan (Malik et al., 2017, Mehmood, 2016, Seema and Maryam, 2013). It is argued that specific requirements of the work environment in the HE sector, as per the standards of developed countries, may not be present in universities of a developing country (Hoodbhoy, 2019b).

Each statement was measured on a five-point scale from '1 = all the time' to '5 = not at all'. Similar to earlier versions, the middle version of the COPSOQ III was found to have satisfactory reliability in a recent survey conducted across most countries (Burr et al., 2019). In this study the internal reliability of different dimensions of stress, burnout and job satisfaction range from 0.87 to 0.92, as outlined in Table 4.2.

Dimension	**Cronbach alpha**
Jobsatis	0.89
burnout	0.92

sleeptrouble	0.89
stress	0.88
somaticstress	0.88
depression	0.87
cognitivestress	0.89

Table 4-2: Internal reliability of employee well-being

4.3.1.4 Psychosocial factors - job demands and resources

As discussed earlier, psychosocial factors were grouped into job demands and resources (see details in Section 2.4.2.2) using IRT analysis. Job demands were measured by using questions on different work-related demands including quantitative job demands, demands for hiding emotions, high work pace, illegitimate task, and role conflict which were adopted from the COPSOQ III (Llorens et al., 2018). Scoring was on five-point scale, between '1' (always) and '5' (never/hardly). Though this instrument was a self-reporting measure regarding job demands, it can be argued that individual perceived demands truly reflect an individual's actual demands (Dhondt et al., 2014).

Job resources were also measured using the COPSOQ III. Scoring was on five-point scale, between '1' (always) and '5' (never/hardly). Questions regarding different job resources such as social support from colleagues, social support from supervisors, sense of community at the workplace, influence at work, work meaningfulness, professional development, predictability, recognition, quality of work life, and role clarity were included in the questionnaire. The internal reliability of different dimensions of the COPSOQ III range between .70 and 0.90 as shown in Table 4.3.

Dimension	**Cronbach alpha**
Quantitative demands	0.88
Work pace	0.87
Emotional demands	0.88
Demands for hiding emotions	0.88
Influence at work	0.87
Control over working time	0.88

Support form colleagues	0.87
Sense of community at work	0.87
Professional development	0.87
Meaningful work	0.87
Job insecurity	0.81
Insecurity over working conditions	0.88
Role clarity	0.88
Illegitimate tasks	0.88
Predictability	0.87
Role conflict	0.85
Work life conflict	0.87
Organisational justice	0.87
Job satisfaction	0.87

Table 4-3: Internal reliability of job demands and job resources

4.3.2 Identification of variables

Prior to conducting the SEM analysis, IRT was applied for the identification of variables to be used in the final analysis. Due to the large number of questions, Mokken analysis (Mokken, 1971) was applied on the indicator questions or manifest variables[9] of leader behaviours, job satisfaction, stress, burnout, different job demands and job resources. The resultant factor score was used as an indicator of various latent constructs in the SEM model.

It is important to mention, here, that because different standardised questionnaires were used, and their scales vary, high scores on leader behaviour mean high effective behavior. However, in the COPSOQ III questions measuring different forms of stress, job satisfaction is scored in a way that a low score means a high amount of stress experienced, and a high score of job satisfaction means low satisfaction.

[9] A manifest variable is a variable that can be directly measured or observed. It is the opposite of a latent variable, which cannot be directly observed, and needs a manifest variable assigned to it as an indicator to test whether it is present. For example, different questions of leader behaviour can be labelled as manifest variables. A manifest variable is indicated by the square in the SEM diagram.

4.3.2.1 IRT analysis on leadership

MPS is based on 14 different leader behaviours, each having three questions. The Loevinger's H coefficient values were all above the threshold value of 0.3. Also, monotonicity was assessed using the loevh command in STATA, and critical values shown in the resultant matrix were all less than the threshold value of 40 (Sijtsma and Molenaar, 2000). After the application of Mokken analysis, the item responses on 14 various sub-dimensions of leader behaviour varied between 3 and 15. When these composite factor scores were used in the SEM builder, they showed high factor loadings and co-variances. Thus, Mokken analysis was applied, again, on indicator sub-dimensions of different leader behaviours such as task-oriented, relations-oriented, change-oriented, and external. Surprisingly at this level, all leader behaviours loaded again on a single factor. Consideration for Loevinger's H coefficient values, and monotonicity was also fulfilled at the second stage of Mokken analysis, and adjustments made accordingly. In the final SEM model, leader behaviour was reflected through the latent variable 'LdrBhvr' with four manifest variables; 'TO', 'RO', 'CO', and 'External', where TO reflects task-oriented leader behaviour, RO reflects relations-oriented leader behaviour, and CO reflects change-oriented leader behaviour.

4.3.2.2 IRT analysis on EWB components

Item response theory analysis on different components of EWB generated two factors. Initially Mokken analysis was used for indicator questions of different components of EWB such as stress, cognitive stress, depressive symptoms, burnout, somatic stress and sleep troubles. Later, when these composite scores were used in SEM, and they showed high covariance. Therefore, again, Mokken analysis was applied on different aspects of EWB, and negative aspects loaded on a single factor called 'NaEWB' with manifest variable 'fstress'. Job satisfaction emerged as one independent factor. The second factor which included questions on job satisfaction and positive manifestations of wellbeing was given the label of 'PaWB' with manifest variable 'Jobsatis'. Conditions for Loevinger's H coefficient values, and monotonicity were also fulfilled at this stage.

4.3.2.3 IRT analysis on job demands and resources

Considering the limitation of Likert scales, IRT analysis using the Mokken scale was applied on the questions relating to job demands. The Mokken analysis on various job demands questions resulted in two factors. The factor used in this study has indicator questions of quantitative job demands, demand for hiding emotions, and work pace. Most of the questions loaded on one factor, which was given the name of 'JbDmnds', with the manifest variable, called 'wrkdemands'. The Cronbach alpha of 'wrkdemands' was 0.755. The second factor only had role conflict questions and was not used in the final analysis due to the value of Loevinger's H coefficient being less than 0.3.

Similarly, Mokken analysis on different job resources questions resulted in two factors, where all job resources questions load on the first factor, except influence at work that loaded on another factor. For this study, factor score was computed using job resources questions except questions relating to 'influence at work' due to the value of Loevinger's H coefficient being less than 0.3. The factor labelled 'JbRsrcs' with manifest variable 'workrsrcs' with Cronbach alpha 0.96, is used in final analysis.

Variable	**Item from COPSOQ III**	**Scale/Scoring** five-point scale, between 1 (always) and 5 (never)	**Factor construction and reliability**
Job demands (wrkdemnds)	QD1: Is your workload unevenly distributed so it piles up?		**α = 0.76**. five items were used to calculate job demands. A low score means highest level of work demands and high score means low level of work demands.
	QD2: How often do you not have time to complete all your work tasks?		
	QD3: Do you get behind with your work?		
	WP1: Do you have to work very fast?		
	ED1: Does your work put you in emotionally disturbing situations?		

Table 4-4: Job Demands – scale items

Variable	Item from COPSOQ III	Scale/Scoring five-point scale, between 1 (to a very large extent) to 5 (to a very small extent)	Factor construction and reliability
Job resources (rscs)	PD2: Do you have the possibility of learning new things through your work?		**α = 0.96**. 22 items were used to develop the job resources scale. A low score means high level of job resources and high score indicates low level of job resources. five-point scale, between 1 (always) and 5 (never)
	PD3: Can you use your skills or expertise in your work?		
	PD4: Does your work give you the opportunity to develop your skills?		
	MW1: Is your work meaningful?		
	MW2: Do you feel that the work you do is important?		
	PR1: At your place of work, are you informed well in advance concerning for example important decisions, changes or plans for the future?		
	PR2: Do you receive all the information you need in order to do your work well?		
	RE1: Is your work recognised and appreciated by the management?		
	CL1: Does your work have clear objectives?		
	CL2: Do you know exactly which areas are your responsibility?		
	CL3: Do you know exactly what is expected of you at work?		
	TM1: Does the management trust the employees to do their work well?		
	TMX2: Does the management trust the employees to do their work well?		
	TM4: Are the employees able to express their views and feelings?		
	TE3: Do the employees in general trust each other?		
	JU1: Are conflicts resolved in a fair way?		
	JU4: Is the work distributed fairly?		
	SW1: Is there a good atmosphere between you and your colleagues?	five-point scale, between 1 (always) and 5 (never)	

	SW3: Do you feel part of a community at your place of work?	
	SCX1: How often do you get help and support from your colleagues, if needed?	
	SCX2: How often are your colleagues willing to listen to your problems at work, if needed?	
	QW2: Are you satisfied with the quality of the work performed at your workplace?	

Table 4-5: Job Resources – scale items

Variable	**Item from COPSOQ III**	**Scale/Scoring**	**Scale construction and reliability**
Job satisfaction (jobSatis)	Regarding your work in general. How pleased are you with	five-point scale, between 1 (very satisfied to 5 (very unsatisfied)	**α = 0.89**. three items were used to develop the job satisfaction scale. A low score indicates high level of satisfaction and high score means low level of job satisfaction.
	JS1: your work prospects?		
	JS4: your job as a whole, is everything taken into consideration?		
	JS5: your salary?		
Stress (newb)	These questions are about how you have been during the last four weeks.	five-point scale, between 1 (all the time to 5 (not at all)	**α = 0.96**. 23 items were used to develop the negative aspects of well-being. A low score means poor well-being (high stress) and high score means lows stress.
	SL1: How often have you slept badly and restlessly?		
	SL2 How often have you found it hard to go to sleep?		
	SL3 How often have you woken up too early and not been able to get back to sleep?		
	SL4 How often have you woken up several times and found it difficult to get back to sleep?		
	BO1: How often have you felt worn out?		
	BO2: How often have you been physically exhausted?		

	BO3: How often have you been emotionally exhausted?	
	BO4: How often have you felt tired?	
	ST1: How often have you had problems relaxing?	
	ST2: How often have you been irritable?	
	ST3: How often have you been tense?	
	SO1: How often have you had stomachache?	
	SO2: How often have you had a headache?	
	SO3 How often have you had palpitations?	
	SO4 How often have you had tension in various muscles?	
	CS1: How often have you had problems concentrating?	
	CS2: How often have you found it difficult to think clearly?	
	CS3: How often have you had difficulty in taking decisions?	
	CS4: How often have you had difficulty with remembering?	
	DS1: How often have you felt sad?	
	DS2: How often have you lacked self-confidence?	
	DS3: How often have you had a bad conscience or felt guilty?	
	DS4: How often have you lacked interest in everyday things?	

Table 4-6: Employee well-being - scale items

4.3.2.4 Preparing for SEM

Cronbach alpha was computed for each of the IRT-based factors. To adjust for the measurement error, particularly in the case where there was a single indicator for a latent variable, the loading of the indicator variable was restricted at one. In addition, error terms were (fixed in SEM) calculated using variance multiplied by one minus reliability. It is important to mention that, while adding variables in the SEM builder, the calculated error variances were spliced in order to constrain the model. STATA SE 15 only supports factor

analysis-based SEM, therefore, to estimate an IRT-based structural equation model, calculating, and entering error terms before estimation was required. Furthermore, SEM analysis does not include measures to check multivariate normal distribution, homogeneity/homoscedasticity of error variance was checked using regression analysis (for graph see Appendix V). After identification of variables using the Mokken scale and calculating and splicing error terms in the SEM builder, the model was estimated, as discussed in next section.

4.3.3 Analysis procedure

Structural equation modelling with STATA SE 15 was used to examine the hypothesised model. Before testing the final model using SEM, different iterations were made, for instance taking task-oriented behaviour with its indicator variables (four different categories of leader behaviour) in relation to EWB components. The sub-dimensions on different leader behaviours showed high loadings in SEM results and covariance with each other; therefore, they were combined to make four different leadership scores based on conceptual distinctions mentioned in the literature. Lastly, the above-prepared variables were employed using the SEM builder to estimate the model.

4.3.4 Sample and participants

A stratified sampling procedure was used to sample public sector higher education institutions in Lahore, Pakistan. Respondents were faculty members working as lecturer, assistant professor, associate professor, and professor in universities. In total 950 questionnaires were distributed, out of which 423 questionnaires were received, but 26 were incomplete and unusable. The final sample, therefore, included 397 valid questionnaires, which were used in the data analysis. The average age of participants was 35.9 (SD = 7.66), and their work experience was 9.44 years (SD = 6.78).

The majority of research participants were lecturers (44.33%), and the second majority was of assistant professors (43%). In terms of their academic qualifications, almost half of the respondents had an MPhil. qualification (48.11%). Furthermore, a majority of about 65% were working as regular/full time faculty members.

Designation	Frequency	Percentage
Lecturer	176	44.33
Assistant Professor	172	43.32
Associate Professor	33	8.31
Professor	11	2.77
Tutor	5	1.26
Highest Qualification		
Undergraduate/Masters (16 years)	18	4.53
M.S/M.Phil. (18 years)	191	48.11
PhD	158	39.8
FCPS (Medical Qualification)	18	4.53
MBBS (Medical Qualification)	12	3.02
Nature of Employment		
Regular/Permanent	258	64.99
Contractual	122	30.73
Visiting faculty	16	4.03
Tenure Track System	1	0.25

Table 4-7: Summary statistics

4.4 Results

Table 4.8 shows the descriptive data for leadership behaviour, workplace psychosocial factors (job demands and job resources), and different components of EWB. Scores for work demands components (quantitative demands, emotional demands, and demands for hiding emotions) show low levels of work demands which do not correspond with the published literature (i.e., Kinman and Wray, 2020). The score for job resources does not indicate a clear picture as it falls very close to the average. The outcomes components present the happy sheets as scores for negative aspects of well-being reflecting that faculty members experience low levels of stress while job satisfaction scores indicate high levels of satisfaction. Correlations between

study variables are also shown in Table 4.8. Significant positive relationships were found between job demands and negative aspects of well-being, r = 0.47, p. 0.05, job resources and job satisfaction, r =0.56, p. 0.05. Significant strong relationships exist between job demands (r= 0.47, p. 0.05) and negative aspects of well-being. Job resources are also found to significantly relate to job satisfaction (r= 0.56, p. 0.05). Furthermore, the relationship between leadership behaviours and EWB components (job satisfaction) appears to be weaker (r=-0.22, p. 0.05), as compared to negative aspects of well-being (stress and burnout) (r= 0.39, p. 0.05). Although leadership behaviour is found to relate to workplace factors such as job demands and job resources, the relationships tended to be weaker (job demands- r= 0.21, p. 0.05 or job resources – r =-0.15, p. 0.05). These relationships are further explained by the SEM model which includes leadership behaviour, job demands, job resources, job satisfaction and stress.

Initially the SEM model was estimated using leader behaviour with negative aspects (stress) and positive aspects (job satisfaction) of well-being. The results showed a good model fit. Later, other factors including job demands and job resources were also included, as this research aimed to look at the process of how leader behaviour influences EWB. Although both models showed good fit, the later model was used for results and final discussion, considering the broader aim of this study.

Table 4.9 shows the fit indices for the proposed research models in this study. The chi-square value of the final model is 32.05 (13), p> 0.0039. Chi-square with positive degrees of freedom are considered favourable (Goodboy and Kline, 2017). Although, chi square was significant in the final model, nevertheless it is a biased estimator and sensitive to a number of observed variables and sample sizes (Hair et al., 2010). Therefore, other indices were also considered to determine model fit. The comparative fit index (CFI) and Tucker–Lewis index (TLI) are considered best for the approximation of the population value (Hair et al., 2010, Kline, 2005, McDonald and Ho, 2002). As shown in Table-4.9, the values of TLI and CFI are greater than 0.9 (Kline, 2016), indicating a good model fit.

	Mean	Standard deviation	Job demands (wrkdemnds)	Job resources (rsrcs)	N. EWB (newb)	Job satisfaction (Jobsatis)	Task-oriented leader behaviour (TO)	Relations-oriented leader behaviour (RO)	Change-oriented leader behaviour (CO)	External
Work demands	3.25	0.74	1							
Job resources	2.49	0.75	0.130*	1						
N. EWB	3.60	0.80	0.47*	0.02	1					
Job satisfaction	2.33	0.79	0.05	0.56*	-0.14*	1				
Task-oriented leader behaviour	3.48	0.78	0.21*	-0.15*	0.39*	-0.22*	1			
Relations-oriented leader behaviour	3.47	0.84	0.23*	-0.14*	0.42*	-0.21*	0.90	1		
Change-oriented leader behaviour	3.47	0.83	0.22*	-0.13*	0.37*	-0.19*	0.89*	0.90*	1	
External	3.47 (0.82)	0.82	0.21*	-0.11*	0.37*	-0.21*	0.88*	0.89*	0.90*	1

Table 4-8: Correlation matrix and descriptive results

In addition, the standardised mean square residual (SRMR), and the root mean square error of approximation (RMSEA) are reported to gauge model fit. The SRMR value is 0.038 which is less than the threshold value of 0.05 and confirms good model fit (McDonald and Ho, 2002). The RMSEA is 0.057, and less than the threshold value 0.08 for a favourable model (McDonald and Ho, 2002).

Model fit indices	**Model with Leader Behaviour and EWB**	**Model with LdrBhvr, JbDmnds, JbRsrcs, and EWB**
X^2	*8.542* *p>.2872*	32.05 p>0.0039
TLI	*.99*	0.983
CFI	*.99*	0.993
RMSEA	*.024* *(0.0- 0.069)*	0.057 (0.033-0.083)
SRMR	*.015*	0.038

Table 4-9: Fit indices for the measurement model

Hypothesis	**Descrition of Path**	**Standardised beta coefficients of First model (LdrBhvr & EWB)**	**Standardised beta coefficients of Final model (LdrBhvr, JbDmnds, JbRsrcs, EWB)**
H1	LdrBhvr ⟶ NaWB	*0.421***	0.475**
H1	LdrBhvr ⟶ PaWB	*-0.227***	-0.1403**
H2	LdrBhvr ⟶ JbDmnds		0.259**
H2	LdrBhvr ⟶ JbRsrcs		-0.139**
H3	JbDmnds ⟶ NaWB		0.475**
H3	JbDmnds ⟶ PaWB		-0.0157

H4	JbRsrcs ⟶ NaWB		0.0037
H4	JbRsrcs ⟶ PaWB		0.586**
** p < 0.001; *p < 0.05			

Table 4-10: Results of the structural model

Path variable		**Direct effect**	**Indirect effect**	**Total effect**
JbDmnds	LdrBhvr ⟶ NaWB	.464**	0.1924**	0.6569**
JbRsrcs	LdrBhvr ⟶ PaWB	0.034**	0.021*	0.055**

Table 4-11: Direct and indirect effect

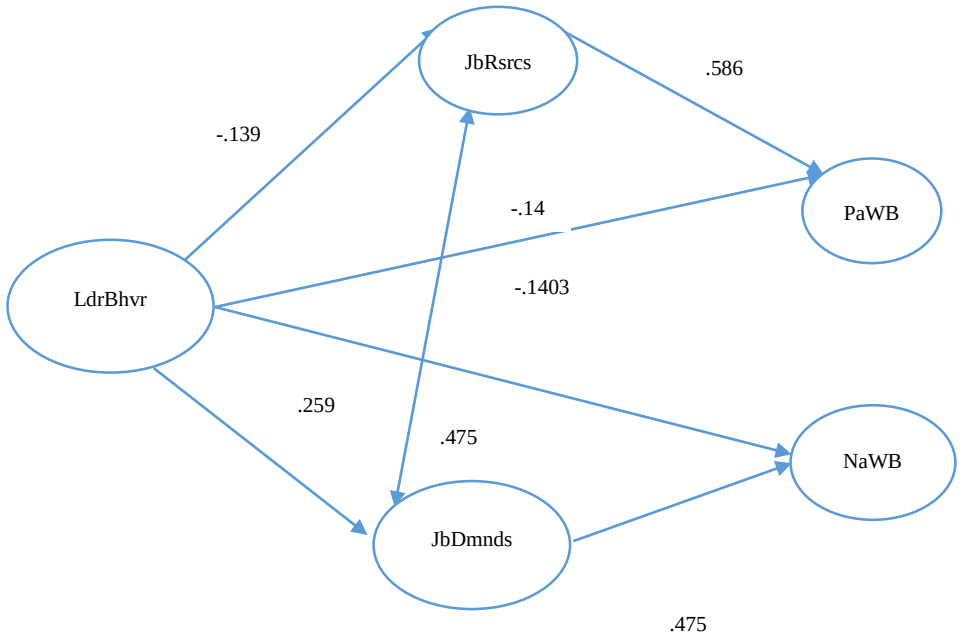
The results, based on the final model as shown in Table 4.10 and Figure 4.1, support hypothesis-1, regarding the direct association between leader behaviour and negative aspects of EWB (b = 0.475, p < 0.001), and also the relationship between leader behaviour and positive aspects of EWB (b = -0.1403, p < 0.001).

Hypothesis 2 anticipated that leader behaviour affects job demands and resources. The results higlight that leader behaviour significantly affects job demands (b = 0.259, p <0.001). Similarly, leader behaviour is found to affect job resources (b = -0.139, p<0.001). Hence, the results support the second hypothesis.

Hypothesis 3, proposing the relationsip between job demands and different aspects of EWB, was partially supported. The results show a significant relationship between job demands and negative aspects of EWB (b = 0.475, p<0.001); however the relationship between job demands and job satisfaction does not gain significant support. Lastly, the SEM results partially support hypothesis 4. The association between job resources and job satisfaction (b = 0.586, p<0.001) is supported, but the relationship between job resources and negative aspects of EWB is not supported.

The results also show that leadership behaviour affects EWB through indirect paths of job demands and job resources. Table-4.11 presents the direct and indirect effect of leadership behaviour on EWB. These findings, therefore, demonstrate that leader behaviour follows different paths to affect EWB. As per the results shown in Table-4.11, with a total effect of 0.65 $p<0.001$ and direct effect of 0.464 $p<0.001$, it is evident that leader behaviours affect negative aspects of EWB directly, but also through controlling job demands. Moreover, the results show that leader behaviours affect positive aspects of EWB directly, and through providing job resources.

Figure 4-1: SEM model



'LdrBhvr' = leadership behaviour with four manifest variables. NaEWB'= negative aspects of EWB reflecting different stress components. 'PaWB' = positive aspects of EWB composed of job satisfaction questions. 'JbDmnds'= job demands composed of work demands related questions. 'JbRsrcs'= job resources composed of various work resources.

Variable	Mean	Std. Dev.	Min	Max
Quantitative demands	3.28	0.82	1	5
Work pace	2.74	0.77	1	5
Emotional demands	3.35	0.76	1	5
Demands for hiding emotions	3.10	0.76	1	5
Role conflict	2.95	0.92	1	5
Influence at work	3.09	0.90	1	5
Possibilities for development	2.29	0.96	1	5
Control over working time	3.30	0.78	1	5
Meaningful work	2.20	1.03	1	5
Predictability	2.80	0.95	1	5
Recognition	2.74	1.06	1	5
Role clarity	2.23	0.86	1	5
Role conflict	2.95	0.92	1	5
Illegitimate tasks	3.01	1.03	1	5
Quality of leadership	2.39	0.95	1	5
Support from supervisor	2.58	0.99	1	5
Support from colleague	2.54	1.04	1	5
Sense of community at work	2.35	1.12	1	5
Insecurity over employment	3.44	1.15	1	5
Insecurity over work condition	3.49	1.00	1	5
Quality of work	2.65	1.02	1	5
Job satisfaction	2.33	0.79	1	5
Work life conflict	2.99	1.10	1	5
Horizontal trust	2.69	0.98	1	5
Vertical trust	2.60	0.88	1	5
Organisational justice	2.78	1.01	1	5
Conflicts and quarrels	4.55	0.83	1	5

Gossip and slander	4.42	0.94	1	5
Threats of violence	4.66	0.83	1	5
Bullying	4.61	0.83	1	5
General health	2.65	0.99	1	5
Burnout	3.42	0.98	1	5
Sleep troubles	3.61	0.92	1	5
Stress	3.47	0.95	1	5
Somatic stress	3.69	0.92	1	5
Cognitive stress	3.65	0.89	1	5
Depressive symptoms	3.76	0.83	1	5

Table 4-12: Descriptive statistics

The results of the study provide support for the relationship between leadership behaviour and various components of EWB while also giving some additional insight into the working environment of universities in Pakistan. Referring to Table 4.12, the descriptive statistics mainly show small problems related to work overload, leadership behaviour, and employee health and well-being. Faculty members reported lower levels of workload and stress which presents a situation different from what has been identified in earlier observations (Gillespie et al., 2001, Kinman and Wray, 2019, Winefield et al., 2003, Wray and Kinman, 2014, Wray and Kinman, 2020).

Analysis of faculty comments also highlight this discrepancy. For example, the majority of open comments reflect poor working conditions (68% - where issues such as unplanned/unjustified tasks, poor collegial relationships, poor infrastructure, poor salary and poor work-life balance, have been highlighted (e.g., *"I get nightmares about the work time for next day"* (Participant ID-370)). In addition, the descriptive statistics show minimal interpersonal problems as scores for bullying, conflicts and quarrels, and threats of violence do not correspond with the published evidence of HEIs in Pakistan (Anjum et al., 2019). This disagreement is further highlighted by faculty members' comments about the occurrence of bullying, and related interpersonal problems (e.g., one faculty member commented, *"My management believes in personal vendettas against*

faculty over the smallest of issues and rather than covering up for a lapse, they single out, belittle and penalise employees" (Participant ID-367)).

These inconsistencies in the findings are discussed next (Section 4.5), firstly considering the complexities of the context and, then, further explained in the next chapter (Chapter 5), which is based on faculty interviews. Different qualitative comments by faculty members on the questionnaire clearly reflect that happy sheets are not enough, thus a qualitative study (Chapter 5) was planned, designed and executed in which faculty members' opinions were taken concerning workplace characteristics, leadership and EWB. Table 4-13 presents the different positive and negative themes that emerged from these comments.

Category	**%**
Positive comments	
Work environment is fine	9
Satisfied with job and working environment	7
Negative comments	
Leaders create problems	14
Poor working environment[10]	68
Poor health	2

Table 4-13: Summary of open comments

4.5 Discussion

The key purpose of this study was to address the gap in existing literature by investigating the relationship between effective leadership behaviour, workplace psychosocial factors, and different aspects of EWB. The results of the study showed significant support for the proposed model in

[10]Issues such as unplanned/unjustified tasks, poor collegial relationships, poor infrastructure, poor salary, poor work home balance, have been highlighted.

HEIs in Pakistan. Using Job Demands Resources theory as a theoretical lens, this study contributes to the extant literature in several ways. Firstly, using an integrative perspective it investigated the relationship between leadership behaviour and EWB. Furthermore, using a sound theoretical approach this study supports the argument through different paths leaders take to influence EWB, and bridges the literature on leadership and occupational health psychology as called for by prior researchers (Inceoglu et al., 2018). Also, this study is conducted in the HE setting of a developing country which is seriously underrepresented in organisational behaviour and EWB research.

Overall, the results provide support for the proposed hypothesis. The results endorse the proposition that leadership behaviour is a one-factor construct which is supported theoretically (Yukl, 2012), but which has not yet been supported by the empirical literature (Borgmann et al., 2016, Yukl et al., 2019), as found in this study. One important reason for this could be the data analysis procedure used in this study. Existing research studies, often ignoring the nature of data, use factor analysis (e.g., Borgmann et al., 2016, Yukl et al., 2019). Factor analysis threatens to overdimensionalise categorical data. However, this study applied analysis techniques to consider the nature of the data, and used IRT to minimise any measurement error.

Another explanation is that these four categories holistically reflect what is expected from a leader, in the form of behaviours they exhibit, and so all can be labelled as effective leadership behaviours. Different categories of leadership behaviour are found to correlate with each other. The interrelationship among different leadership behaviours, such as transformational leadership and contingent reward (a dimension of transactional leadership), are evident in the literature (Judge and Piccolo, 2004). For example, clarifying and supporting behaviours reflect task-oriented and relations-oriented leadership behaviours, respectively. These two behaviours relate to each other; for example, a leader providing clear guidelines is, in fact, lending support to subordinates.

This research presents an important finding that different categories of leadership behaviours affect job satisfaction and stress in the same direction. This argument has also been partly supported by Borgmann et al. (2016) who, in their meta-analysis, found that Yukl's three meta categories of leader behaviour (task, relations and change) affect leadership effectiveness criteria (including job satisfaction, commitment and performance) in a similar direction. However, the current study also examined external behaviours and this category was loaded onto overall leadership behaviour and

found to affect different aspects of EWB in a direction like the other three categories. These effective leadership behaviours reflect behaviour expectations from leaders (Yukl, 2012). This highlights the need to consider the holistic conceptualisation of leadership behaviour in various leadership development programmes rather focusing on any one style such as transformational or servant leadership.

The findings also suggest that leadership behaviour affects positive and negative aspects of EWB such as job satisfaction and stress, and demonstrate that leaders clearly play an important role in employee health and well-being, as in previous research (Skakon et al., 2010). As the results indicate, different leadership styles relate similarly to EWB components. These leader behaviours are found to relate positively to job satisfaction, as evident in exiting research that transactional leadership relates positively to job satisfaction (Ertureten et al., 2013, Park and Rainey, 2008, Pillai et al., 1999) and negatively to burnout (Kanste et al., 2007, Morrison et al., 1997). The component of relations-oriented category, empowering leadership, has been found to positively relate to job satisfaction (Amundsen and Martinsen, 2015) and negatively to stress and burnout (Saksvik et al., 2018).

The current research found support for the positive relationship of change-oriented behaviours with job satisfaction and negative relationship with stress. However, there is mixed evidence in the existing literature with regard to the relationships between change-oriented behaviours with stress, possibly due to conceptual inconsistencies in the construct validity (van Knippenberg and Sitkin, 2013). For instance, transformational leadership, arguably, has a dark side as it is responsible for role ambiguity by outlining beyond performance expectations and, thus, increasing employee stress (Diebig et al., 2016). Lastly, external behaviours were found to have a positive relationship with job satisfaction and negative relationship with stress. The literature indicates that behaviours under this category relate positively to job satisfaction (Antonakis and House, 2014, Rowold, 2014) and managerial effectiveness (Hassan et al., 2018) and negatively to burnout (Densten, 2005).

The findings suggest that effective leaders create a positive workplace which is then influential in fostering employee health and well-being. Leadership behaviours were also found to relate to job demands, and job resources. Leaders can increase job demands, or they can facilitate employees

by providing them with the required resources. The literature supports the important role of leadership behaviour as the predictor of stress, and these behaviours could work as facilitators to reduce stress (Britt et al., 2004). Leaders often have control of their subordinates' job demands; for instance they can change subordinates' assignments from time to time by changing their work from less demanding to more demanding or vice versa (Hsiung and Tsai, 2009). Similarly, leaders, through their behaviour, can reduce work stress experienced by employees by minimising role ambiguity, providing guidance, thereby facilitating employees in their work and their growth (Bass and Bass, 2008, Diebig et al., 2016).

Furthermore, the role leaders play is important to employees because they have the control to distribute or withhold job resources (Van Vugt et al., 2008). It is has been highlighted that leader behaviours can work as buffers, when they offer resources to their followers (Britt et al., 2004) because it is at the discretion of leaders how they opt to assign tasks to their followers (Graen and Uhl-Bien, 1995). For instance, a leader's clarifying and supportive behaviour would assist followers and could help to reduce stress, and minimise the impact of high job demands (Britt et al., 2004, Hobfoll et al., 2018). Hence, employee perceptions about psychosocial factors such as work tasks, relationships at workplace, fairness they perceive at the workplace, etc., are associated with leaders, and with how leaders treat employees. For example, leaders, through empowering behaviour, could increase a job resource like 'control or influence at work', which can help in preventing or reducing work-related stress (ILO, 2016b).

The results also showed job demands and job resources affect EWB. Job demands were found to significantly relate to physical and mental health. However, the relationship between job demands and job satisfaction was not significant. Previous research studies have also shown that job stressors do not play much of a role towards the positive indicators of well-being in comparison to negative forms of well-being such as burnout, emotional exhaustion, psychological distress, etc. (Sonnentag, 2015). This implies that reduced job demands do not always lead to an increase in satisfaction. The results of the relationship among job resources and different aspects of EWB was quite interesting. The association between job resources and negative aspects of well-being was not significant, supporting the idea that stress is reduced by removing the stressor, rather provision of more resources (Bakker and Demerouti, 2017). However, provision of resources was found to relate to job satisfaction and is consistent with existing claims that the provision of job resources

at any level (such as organisational, team or individual) would positively contribute towards positive forms of well-being (Nielsen et al., 2017).

Finally, the findings extend the pattern of findings by Diebig et al., (2016) by explaining the significant role of leaders in controlling workplace psychosocial factors and further influencing employee well-being. The leadership literature shows that effective leadership behaviours can reduce stress (Bass and Bass, 2008) or leaders could provide support against different work stressors. Leaders yield power and this exercise of power could be through job demands and/or job resources (Schaufeli, 2015). Furthermore, echoing Fischer et al. (2017), "leadership produces effects via multiple paths" (p. 1747), the results showed that a leader's behaviour influences EWB directly and, also, indirectly through different paths. It is pertinent to add, here, that the strength of this influence is greatly affected by the broader context which largely gives power and control to leaders.

The results also showed that leadership behaviour becomes insignificant when job demands, and job resources are added into the model, although, leader behaviours create structures that serve as substitutes for leadership and these substitutes influence outcomes. Nevertheless, the detailed examination of these substitutes shows that these do not replace leadership; rather it shows the process of how leadership behaviour influences outcomes such as EWB (Fischer et al., 2017). This argument further supports the results where subordinates perceived four different leadership behaviours similarly because, eventually, the leadership effect gets transferred through job demands and job resources. However, this does not imply that leadership behaviour becomes insignificant, as leadership behaviour still is one of the most crucial factors for subordinates (Chamorro-Premuzic, 2019).

4.5.1 Implications

Most of the studies in this area have focused on developed countries in the Western world, and the understanding on employee well-being in HE in developing countries is inadequate. This study provides new insights into the working environment of HE in a new setting, that of a developing

country (Pakistan), a focus that is scarce in the occupational health psychology research. Thus, the study has several practical implications for organisations in the study's context.

The research results show that leaders greatly contribute towards fostering EWB by cultivating a positive organisational environment through allocating job demands and job resources appropriately. Organisations should arrange workshops and seminars to enable leaders to remain constructive (fulfil their duties towards organisation and employees) while also being considerate towards employees. Well-designed training programmes would enable exhibition of constructive and supportive behaviour that would help to reduce the stress levels of employees who face excessive workloads and (or) scarcity of needed resources (equipment, development opportunities, etc.). In this regard, leaders can be selected and rewarded for engaging in effective behaviours (Nayak et al., 2016). This would facilitate faculty members and contribute towards creating a conducive workplace environment.

Furthermore, promoting a culture of fairness at the organisational level would also prevent faculty members from bad supervision (Aryee et al., 2007) even if present. Thus, paying special attention to protect faculty members from the unfavourable impact of leadership would be useful. Likewise, university management may carefully review workplace routines and policies to ensure that no faculty member is disadvantaged due to a poor psychosocial environment. In this regard, efforts to efforts to improve the workplace environment (including buildings, ICT equipment, and other resources) would help faculty members to deliver job demands appropriately.

4.5.2 Limitations

This study has several limitations. First, leadership behaviour, psychosocial work factors and health and well-being were measured by self-reported measures, that may have potentially influenced the results due to biased or socially desirable reporting. For example, highly stressed faculty members may have been more motivated to respond to the survey. Also, the characteristics of faculty members who did not respond have not been considered, as participants were anonymous. As a result, the findings have not been extended widely. However, participant anonymity is ensured as participants may feel insecure with the idea that their response concerning

their leaders could be identifiable. This is more relevant in a collectivistic society where leaders are considered sacrosanct, and subordinates are expected to obey the orders of their leaders and accept power inequality (Nauman et al., 2018) as subordinates face pressure to keep their job to continue living in a poor society (Naseer et al., 2016). Furthermore, the findings of the study are based on a cross-sectional survey; thus, the relationships between variables might not indicate causality. Nevertheless, an appropriate statistical method has been used to identify important causes of poor health and well-being among faculty members.

4.6 Conclusion

This research focuses on the relationship between leadership behaviour and EWB. Drawing on the JD-R theory, motivational pathways composed of job demands and job resources are considered to look at the process of how leadership influences EWB. The results of this sudy provide some interesting insights when four different categories of leadership behaviour loaded onto a single factor, implying that subordiantes perceive these as similar. Also, the results of IRT-based SEM analysis supported the affect of leadership behaviour on job demands, and job resources. Job demands were found to significantly affect negative aspects of well-being but the association with positive aspects of EWB such as job satisfaction was not supported. Finally, provision of job resources related significantly to job satisfaction, but did not contribute towards negative aspects of EWB such as stress. Furthermore, the addition of job demands and job resources in the model was found to affect the significance of leadership behaviour. As for subordinates, it is extremely important how they have been dealt with by the leader, and whether their needs have been taken care of. This study has informed the relationship between leadership and EWB; however, some indepth insights would be useful to further explain how leaders affect workplace factors and EWB. Thus, the next chapter investigates the prespectives of faculty members, using interviews to develop a deeper understanding of the role of leadership in managing psychosocial factors, and impacting their health and well-being.

Chapter 5 How leadership affects employee well-being: An insight into faculty members' experiences

The findings of the previous chapter show that leaders, through job demands and job resources, affect employee well-being (EWB). In addition, where descriptive statistics (Chapter 4) reflect appropriate working conditions, open comments also highlight some problems. Nevertheless, the findings underscore the need to investigate the issue deeply as several comments have highlighted evidence of leadership styles that are found to negatively affect employee health and well-being. Leadership has been mostly 'romanticised' and perceived as something positive and useful for organisations and employees (Nauman et al., 2018). However, a holistic view of leadership needs to be considered. A more accurate view of leadership may emerge, that may increase the understanding of leadership effectiveness and leadership development. This chapter, therefore, aims to study the employee (faculty member) perspective concerning workplace factors, leadership behaviour and their well-being, by using a qualitative methodology.

Research evidence suggests that a leader may show both positive and negative behaviour (Einarsen et al., 2007, Johnson et al., 2012, Lin et al., 2016). However, most research examines either positive or negative leadership behaviour and ignores the realistic yet complicated view of leadership (Lee et al., 2018). This study is based on the subordinate perspective because leadership effectiveness and employee well-being can be best evaluated through the subordinate perspective

.

5.1 Employee well-being and the role of leader behaviours

As discussed in Chapter 2, EWB is a broad construct and a consequence of psychosocial factors at work, i.e., how work is managed and organised.

Drawing on the Job Demands and Resources (JD-R) theory (Demerouti et al., 2001), psychosocial factors can be categorised as either job demands or job resources. Job demands play a critical role towards employee health impairment and are further categorised as hindrance demands, and challenge demands (Bakker and Demerouti, 2017). Hindrance demands are those aspects of work that encompass detrimental constrictions which hinder an individual's ability to achieve desirable goals (Cavanaugh et al., 2000). Some of the examples include role ambiguity, role overload and

role conflict. Challenge demands are those that require effort, but lead to personal growth and achievement (Podsakoff et al., 2007). Challenge demands are arguably work rewarding; examples of these demands include responsibility, workload, time pressure, etc. (Bakker and Demerouti, 2017). However, sometimes, due to varying contexts or personalities, challenge demands could be considered as hindrance demands, or vice versa. Another addition in the demands typology is personal demands (Bakker and Demerouti, 2017). Personal demands refer to performance requirements individuals set for themselves. Barbier and colleagues (2013) define personal demands as "the requirements that individuals set for their own performance and behaviour that force them to invest effort in their work and are therefore associated with physical and psychological costs" (p. 751). Some of the examples include workaholics, performance expectations, etc. Personal job demands could contribute towards impairment in health or in the motivational process. Job demands could be perceived differently by different individuals; for example, some perceive them as challenge demands, some as hurdles. Nevertheless, this research argues that leaders have the position and authority to control workplace psychosocial factors; so, the allocation of job demands and job resources to employees depends primarily on leaders.

It is claimed that by exhibiting different kinds of effective leadership behaviour, leaders can still affect EWB positively and/or negatively (Diebig et al., 2016). Leaders could increase the stress employees experience either through increasing job demands or decreasing the availability of job resources. The results of existing studies bring to attention various health and well-being problems faced by employees due to leaders such as bullying, increased workload, stress or burnout (Inceoglu et al., 2018). While the constructive form of leadership dominates in the literature (Schyns and Schilling, 2013) it is important to acknowledge that there is a dark side of leadership (Burke, 2006, Conger, 1990).

It is also important to admit that leaders, while working within their organisational responsibilities, need to exhibit leadership behaviours. However, these leadership behaviours can be either constructive or destructive (Einarsen et al., 2007). Nevertheless, theoretically, some sharp differences might appear among different leadership styles but, practically, it all depends on the subordinate perception about leadership behaviour. For example, research evidence indicates a very thin line between empowering leadership and a laissez-faire approach (Wong and Giessner, 2016).

There are, however, several 'clean models' in the literature, based on quantitative studies that used have JD-R theory in relation to leadership style. For example transformational leadership has been studied with job resources (Breevaart et al., 2014a, Breevaart et al., 2014b), job demands (Fernet et al., 2015), and engaging leadership with both job demands and job resources (Schaufeli, 2015). However, none of these studies have comprehensively focused on psychosocial factors which reflect the discrete context (Johns, 2006). It is argued that explanation about the complex contextual phenomenon emerges only by using a qualitative approach (Rousseau and Fried, 2001). To date, very little research has used a qualitative approach to study the relationship between leadership behaviours, workplace psychosocial factors and EWB. It is claimed that context affects leadership, and qualitative research is important for discerning the role of context (Bryman, 2004).

Furthermore, well-being is mainly a qualitative and cultural concept as it signals evaluation and appreciation of how well people live. Thus, a related contribution is the 'cultural meaning' that highlights many uncertainties about well-being which emerge from its dependence on culturally diverse forms of expression (Thin, 2018). Resultantly, it enables participants to consider their meanings and experiences of well-being rather than extracting examples from simplified answers that surveys elicit (Thin, 2018). As discussed in the previous chapter, leadership behaviour was found to indirectly affect subordinates through job demands and job resources. Likewise, the mechanisms that underpin the impact of leader behaviour on EWB are not fully understood (Fischer et al., 2017, Inceoglu et al., 2018). Thus, to further understand the role of leadership on EWB, this chapter uses a qualitative approach to examine the perspectives of faculty members in the HE sector in Pakistan.

5.2 Methodology

A deeper understanding of a context is necessary to explain the dynamics of the relationship between leadership behaviour and EWB. Hence, case study as a research strategy (Yin, 2014) is used to focus on understanding the underlying contextual factors and forces (Eisenhardt, 1989) present in a single setting of public sector HEIs in Lahore, the capital city of a province of Punjab, Pakistan (as detailed in Chapter 3). A qualitative approach was chosen for this research to gain a deeper insight into the phenomenon and to capture the complexities of the leadership process. There is a general neglect of a qualitative approach in research on leadership (Bryman, 2004) and

well-being (Thin, 2018). It is claimed that the use of a qualitative method would assist in understanding the meanings behind words, based on experiences, to promote the notion of well-being through inclusive collaboration (Gergen et al., 2015). This sub-section outlines the development of the interview guide, data collection and analysis procedure.

5.2.1 Interview guide

Faculty members working in the different HEIs of Lahore were interviewed using semi-structured interviews (see Appendix III). The interview guide was kept semi- structured, allowing participants to talk freely and spontaneously about various factors affecting their health and well-being at their own pace and convenience. As outlined in Chapter 4 some inconsistency emerged between findings based on the quantitative and qualitative data, thus by considering the qualitative comments this study planned to obtain faculty members' responses in detail. The interview guide was prepared based on the results (descriptive analysis and open comments) of a previous study. Descriptive analysis showed generally no problems of EWB; however, open comments were different to descriptive analysis. Since comments were distinct (there were both positive and negative comments about leadership), therefore, interview questions were kept general about the working environment and further back-up questions were planned to ensure that participants could reflect on various aspects of their working environment. For example, faculty members were asked to "talk about your overall working environment at the university". In addition, back-up questions were asked for further probing (if needed). For example, interviewees were asked to "talk about the quantity of work allocated to you". These back-up questions were useful as the majority of faculty participants responded only about a particular aspect of the working environment. As mentioned in the introduction of the chapter this study aimed to obtain a faculty member perspective about leadership behaviour and the working environment, through a qualitative method. Thus, mainly there are four questions with some back-up questions in the interview guide concerning the working environment (psychosocial factors), leadership, health, and well-being. It is important to highlight that back up questions around different psychosocial factors have been added in the interview guide.

A question about leadership was carefully developed, considering the implications. For example, firstly interviewees were asked "how is your leader's relationship with you?" then, based on the

response, the next questions were asked about leader support, and behaviour, etc. This is because every individual is different and shares different kinds of relationships (e.g., good, friendly, poor, revengeful) with their respective leaders due to various reasons (e.g., the relationship with the leader is based not only on the leader and their characteristics but, also, on the subordinate's and workplace characteristics). Another reason for not asking straight questions about leaders' control over the working environment is that during the survey data collection process some participants explicitly mentioned their concerns about responding in a questionnaire about their leaders. Furthermore, if straight questions about a leader's destructive style (as highlighted in the open comments in the previous study) had been asked, then individuals might have blamed their leaders for any or most of the difficulties they face (Bradley, 1978). This approach was useful and highlighted participants' spontaneous references to myriad intertwined tensions which influenced their health and well-being, including those related to their personal workplace factors. This study did not involve pilot interviews because, as mentioned above, the interview guide was prepared based on the results of the survey. However, before conducting interviews, the interview guide was shared and discussed with two colleagues who have worked in HE in Pakistan (Government College University, and University of Engineering) for more than fifteen years. Based on their feedback some questions which required clarification were modified. Some examples included specifying meanings of any kind of 'time pressure' or 'insecurity' faced by faculty members in simpler terms. It is important to mention that neither were among the interviewees of the study; rather they facilitated in accessing faculty members from their respective universities. Then, after first two interviews, I listened to the interview recordings several times and noticed that faculty members highlighted the role of leaders and various (some indigenous) problems in their working environment that affect their well-being. Some probe questions were added where I noticed that themes appeared with regard to leadership influence, such as support provided by leader (rather than only looking at leadership behaviour). Additionally, while most of the respondents were proficient in English, some of those preferred speaking in Urdu, the native language in Pakistan. Therefore, interview questions were translated to Urdu to clarify the meaning of questions if necessary.

5.2.2 Data collection procedure

Faculty members were contacted via e-mails, WhatsApp messages, and Facebook messenger. Thirty-five faculty members were contacted and eventually twenty-six were interviewed. Four interviews were conducted via Skype and twenty-two interviews were face-to-face. The interview guide was forwarded to participants prior to the interview. Participants were informed of the ethical issues assuring full confidentiality, anonymity, and their right to withdraw at any time. Some of the respondents gave the interview in English, some in a mix of English and Urdu, and four talked completely in Urdu. Interviews varied in duration from 32-75 minutes, they were recoded and later transcribed. The interviews in Urdu were translated into English by a transcriber with proficiency in both languages. Each interview transcript was reviewed and approved by the researcher after converting interviews into a written format.

5.2.3 Data analysis

Interview data storage, organisation and initial coding were supported by QSR NVivo 12. Thematic analysis (Braun and Clarke, 2006) was applied to analyse the interview data. Thematic coding was led by observing the repeated issues that emerge during the course of interviews. Emerging themes were identified across all interviews. A thematic grid was developed during the follow-up process of analysing interviews. Overall, the approach to coding and analysis used was based on the six steps of thematic analysis (Braun and Clarke, 2006) as mentioned in section 3.2.6.2.

The audio recordings were listened while reading the interview transcriptions. Later, the transcripts were reviewed while making annotations about the data and first order codes were developed line by line to assist in identification of major themes. Then I developed the second order codes representative of ideas and patterns (e.g., lack of equipment, work overload, physiological health problems, lack of funding for conferences) throughout the account towards answering research question. Some codes, which did not seem to belong anywhere, were placed under the category ‘miscellaneous’(Braun and Clarke, 2006). These codes were divided in 13 meaningful categories/sub-themes (e.g., favourable working environment, poor health), some being guided by the literature on workplace psychosocial factors, and well-being (Miles and Huberman, 1994). A coding process example (subjective well-being) is presented in section 3.2.6.2.

Several other categories also emerged from the data (e.g., hurdles in career development, excessive exercise of authority by leaders) (Miles and Huberman, 1994). These categories were discussed with the supervisors along with noted tensions and overlaps and, finally, negotiated. Next, the negotiated sub-themes/categories were reviewed and refined (reduced to 10) (Braun and Clarke, 2006) by the researcher to ensure a coherent pattern and validity of individual categories. For this purpose, transcripts were reviewed again, to unveil any potential inconsistencies among codes and themes. Finally, themes were refined and given names while considering that each theme fits into the overall story of the data and answers the research question. Table 5.1 presents the details of the participants and the final themes are presented in Table 5.2.

Sr. No.	**ID**	**Gender**	**Designation**
1	GCU1	Female	Assistant professor
2	GCU2	Female	Lecturer
3	GCU3	Male	Assistant Professor
4	GCU4	Female	Associate Professor
5	GCU5	Female	Assistant Professor
6	ITU1	Male	Assistant Professor
7	ITU2	Male	Assistant Professor
8	ITU3	Male	Associate Professor
9	ITU4	Male	Assistant Professor
10	LCWU1	Female	Lecturer
11	LCWU2	Female	Lecturer
12	PU1	Male	Assistant Professor
13	PU2	Female	Lecturer
14	PU3	Female	Assistant Professor
15	PU4	Female	Lecturer
16	PU5	Female	Assistant Professor
17	UE1	Female	Lecturer
18	UET1	Male	Professor
19	UET2	Male	Professor

20	UET3	Female	Lecturer
21	UVAS1	Male	Assistant Professor
22	UVAS2	Male	Assistant Professor
23	UVAS3	Male	Lecturer
24	UVAS4	Male	Assistant Professor (Adhoc)
25	UVAS5	Male	Assistant Professor
26	UVAS6	Male	Associate Professor

Table 5-1: List of the participants (faculty)

5.3 Findings

Two discrete perspectives about well-being emerged from the interview data. First, some of the participants reported good health conditions whereas the majority reflected on their stressful experiences and poor health. However, the common view among participants was that leadership plays the most important role towards their well-being. They mentioned that not only the immediate leader (director, chairperson, principal), but higher-level leaders (VC, Dean) also affect them indirectly. Leaders support each other (leaders at the senior positions found to support directors/chairpersons) rather than responding to faculty member complaints. Furthermore, analysis of the interview data highlights different paths through which leadership affects EWB. Some participants highlighted that discriminatory treatment by leaders and unfair resource allocation negatively affects their health and well-being. The respondents reported that rules and procedures were not implemented equally for all. In their account of events in the work environment, they highlighted nepotism as leaders facilitate a few colleagues for various reasons at the cost of other faculty members. However, different leader behaviours with different work demands and unequal resources are likely to upset them and affect their health and well-being.

Four key themes and 10 sub-themes emerged from the data analysis, as presented in Table 5.2. The first theme ‘subjective well-being’ includes two sub-themes: faculty perception about health, and factors affecting health and well-being. The second theme ‘leaders increasing job demands’

discusses two sub-themes including time pressures and increasing work quantity, which lead to an increase in stress.

The third theme 'leaders reducing job resources' focuses on participants' experiences of how they experience stress due to their leaders' behaviours. Several examples reflected participants' experiences relating to unfair allocation of resources, various hurdles in professional development, poor interpersonal relationships at work and lack of information. Finally, the last theme 'leaders being facilitative' highlights the faculty experiences of facilitating leader behaviours, which positively impact faculty health and well-being. The findings of each of themes are outlined below (see Table 5.2).

Main Theme	Sub-theme	Description
Subjective well-being	Perception about health and well-being	Faculty experience and opinion about general health (depression, exhaustion, sleep troubles), and quality of work life (perception about trust and fairness).
	Factors affecting health and well-being	Comprehension and consideration of potential impact of factors responsible for health and well-being. These factors include leadership, psychosocial factors, personal characteristics (maximum qualification, designation, gender, family status).
Leaders increasing job demands	Driving time pressures	Leaders through different ways increase time requirements that cause stress and anxiety among faculty members.
	Increasing work quantity	Leaders increase work demands either by increasing work quantity or increasing emotional demands (such as driving unnecessary or unrelated work pressure).
Leaders reducing job resources	Hurdles in professional development	Leaders create hurdles for faculty professional development through different ways. These hurdles particularly relate to career growth opportunities such as earning PhD and getting appointed at the next higher level.
	Lack of leader attention	Leaders distribute resources unfairly among faculty members and are least concerned about faculty needs for the needed equipment and other infrastructure.

	towards proper allocation of infrastructure	
	Restrict supply of information-	Relevant information not communicated to faculty members.
	Poor interpersonal relationships	Unfavourable interrelationships (with leader, colleagues, and staff) prevail at workplace. Overall, there is lack of leader support, leaders manipulate different social needs, promote workplace violence and bullying.
Leaders being facilitative	Relaxation in work demands	Leader being considerate in setting work demands by looking at faculty existing load, also engaging faculty members in decision making.
	Supplying needed job resources	Extending support in different ways to facilitate faculty members in doing their job.

Table 5-2: Themes emerging from the data

5.3.1 Subjective well-being

This theme unveils the perception of faculty members towards their health and well-being. Also, it delineates the perception about factors that affect faculty members' well-being.

5.3.1.1 Perception about health and well-being

The majority of faculty members highlighted different health issues when asked about general health and well-being. The reported health issues include *mental stress, depression, exhaustion, and psychosomatic problems including heart issues, hypertension, migraine, gastrointestinal problems, acid reflux, reduced immunity, cluster headache, fatty liver, cholesterol problems and throat problems*. A variety of perspectives were expressed regarding health including *physical* health and *mental* health. While talking about mental health they expressed their concerns about feeling stressed, depressed, or burnt out. Starting with physical health, faculty members reported sleep troubles and the physical fatigue they face due to work pressure. Some interviewees explained that the sleep troubles they experienced were due to a large quantity of work, while others mentioned it was due to emotional and social pressures they encountered at the workplace.

While talking about their health, faculty members were unanimous in the view that stress is the crucial factor that affects their physical health. This view was echoed by one of the interviewees who shared her experience,

"[…] I feel stressed and get physically tired. Since I came here my physical and mental health started to deteriorate due to this stress. My anxiety level and BP used to get high whenever I entered the university premises" (LCWU-2).

Another concern raised was about 'exhaustion due to work' which also affected faculty members' mental and physical health. In all cases, they reported that work demands are tiresome. The majority claimed that they *over work*. Some interviewees argued that teaching load is quite high in quantity, while others considered administrative tasks were responsible for making them feel exhausted.

One participant added to the notion of exhaustion at work by saying that they are not provided with the required support and, occasionally, faculty members end up doing more than their job requirements, she said,

"[…] sometimes we have three lectures like one theory and two practicals in a day. […] working continuous for two-hour practical without support staff… we have to do their job as well. As a result, I start feeling pain in my shoulder" (GCU-1).

The majority of participants reflected that increased workload makes them feel burdened. A common view amongst interviewees was that the time demand in their job is high because they are responsible for various defined tasks. These tasks include teaching a specified number of hours, supervision of masters and PhD students, administrative assignments, research publications and responding to different student needs. One of the reported problems was the allocation of administrative or as some participants put it as *"clerical work"*. Considering the job requirements, a common view amongst interviewees was that time allocated for the job is insufficient. When asked about which job task is more demanding, the participants were unanimous in the view that *preparation for lectures takes a lot of time*. Talking about this timing issue one interviewee said,

"[…] *90-minutes lecture requires preparation and lot of our time goes into that. [You know] research and teaching going on hand in hand, then time is not sufficient. University administration is endorsing research quite a lot, but all your time goes into teaching"* (UE-1).

Another participant reflected on the social pressures faced at the workplace which affects the mental well-being in various ways, adding,

"[…] being female, I prefer to be reserved, and so my communication is limited and mostly needs-based. But then there are rumours about me that 'she is arrogant', etc. The problem is, if I become frank and open then the same colleagues pass ridiculous comments. […] this is very depressing (GCU-3)".

5.3.1.2 Factors affecting health and well-being

Only a small number of respondents indicated that health is affected by some *non-work factors such as family issues or age factors*, whereas the majority mentioned *workplace factors*. As one interviewee said, *"sometimes…. because of my personal reasons such as family affairs"* (LCWU-1). Nevertheless, when talking about health, participants, at the same time, highlighted other workplace factors, as one continued, *"attitudes of people around, really affect me and my health"* (LCWU-1).

Two discrete perspectives emerged while talking about the workplace. Some felt that the work environment is collegial while others labelled the work environment as hazardous to health and well-being. Commenting on the positive aspects of the work environment, one interviewee shared her thoughts, *"overall the working environment is very flexible, congenial and friendly. We have flexibility in terms of timing, selection of courses, syllabus, course outlines and we can reschedule our classes as per our need"* (PU-2). Interestingly, another interviewee from the same university labelled the work environment as *'unfriendly', saying*,

"[…] when it comes to overall experience working for this University, somehow, I feel suffocated. Probably that is because of lack of positive environment, with co-workers being very judgemental towards others, lot of jealousy, unnecessary intervention into other's matters and all the time trying to figure out what others are up to. So, I do not really look forward to go to this workplace due to this environment" (PU-3).

The two responses from the faculty members in the same university, with the same rules, procedures and policies *but from different departments*, reflect that it could be something else other than the work environment, that also affects well-being. There were some explicit suggestions

about the role of leadership, while all the participants implicitly reflected on the role of leaders. It could also be argued that some personal factors such as job level, qualifications, experience, relationship between leader and faculty member, possibly, can contribute towards well-being. Both these participants (PU-3 and PU-2) also have almost 10 years of working experience and are pursuing their PhD from a local institute along with their job. Both also belong to the social sciences faculty where their workload is similar. Considering these two excerpts, where policies, rules and regulations are same, only the implementation of policies is left, which is at the discretion of leaders. The leadership practices in implementing the policies are the main difference between these two participants. This argument is also further strengthened by the fact that in some departments of the same university there is 'check-in' and 'check-out' system where attendance of faculty members is monitored along with the time. Different chairpersons implement policies differently. These variations in the leadership practices resulted in contrasting remarks by their employees.

A similar pattern is evident from the responses of interviewees across different universities. As expected, different universities and the departments in those universities are different but share some similarity in their work environments. Interestingly, all interviewees complained about social aspects of the workplace environment. There were negative comments about interrelationships at the workplace. Some felt that leaders put pressure on them through their behaviour, while others also added about the poor relationship with colleagues (faculty and staff). Commenting on leader behaviour, several mentioned about leaders filing complaints against faculty members to higher-ups (senior leaders such as Vice Chancellor, or Registrar), while some reflected on their experience of being bullied by their leaders. One of the interviewees shared her experience,

"[…] *he was the kind of person who cannot see women working well. I consider it bullying that you are sitting in an official meeting and the HoD is saying why did you join the university, you go home and cook 'aloo ghosht' [a cultural dish]. This kind of male chauvinistic behaviour we commonly face on campus" (UE-1).*

It is a typical example of harassment exhibited in HEIs of Pakistan that women mostly encounter. Several interviewees also talked about *harassing and patronising* leader behaviour to discouraging their quality of work. The majority of interviewees further shared their experiences, suggesting that leaders let colleagues (faculty and staff) influence respective faculty members. For example,

some interviewees highlighted that leaders prefer to only watch the interests of influential people in the faculty (those who are well-connected and well-resourced) and leave rest (faculty members) to suffer.

A common view amongst interviewees was that their health is largely affected by *different aspects of the workplace*. These include *leaders, lack of resources, and increased quantity of work*. The comment below illustrates that work quantity (quantitative demands) affects health and well-being. *"One reason is that I get so tired here that could not even go for exercise, [you know] extensive teaching that becomes even more exhausting especially in summer"* (UET-2).

A recurrent concern in the interviews was a sense of insecurity and anxiety among faculty members. For example, while commenting on breaks/vacations/holidays several interviewees mentioned lack of a supportive policy. Some shared that they could take a break/holiday only if they were sick. As one interviewee said, *"we only have 25 days casual leave, but no annual leave. You do not have anything to look forward to after a whole hectic semester. No one thinks about our well-being" (UVAS-3).*

They also reported different hurdles they face relating to career development. For instance, although there are budgets available for a job vacancy, sometimes departmental heads chose not to open/advertise it. Even if a faculty member believed that they were eligible and asked for the position to be advertised, leaders would sometimes create hurdles rather facilitate and support the career development of staff. Faculty members also face other kinds of hurdles for which they believe leaders are responsible. For example, influencing the shortlisting process, sometimes selection board decisions, or creating various problems during the process of earning a PhD, such as delaying the approval for study leave or scholarship as much as possible. Leaders were also reported as being insecure, their biggest fear is that junior colleagues (such as lecturers) would learn so much that they could be possible threat.

As one interviewee said, *"I was not having a good relationship with the previous leader, he created many hurdles for me particularly in my career growth. There was a conflict of interest with him, because we both have the same research interest"* (UET-1).

Pakistan scores high on uncertainty avoidance and maintains rigid codes of conduct, and people prefer rules and security. Some participants also mentioned that leaders working at different levels

were found to support each other (leaders) in their actions (mostly deterring) rather than responding to faculty complaints.

Participants showed their concern that different disciplines need different but appropriate policies and practices. For instance, a minority mentioned that being in clinical departments, faculty members are expected to do some work by hand such as practical demonstrations. As one interviewee from veterinary sciences put it,

"you cannot keep on opening and treating animals for continuous eight hours. You need some rest, it becomes tiresome, you are taking a class, the other minute you go for practical or other class. There are faculty members like me who are also pursuing their higher studies as well and there is no exemption in workload" (UVAS-3).

Participants reported that teaching at higher education institutions involves various aspects that make this job worth doing, such as serving the community through sharing knowledge and conducting useful research. As a result, faculty members are also engaged in many student support activities such as mentoring, counselling, helping students coming from under-privileged areas to keep up with the course requirements. Given these expectations, faculty members feel burdened due to various work demands.

There were some negative comments about the lack of resources at work. One interviewee mentioned about the lack of appropriate office space and other needed facilities, *"we do not have a feasible workplace, there is so much disturbance, we are sharing a common staff room, and we do not have any workstation to do academic work, like research work, or lecture preparation, etc."* (LCWU-1).

For many participants, lack of basic infrastructure came out as a major health concern as interviewees complained about poor sanitary conditions, lack of necessary equipment such as air conditioners (ACs), uninterrupted power supply (UPS), generators, etc. As one interviewee put it,

"[…] we do not have clean sanitary conditions; we have one faculty toilet (both for male and female) that is not clean. As a result, I avoid drinking water completely in the winter and majorly in the summer. Resultantly, I have developed certain health problems such as infection in my kidneys" (UET-1).

Concerns were also expressed about unhygienic food available at universities. These concerns came up, for example, in discussion of their overall health. As one interviewee said, *"I have gastro problems, I often get diarrhoea, because of low quality food available in the cafeteria. When you eat at home on weekends you feel healthy but then coming here makes you sick" (*UET-3).

Interviewees further added that they have raised this issue many times, but chairpersons do not bother to take any necessary action (for instance, they can terminate the contract of the food supplier). Although, the change of food supplier is not at the discretion of chairpersons, rather it requires approval from central management of the university. However, chairpersons do not initiate this change, possibly to '*please someone'* or because they have easy access to other, better food options for themselves. Leaders do not actually feel the pain of those who have to buy/get food from the available supplier, as they (leaders) can easily arrange food for themselves by sending a subordinate staff member either to their home or to a better food place. It is important to add, here, that in Pakistan it is very common that 'influential officials' ask the office staff, particularly 'support staff', to do their personal chores.

5.3.2 Leaders increasing job demands

Several issues were identified reflecting that increased job demands lead to stress and poor EWB. These views surfaced mainly in relation to leader behaviour. Two major concerns were expressed by faculty members with regards to how leaders manipulate job demands; one when they impose time boundaries and the second when they increase the work pressure. Although it could be argued that leaders are supposed to allocate work and should be concerned about the timings of the subordinates, the problem of poor well-being arises when leaders drive unreasonable job demands and pressure. Sometimes leaders place an unreasonable load on the faculty member in an inappropriate way. The comment below illustrates that leaders increase work demands to make their subordinates suffer. *"They (leader) put a lot of work pressure, and other troubles in your way"* (GCU-4). Therefore, two sub-themes emerged relating to the leader controlling job demands: one by imposing time boundaries and the second by increasing the quantity of work.

5.3.2.1 Driving time pressures

Only a small number of respondents indicated that they had flexible working hours and were not required to stay in university after finishing the work, as reported by one participant who said, *"[…] we are flexible, as soon as I finish my work around 12:30 pm then we can go home"* (UE-1). Conversely, the majority argued that university policy requires them to stay in the office during working hours, even if they can work from home. As one interviewee put it, *"university expects us to be available in the office hours from 8:00 am to 4:00 pm" (GCU-1).* While discussing policies related to work hours, the majority of interviewees reported that faculty members can get some relaxation in time brackets, for instance if arriving late by about an hour, then they return home an hour later than usual.

Only a few interviewees explicitly referred to their leaders imposing unnecessary and strict time boundaries, whereas the majority reported this issue implicitly. Administrative tasks, reportedly a huge burden for faculty members, were considered the *second most time-consuming task* after teaching preparation. These administrative tasks were labelled as *clerical tasks* by several participants and took much of their personal time. One interviewee further added to the notion of time pressures created by needing to carry out tasks not seen as relevant or significant for the role, as highlighted by a participant,

> *"I have to put extra effort for extra work, maybe I will sit all night at Lahore airport next week because I have to receive international delegates coming for the international conference. Receiving delegates is not a part of my job description, but I am asked to do so"* (UVAS-3).

In all cases, the interviewees reported that, eventually, it is the leader who makes them time bound. The majority indicated that leaders *show bossy and arrogant behaviour and drive strict time requirements*. Talking about this issue an interviewee shared her experience,

> *"[…] yes, in the initial four years I did have time pressure to the extent that I was asked to stay at the workplace from 9:00 am to 4:00 pm. It was even communicated through colleagues (that I find really insulting). My director twice literally scolded me as if 'why did you leave? There are still 15 minutes left in the office timings. How come you left?' […] although I did not have a class, or any duty, but there used to be a lot of pressure" (PU-3).*

Concerns were expressed about how leaders affect faculty members by not taking decisions and playing it safe (being within rules), by deferring decisions to senior leaders and, thereby, increasing time demands. As one interviewee put it,

"I mean this is something you cannot expect. During my PhD coursework, I got workload relaxation by University DPCC. Initially, my director was not giving me that relaxation, so I got that workload exemption through DPCC (Doctoral Program Coordination Committee). It is a standard procedure here in the university. Even then my leader used to expect me that after taking PhD class I should come back to the department. He started complaining to the vice chancellor (VC). VC called me and asked that why I do not turn up every day in the office hours after taking PhD coursework classes, I told him that 'sir I get tired after studying I cannot go back to the department. Also, there is nothing much to do at that time'. VC replied that 'your leader is keen about work timing so colleagues shall sit, no matter there is work or not'. [...] you see encouraging or supporting behaviour is lacking here" (PU-3).

Faculty members also expressed their concerns that they are not given sufficient notice for their tasks, and often get allocated tasks at the *last minute*. Such incidents create additional time constraints and put faculty members under pressure which makes them feel stressed. *"Sometimes leaders allocate you work at the eleventh hour, that becomes very challenging, how to manage and respond accordingly"* (GCU-4). There was a sense of anxiety amongst interviewees regarding getting some tasks at the last minute and that created a lot of anxiety. The comment, below, illustrates that working on a task with some notice would make them feel comfortable and they could then manage with their routine job responsibilities. *"The most important factor here is the institutional practices. If I have ample time, then I work in a relaxed mode. But sometimes they allocate tasks very late, and then you really get stuck" (GCU-2)*. Some interviewees even highlighted that they were informed of the timetable and the course they need to teach only *2-3 days* before the start of a semester.

These views about time mismanagement, which created time pressure for staff, surfaced mainly in relation to the nature and quantity of work. Faculty members are expected to teach, conduct research and perform one or two administrative duties. Teaching is a task that cannot be looked at by only viewing credit hours, as it requires a lot of practice and preparation. Research is another activity that needs extensive attention and time, although teaching and research tasks are

comparatively straight forward for faculty members. However, administrative tasks are assigned by leaders quite irrationally, and take a lot of time, thus making it difficult to maintain a balance in their work and home life. Many of the participants highlighted that they are asked to undertake tedious tasks such as organising events, reviewing and sorting application forms (of undergraduate and masters programs where admission is based on merit calculated only on the basis of previous marks), maintaining records, etc.

5.3.2.2 Increasing work quantity

The second sub-theme relates to a number of issues relating to a leader's influence in determining the quantity of work allocated. A recurrent theme in the interviews was a sense amongst interviewees that, despite an extensive workload, they are highly committed towards student-related responsibilities such as coaching, mentoring, etc. As discussed in the subjective well-being theme, faculty members are teaching different numbers of credit hours in different universities. For instance, an assistant professor in one university reported that they are teaching a 1.5 course in one semester (about five hours of teaching per week), whereas an assistant professor in another university took up to thirty credit hours of teaching. Although all public sector universities claim to follow HEC guidelines for the faculty workload, neither five hours nor thirty hours of teaching is the defined workload by HEC for an assistant professor; rather, this reflects the control leaders have over allocation of the quantity of work. A common view amongst interviewees was that leaders greatly manipulate work demands. As one interviewee argued, course allocation is biased, *"it is not fair. I have seen my HoD giving nine credit hours to one faculty member, and 25 credit hours teaching to another by just saying that the latter needs more teaching practice"* (UE-1).

Concerns were expressed about leaders being reluctant to use new methods and technologies. Most leaders were reported as not being technologically savvy and doubting the suggestions from younger colleagues regarding using different techniques to improve teaching delivery and quality. Some interviewees argued that using IT based programs for results preparation makes work life much easier. The comment below shows that leaders do not promote changes according to advancements and the needs of the hour,

"[…] we have to upload the results of mid, final, quiz, assignments separately, I was wondering why they do not share the excel file at the start to enter marks on this file and at the end that file can be uploaded onto the system. Marking exams and then preparing the results of 600 students is a thing to do, it takes lot of time" (UVAS-3).

Another reported concern expressed regarding job demands was the administrative assignments being very tedious in nature. For example, faculty members are asked to *participate in entry test, form structuring, invigilating entry exam, screening the piles of application forms including name spellings, or duties in university convocation*. One interviewee argued that a person who is well-qualified and capable of teaching and research is given very tedious and unimportant tasks. The majority of participants were unanimous in the view that they work *extra hours in the day* due to these tedious tasks. These tasks are unplanned, undefined, mostly administrative or involve '*clerical'* work. There is a need to utilise the potential of qualified faculty by lending them some support from administrative staff. Universities normally have a reasonable number of support staff, but the findings highlighted that they need to be managed to facilitate various departmental activities, and not only support the chairpersons/departmental heads and some very senior professors.

Concerns regarding leaders increasing the job demands of faculty members were more widespread. Some interviewees emphasised that leaders increase the quantity of teaching load, while others showed their concern about the variety of courses they teach. As one interviewee commented, *"more than quantity there is something else which creates more issues. That is when we get different courses"* (UET-3).

This also shows that leaders do not encourage faculty members to develop expertise in specific disciplinary areas and develop their career. Faculty members reported struggling to teach varied courses offered in a degree programme; for instance, some faculty members were expected to teach a variety of courses taught in business administration degree programmes such as finance, accounting, mathematics, statistics, marketing and management. All foundation and 'easy to teach' courses are given to senior faculty and, above all, chairpersons are more supportive to them. This diversity of courses was found to increase anxiety among faculty members, especially junior faculty members. Another associated problem was timetabling that further worsens the situation with teaching load (12 or more credit hours per week).

A common claim that the majority of interviewees shared was that teaching load is predominantly guided by HEC policy or university needs and they receive the load accordingly. However, a variety of perspectives were expressed about *uneven allocation* of administrative assignments. Some felt that leaders put extra work pressures to *burden* them, while others considered that leaders follow a *pick and choose approach as universities have not defined any SOPs in this regard*. Some felt that leaders put extra workload on those who perform well with full responsibility. For example, one interviewee said,

"[…] (in our department) only people who work are imposed with extra responsibilities., this is very disturbing. He simply says that these people do not know, you are more experienced, so can you do this, this and this. Sometimes for my support he engages someone else (any person who knows nothing about the assigned task) with me and eventually only I become responsible for that" (GCU-4).

Another important concern raised was that increasing the number of responsibilities leads to conflicting demands. Faculty members are expected to manage all assigned activities at the same time. One interviewee, while reflecting on contradictory work demands, said, *"Meetings are scheduled without considering our timetables, then we need to conduct make up classes. Sometimes they communicate about meeting at the eleventh hour, and that creates a mess"* (PU-1).

A variety of perspectives were expressed regarding how leaders impose work in different ways that not only increase the quantitative workload but also exert undue emotional pressure. Some felt emotional pressure due to fear of *"receiving criticism no matter whatever they do"*, while others considered *"reporting wrong information as asked by leaders"* as an emotional burden. Another reported practice was that leaders *"use the shoulder of certain faculty members to communicate bad news or task assignment with other faculty members (senior or influential people in the department".* The following incident also demonstrated how leader behaviour sets emotional demands.

"Once a student who was the son of a senior faculty member in our university could not pass his exam in my subject and as a result I was criticised and forced to pass him (the student). I felt quite embarrassed, even she (my Chairperson) called a junior faculty member to explain to me how to mark papers and how to teach" (PU-2).

This incident highlights that leaders do not empower faculty members to take decisions independently, do not exert effort to resolve work problems and conflicts, and put emotional pressures on faculty that negatively impacts the well-being of faculty members.

There was also a sense of apprehension amongst interviewees regarding 'saying no' to a leader when being assigned tasks, and some participants explicitly talked about such undesirable work tasks. One interviewee said, *"[…] whenever I refuse to take some responsibility due to any reason like lack of time, irrelevance of the task, then I have to face consequences"* (PU-1).

A number of related consequences were identified. For example, some interviewees felt that saying no gets them into a *"conflicting situation"*, while some considered that it will *"spoil the relationship with the leader"*.

5.3.3 Leaders reducing job resources

This theme reflects on various concerns highlighted regarding job resources and the process that links leader behaviour with job resources and well-being. A variety of perspectives were highlighted regarding how leaders control job resources. These job resources, when provided, increase the level of job satisfaction and well-being among faculty members. However, a shortage of such resources makes it difficult to meet job demands, and faculty members complain of increased stress and anxiety.

5.3.3.1 Hurdles in professional development

A variety of perspectives were expressed relating to hurdles leaders create in the process of getting a PhD, career growth, funding/leave for PhD, training and seminars. One major concern expressed regarding reducing job resources was related to gaining a PhD degree. There was a sense of insecurity amongst interviewees as the majority agreed that leaders create hurdles when they pursue doctoral studies. Surprisingly, sometimes even upper management (Registrar, VC) support such leaders in this regard. One of the interviewees argued that leaders consider faculty members with a PhD degree will *become a threat* to them.

The interviewees reflected that, overall, although leaders formally cannot stop someone from pursuing a PhD, they use different ways to harass them. These include not signing relevant forms, stop processing applications, create delays in the process, putting conditions on scholarships, etc. There were many incidents reported showing lack of leader supportive behaviour. Talking about this issue, an interviewee shared her experience,

"[…] so, when I finish my research [with the help of second supervisor in other institute] so my leader (supervisor) said I will not sign on your thesis, he held my thesis for some months. As a result, my thesis was submitted late […] initially he was not ready to forward my thesis, then I asked the VC. I was lucky that the VC was changed at that time, thank God. If it had been the old VC then I would not be able to complete my PhD. Many times, I complained to the old VC and highlighted the issue, but he was not paying any heed to my request. If there would be the old VC then I do not know what would have happened to my PhD. […] (you know) he wasted my one whole year" (GCU-1).

Another reported that the problem was the insecurity of getting the chance to appear before the selection board for selection at the next level. The interviewees were unanimous in the view that for growth in one's career, they needed to express their interests and, most importantly, seek favours. They believed that one can develop their career smoothly only if well-connected, otherwise they face hurdles at every step, from advertising the vacancy, shortlisting of applications, getting through the selection board and, finally, approval from the syndicate. The experience below illustrates hurdles created for faculty at various steps,

"I was hindered when it comes to advancement in my career as my chairperson, being very close to the VC, on purpose did not let any vacancy be advertised for a long time. […] he wanted to promote some other colleague not me. They have tried to approach the Dean's office to influence the shortlisting process but thankfully I got shortlisted. They did all this sort of thing, our chairperson just wanted to hinder others because a few of his allies could not be promoted. […] Even after the selection board and my appointment, she (my colleague whom chairperson wanted on the said vacancy) filed a case in court. Though she lost that case, I have been through this trauma" (PU-3).

There were some negative comments about getting leave sanctioned for doctoral studies. Some felt that getting leave sanctioned is as per policy and has become difficult due to a change in

policies. Meanwhile, others considered that it is only at the discretion of the leader that they can get leave sanctioned for those seeking to pursue a PhD. As one interviewee put it,

"I know I will not get [study leave] so I have not applied. She (my HoD) is also doing PhD [from the same department actually she is enrolled in my junior batch], she could not facilitate me for PhD otherwise she is afraid that I could replace her as the In-charge chairman" (LCWU-1).

A number of issues were identified regarding leader influence on development. Overall, the majority of interviewees mentioned that leaders do not encourage or support faculty members in their training and development; rather, they create hurdles in various ways. A variety of perspectives were expressed but the interviewees were unanimous that leaders become unhappy and try to discourage them in availing training, conferences and workshops.

"I put up the application (for training) and HoD simply refused because he said I am not convinced. I tried to convince him; after trying twice I took the application to the VC, the application was formally approved, I got the funds and leave, and I went for that training. But in the next semester I had to face consequences, I faced many problems, as a result my income was affected" (PU-1).

The interviewees believed that leaders do not want them to be well equipped with advanced knowledge and skills. This view was echoed by another informant who shared his experience,

"[…] since I am veterinarian, and I am trying to get associated with a foreign agency (like human practitioners do), I am facing problems from my university in getting permission for that. I think university management, particularly my senior colleagues and HoD, are insecure that if I get that then I might leave this university" (UVAS-4).

There were mixed views about funding for conferences, training courses and workshops. Interview participants, overall, mentioned that training, and especially paid training, is broadly discouraged. Some interviewees argued that getting funds for conferences is based on your application [you apply and will get the funds], while others considered that getting such funding requires you to have a good relationship with the leader.

Another reported concern was leave for conferences. Some felt it is a well-established procedure, while others suggested that conference attendance is discouraged as a policy. Opinions differed concerning conference attendance and perceptions about university support across universities.

Attending conference was reported to be a routine matter in well-established universities like PU, UVAS, UET, or ITU (a new but research-oriented university), and usually discouraged in newly established or updated universities such as LCWU, GCU, and UE. As one interviewee said,

"[…] for conferences, there is a lot of mess around, the biggest concern is that the Principal (HoD/ leader) will not agree. Like there was a conference in PU (same city). I wanted two days' leave, and he gave me leave for the day I am presenting, and only for the time when my presentation is scheduled. He said 'go, present and come back" (UE-1).

5.3.3.2 Lack of leader attention towards proper allocation of infrastructure

Some serious concerns were expressed regarding shortage of infrastructure including equipment (research and IT), sitting space, Wi-Fi, furniture, etc. Leaders, if they so desire, could, to some extent, improve the infrastructural facilities for staff, especially considering faculty member needs. Leaders are expected to seize opportunities from various sources for their team members (Antonakis and House, 2014, Yukl, 2012), rather than cutting off the supply of infrastructure.

Overall, a variety of perspectives were expressed regarding leaders not providing the needed equipment for the faculty. Some felt that it is their immediate leader that manipulated the provision of needed infrastructure, others considered that university level leadership also played a negative role by framing irrational policies. For example, one interviewee commented on the policy of giving air conditioners (ACs) to faculty members based on their grades (ranks/positions), in some universities as per policy, ACs are given to those who are assistant professor and/or above.

"You can well-imagine that during summer when the temperature is 50 degree or sometimes even more, how can a person to sit in office from 8-4 pm and/or perform a clinical duty (e.g., demonstrating to large numbers of students, dissecting animals). There should be some attention given to the health, mental satisfaction or what you call well-being. […] I think our clerks are better as they spend most of the time in the air-conditioned offices of the higher ups" (UVAS-3).

A common view amongst interviewees was that leaders greatly manipulate different workplace facilities including infrastructure. This view was echoed by an interviewee, "*resources are at the discretion of management and their distribution does not have any criteria. If I want a printer, then it is up to the HoD to give me or not"* (UVAS-4).

Many participants raised the issue that provision of infrastructural facilities *is based on the relationship with the leader*. Whilst a minority talked about the shortage of infrastructure, all agreed that distribution of infrastructure such as computers, printers, office space, furniture and, most importantly, ACs is given on the leader's choice.

Another reported concern was that limited sanitary facilities seemed to affect the health of faculty members. The majority of interviewees believed that renovating existing or constructing new facilities did not require much funding and universities were capable of bearing such expenses. They further added that it is the leadership in these institutions which is least concerned about faculty needs. One interviewee argued that improving sanitary facilities *does not require big investments, departments can easily manage*. Furthermore, they were unanimous in the view that departments can easily obtain funding from the university if they want to.

5.3.3.3 Restrict supply of information

Concerns regarding unclear or incomplete information were more widespread. It was suggested that faculty members are not provided with information relating to *job description, employee rights, career development opportunities, or even the university calendar for the next year*. One participant commented, *"sometimes role requirements are ambiguous, and sometimes we ourselves seek clarity. I do not have any job description available"* (GCU-3). The majority felt there is a lot of reluctance in providing them with any rules or policies, while others argued that there are notifications on a daily basis; however, if you ask for clarity in rights and responsibilities then the administrative staff simply do not give it.

Another interviewee added that taking leave has become a problematic issue, because policies and procedures are not provided to faculty by their respective departments. As a result, faculty members struggle on various issues. *"I have heard that teachers can take a semester off. I have tried so much but I could not get the notification for that"* (UET-3).

Another reported problem was with the confidentiality of information. The majority of participants mentioned that the nature of information varies, sometimes information that is for everyone is kept secret and sometimes information that should be confidential is known to the majority, as highlighted by one interviewee,

"[…] the problem, here, is that they hide basic information. Many times, our management tends to hide information. If our college is organising a conference and you are told only 6-7 days prior to the conference, then eventually you lose interest. [Although we got to know from outside when our college is advertising, but you know how we would be aware of what management expects from faculty in terms of conference participation]. If information could have been shared earlier then we all would have contributed to the conference" (PU-1).

5.3.3.4 Poor interpersonal relationships

Interestingly, the majority of interviewees mentioned that they experience stress and depression due to lack of social support. They argued that some of these relationship problems could be resolved by their leaders if the leaders intend to create a supportive and cooperative culture at the workplace (Schein, 2015, Yukl, 2012). Two perspectives emerged regarding poor interrelationships including relations with leaders, and with support staff. The majority of faculty members were of the view that leaders if they so wish, can direct staff to do their job; however, this seems not the case as per their responses.

A number of issues were identified showing the hegemony of support staff, and the role of leaders. In all cases, interviewees reported that support staff do not deliver the assigned task, and benefit from unclear job descriptions. For example, one interviewee said,

"the biggest problem we are facing is the clash between staff (non-teaching staff), faculty, and departmental management. This triangle is still confusing, work distribution of among staff members is a mess. […] Resources are clustered at one place" (GCU-3).

Participants were unanimous in the view that leaders if they so wish, could control support staff members. Leaders need staff members for administrative work but, at the same time, they also consider other faculty members as a potential threat; therefore, they let staff members do what they want. The participants on the whole argued that staff members appear to bet uncooperative, and it seems they do not want to work. As a result, professional activities are affected. Many times, *lab or lecture room is not clean or properly set up*. One of the interviewees reported, *"when the lab is not fully prepared then I get upset or sometimes they (lab attendants) get absent during practical*

hours, and I have to conduct the practical on my own" (GCU-5). Another interviewee added to this notion that leaders give this flexibility to staff members,

"[…] if one of the lab attendants is getting extra support then other lab attendants also stop working, and they demand relaxation for themselves. As a result, when all of them will not work then the department situation will be worsened. Some faculty members also support such activities of the staff, sometimes the director, himself, and sometimes even university administration" (GCU-3).

No doubt, blame for all such disorder cannot be placed on the leaders, but they are expected to supervise and monitor the activities of subordinates. If support staff member is not delivering on their job then, overall, operation of the department would get affected.

Several participants also reported that some people who feel confident about having a good relationship with their leader can use this to exploit/harass other colleagues. Participants agreed that leaders give benefits only to those who are closer to them, whereas people who do not have good relationships with leaders tend to suffer. One participant said, while discussing her clash with a colleague,

"[…] the sad part is that such conflicts are not resolved by upper management. They let us bear all the stuff. You know our seniors are so good in giving lollipops" (PU-2).

Surprisingly, several faculty members (from two different universities) also talked about the threatening and insulting behaviour of support staff. They argued that staff exhibit such behaviour only if they have the support of senior leaders. The comment below illustrates the insulting behaviour of staff towards faculty members,

"one of the security guards was not letting husband of a faculty member (he came to pick up his wife from the campus) to come inside campus. The guard behaved so badly and eventually he (guard) slapped (husband of faculty member) face. It was so disgraceful. There are hundreds of complaints against that guard, no-one says anything to that guard" (UE-1).

There was a sense of insecurity amongst interviewees because they know that, without leader support, they will face various consequences. Concerns were expressed regarding leaders giving preference to personal associations or friendships in organisational matters. This view was echoed

by another informant who shared the experience of objecting or stopping some students (of an evening programme) from cheating in exam.

"[…] HoD called me and said, 'you know such incidents can have many consequences, these people can hurt or affect you outside university, so do not get into such things'. He then forcefully convinced me to forgive that student. That student came to my office after a few days, tactfully apologised (without saying sorry, and asked me to not give him instructions in class, as he said, 'I cannot tolerate any directions from a person way younger than me in front of class'" (UE-1).

5.3.4 Leaders being facilitative

In all cases, interviewees reported that leaders can control the demands placed on faculty. Only a small number of respondents indicated that leaders consider the existing workload of faculty members, interest, capabilities, and consent while allocating specific tasks. As one interviewee said,

"[…] he is mostly facilitative and lets us choose and do work based on our area of interest. He is very pragmatic, whenever he has some new tasks for faculty, he calls a meeting and discusses who can do what considering everyone's responsibilities and time deadline" (UVAS-4).

The comment above shows the leader's supportive and cooperative behaviour. Interestingly, participants from the same university shared their stressful experiences, thus showing the different ways in which leaders could affect well-being.

5.3.4.1 Relaxation in work demands

There was a sense of satisfaction amongst some interviewees because of leader support relating to work demands. A number of perspectives emerged relating to leader supportive behaviours. There were some positive comments about leader directive behaviour which a few faculty members consider as a *blessing in disguise*. One interviewee argued that *"receiving directions from top management and enable me to easily do my work, particularly administrative tasks"* (GCU-1).

Some participants reported that leaders extend their support to faculty members who perform. Faculty members are facilitated in various ways such as *they reschedule their classes*, or sometimes *swap their classes with other colleagues*. A small number of those interviewed suggested that their leaders consider their existing workload and balance these out before assigning them with additional responsibilities. In one case, the participant shared her experience *"when my colleague left for her PhD then I was thinking that I will be given her duties. But when I talked to our HoD she said that we will distribute it. I think she was considering that I am overloaded"* (LCWU-2).

Several interviewees mentioned that their leaders let them decide on their workload. Leaders delegate them the responsibility to divide work through a participative procedure where faculty members sit together and distribute work. As one interviewee said,

"[…] work allocation is very open and just. We have meetings before the start of every semester, and we decide in these meetings who will be teaching which courses. […] Like classes with a strength of 100 or more students normally go to senior teachers, and junior teachers are given practical teaching" (UVAS 4).

Some participants mentioned that *expecting leaders to give equal time or equal treatment would be unjustified.* Also, it was asserted that the nature of work varies based on different requirements of research, teaching and administration; therefore, leaders need to consider the existing load while dealing with faculty members.

5.3.4.2 Supplying job resources

This sub-theme relates to leaders providing faculty members with desired resources so that they can manage their own job demands. These resources could include *infrastructural support, reduction in workload, personal advice, career counselling, and administrative support, professional advice for research work or giving them control over work.*

A variety of perspectives were expressed; however, faculty members were unanimous in the view that the most important support they seek from their leaders is on career development. A common view amongst interviewees was that earning a PhD is the most important milestone in their career

and it requires lot of support from the institution. Some participants mentioned that their leader encourages and supports them to the fullest to get their PhD. As one of the interviewees said,

"[…] he encourages me to finish my PhD as soon as possible, so that I can get promoted. [Since I am back from USA and joined the university meanwhile, I am writing my thesis] he has always been very supportive" (UVAS-2).

This support for career growth was echoed by another informant who reflected that he is given opportunities (through funding and leave) *"*to *avail training opportunities"* (UVAS-5).

Faculty members also mentioned the *appreciation and support* they get from their leaders due to their efforts and performance. However, this varies from person to person, if someone is working properly, the attitude of the leader will be good, if someone is not doing his job, then leader behaviour would be different, as highlighted by a participant who commented, "y*ou know he is human, so how he can be nice to those who do not work well"* (UET-2).

Talking about the significance of leader behaviour, one of the participants believed that supportive leader behaviour makes *him feel comfortable at the workplace* (in his office). Comparing his two leaders, one of the interviewees said,

"I was not having a good relationship with the previous leader, but with the current one I do have good relations. […] I know if I need any support from my leader then I can easily have" (UET-1).

Several interviewees also mentioned that leaders advise them on their personal well-being and growth. One interviewee mentioned that,

"*many of us have started our own start-ups and are managing this job and business at the same time. I would say we are doing wonderfully well; we have many success stories here. You know our ex-VC used to encourage us a lot, he motivated us to go for own start-ups, and establish companies to make our projects sustainable"* (ITU-1).

Several interviewees considered their leader as their *family member*. Whereas some mentioned that they trust their leaders to the extent that they seek *advice on personal matters* from leaders.

5.4 Discussion

Drawing on the input of faculty members, this chapter broadly aimed to explore the faculty member perspective regarding their well-being in HEIs in Pakistan. Thus, this study has extended the knowledge about the types of stressors experienced by faculty members in the said context. The findings provide support to previous studies and highlight that leaders play a fundamental role towards employee well-being. Based on the findings, leaders seem to affect different aspects of EWB through their behaviour. Leaders, by increasing work demands or reducing the required facilities, tend to increase stress among faculty members. Also, it is found that through supplying the needed job resources, leaders manage to reduce faculty stress and increase motivation. The three themes clearly show that leaders control job demands and job resources. Nevertheless, it can be argued that there are some other factors that strengthen the impact of leadership on well-being.

These factors emerged implicitly through the accounts of the interviewees and include the characteristics of the university and of the interviewees such as qualification, designation and gender. This finding is consistent with that of Akbar and Akhter (2011) who argue that being female, lower designation (below the level of associate professor) and low qualifications (not having PhD) are some of the causes of faculty members experiencing stress in Pakistan. Data analysis confirms the harassment experiences of female faculty members (Sadruddin, 2013), and also the reluctance in attitude to talk about such experiences. One possible explanation is that women are less likely to report such incidents due to lack of social support, fear of being treated with more disrespect, and pressures of other cultural norms such as responsibility for care-taking of extended family members (Naveed et al., 2010). The evidence also suggests a strong positive relationship with the intention to quit in such situations (Razzaghian and Ghani 2014).

Another factor that is reflected implicitly by the interviewees is the impact of social values such as discrimination based on social class and social status. Many interviewees complained about the lack of cooperation from support staff (non- academic staff). As mentioned in the context section (Section 2.5.3), Pakistan scores moderately high on the power distance index, and people are very conscious of social class, position and status, that promotes a culture of lobbyism and favouritism (Islam, 2004, Khilji, 2004). The study findings show that this same aspect is reflected in HEIs, thereby highlighting the need to pay attention to some of these societal issues.

The most obvious finding to emerge from the analysis is perceptions about health and well-being as they highlight the various health and well-being issues faced by faculty members. These include mental stress, depression, exhaustion and psychosomatic problems including sleep troubles, heart issues, hypertension, migraine, gastrointestinal problems, acid reflux, reduced immunity, cluster headache, fatty liver, cholesterol problems and throat problems. The findings related to the poor psychological health of faculty members are in line with exiting research evidence that reports the poor mental health of teachers (Khalid, 2015, Özü et al., 2017) and overall poor health of workers in Pakistan (ILO, 2016a), thereby highlighting the need to pay attention to the well-being of workers at the institutional level.

The results also show that faculty members face both hindrance job demands, and challenge job demands (Bakker and Demerouti, 2017). Teaching overload and increased timing requirements are the hurdles that inhibit faculty members in delivering a quality performance and achieving their research targets. Whereas struggles for, and during, PhD study entail cost and effort but, possibly, stimulate career growth; thus, these are perceived as challenging job demands. The results show that job requirements are somehow responsible for the poor health of faculty members, which also provides evidence that working in HE in Pakistan is a highly demanding and exhausting job. This finding is consistent with the existing literature (Akbar and Akhter, 2011, Meng and Wang, 2018) that HE teaching in general is a challenging job. Resultantly, faculty members complain of different health issues and, therefore, relevant awareness and training programmes should be organised by agencies at the national and organisational level.

With respect to faculty members' perception about their well-being, another key finding came up highlighting the different factors responsible for stress. For example, evidence suggests that certain job resources (support in professional development particularly pursuing a PhD, job related information and infrastructure, supportive interpersonal relations) may protect well-being, but the level of resources is limited. Furthermore, faculty members are reluctant to seek support (although very limited but available), which indicates a clear need for improvement. Mental health training at the institutional or university level may help faculty members seek support and protect their health and well-being.

Although personal factors such as family issues, health and personality could also affect well-being, the results suggest that workplace factors have a huge effect on faculty well-being. The

prominent factors related to well-being include increased work demands, reduced resources or supplies required for teaching and, most importantly, 'leadership'.

It is widely acknowledged that leadership behaviour has a powerful impact on EWB (DH, 2007, Inceoglu et al., 2018) and the results outline both the negative and positive impact of leader behaviour, thus highlighting that leaders are the most important factor towards employee well-being. No doubt one of the important factors in this regard is the societal culture that enables leaders to exercise authority as they want (Islam, 2004). The results indicate that leaders increase job demands by making faculty time bound in various ways, such as increasing the quantity of work and expecting them to teach more courses, or by allocating tedious administrative/clerical tasks. This highlights that leader behaviour could be pseudo and may be perceived as destructive. There is a thin line between destructive and constructive leadership behaviour (Wong and Giessner, 2016). In support of the 'destructive and constructive leadership behaviour model', evidence was found that leaders show various forms of destructive behaviours under the categories of both 'anti-organisational' and/or anti-subordinate behaviour' (Einarsen et al., 2007).

Furthermore, the results highlight that leader member relations play an important role in the increase/decrease of job demands and job resources (Graen and Uhl-Bien, 1995). Pakistanis, arguably, have relatively high-power distance orientation that gets reflected through the tradition of sycophancy in administrative cultures (Islam, 2004). Therefore, public sector employees either are afraid of their respective leaders and do not share any contradictory opinions or use every possible means to please them. Those who do not choose either of the options face a lot of trouble.

The results showed that effective leadership behaviours such as proper planning and empowering subordinates (Yukl, 2012) are rarely practiced by leaders in HEIs in Pakistan. The findings confirm the extreme mismanagement of time and resources. Meetings are called at the eleventh hour and mostly people are late for appointments. It is also evident in the existing literature that Pakistanis are normally perceived as a having short-term orientation (Islam, 2004), and it is very common to call meetings and cancel them on the spur of the moment. There is a need to take the initiative at the national level to increase the awareness and importance of time management. The data also showed that leaders do not encourage bringing change for improvement; therefore, faculty members have to work manually at tasks that could be done using computers. This stresses the need to bring the needed change by advocating and implementing change (Derue et al., 2011, Yukl,

2012) as leaders not accepting changes in the internal and external environment, in fact, create hurdles for faculty members and reduce job satisfaction. This highlights the need to pay serious attention towards leader training and development.

A further issue raised by the study results is that leaders control the supply of needed job resources. This has already been highlighted in the analysis where faculty members expressed concern about hurdles in their development and career growth. The findings confirm with the existing literature that employees' career growth is their most important expectation (Goler et al., 2018). As argued, this factor has become more significant in the case of some professions where career growth relates to competence (Leka and Jain, 2010). In HEIs, this linkage is very strong in general and, in particular, is more relevant in the context. As mentioned, faculty members appointed without PhD degrees have to work under a lot of pressure, as they also need to study at the same time to obtain their PhD. Currently, only 28% of the faculty members have a PhD qualification in Pakistani HEIs (Mehmood, 2016) because existing faculty members in Pakistani HEIs are hired after completing 16 or 18 years of education and many complete their PhD after joining the service. However, since the HEC has set the PhD as a mandatory requirement for growth, faculty members exert effort towards that. The results indicate that leaders create many hurdles through different ways towards faculty members' professional development. This finding is inconsistent with existing research (Kang and Sidhu, 2015) conducted in a similar context in India. Authors in their paper, based on cross-sectional research, claim that discriminatory leader behaviour is not a significant stressor of faculty members. One possible explanation of the different findings is the use of an alternate method. Kang and Sidhu use the faculty stress index; a questionnaire established in 1984 at the time when having a PhD was not compulsory for career growth. Secondly, participants get to reflect on their experiences more deeply through talking rather than reporting in questionnaires.

The current study also found that leaders took little interest in the development or arrangement of required infrastructure; this then results in the poor well-being of faculty members. Due to the shortage of resources, leaders distribute resources based on irrational criteria. Another required resource, that of information about rules, regulations and policies, is not shared with the faculty members. Leaders play an important role in organisational culture (Schein, 2015); more specifically, a leader's supportive behaviour sets the norms of cooperation. The choices leaders make contribute towards organisational development. The data, overall, reflect that, if they want

to trouble some of the faculty members, then it is not difficult for leaders to do so in an appropriate way while being within the rules. Examples of this comprise faculty members reflections that, by exhibiting task- oriented or change-oriented behaviours, leaders manage to negatively affect well-being.

The results clearly showed the harmful effects leaders have on faculty members which, thus, suggests the need to periodically review leader performances as the findings provide empirical support for leader engagement in different forms of destructive leadership including tyrannical leadership, derailed leadership, and supportive disloyal leadership (Einarsen et al., 2007). Hence, some trainings might enable leaders to make good choices (e.g., considering scarcity of resources, exhibiting effective leadership behaviour, avoiding bias towards colleagues). However, leaders are not expected to demonstrate either anti-subordinate or anti-organisational behaviour while doing their job. In fact, leaders are expected to deliver their part effectively and constructively, which is evident from the next theme that highlights the constructive role leaders play.

The last theme reflected upon the positive role leaders play towards the well-being of faculty members through setting job demands appropriately and providing or arranging the required resources. Leader behaviour, such as being supportive, cooperative, listening to faculty members' points of view, helping them attain their PhD, engaging faculty members in decision making, giving them autonomy, looking after their personal needs such as encouraging to initiate start-ups, giving personal advice, were all found to positively affect faculty members. This is consistent with the existing literature where supportive behaviour, encouraging growth, training and development are effective leader behaviours and improve job satisfaction (Antonakis and House, 2014, Yukl, 2012).

Overall, the data reflects that health and well-being of faculty members is affected by leaders in said context. but following the romanticised view of leadership (Meindl et al., 1985), the lens can be reversed (Shamir et al., 2007) to evaluate the subordinate role. There exists considerable literature that that suggest variety of beliefs about the role subordinates should play in leadership process. For example, some subordinates have a passive and obedient role, whereas some choose to stand up or resist, and engage in leader like roles such as influencing, voicing, etc. (Carsten and Uhl-Bien, 2013). However, it is important to mention that role of subordinate depends not only on personal attributes such as openness to change or flexibility, relationship with someone powerful

who can provide back up in case of resistance but also relies on the context (Carsten et al., 2010). Hence, the high power distance society of Pakistan fairly explains the reason for choosing passive subordinate role by majority of faculty members.

5.4.1 Implications

Different treatments of leaders by controlling faculty members through job demands and/or job resources can be attributed to faculty members having a lack of awareness about their basic rights. Some interventions and necessary actions can be initiated by the respective university administration and the HEC to improve the well-being of faculty members. In this regard, it should be noted that less attention is given to occupational health in Pakistan as compared to developed countries. There are very few professional specialised agencies in Pakistan, which may contribute to addressing the issues relating to the occupational health of faculty members. Some of these concerns should be evaluated when considering the needs of the HE sector and require a review of policies. For example, although it is the practice in several universities that faculty members are now task-bound, and not time-bound many leaders still put pressure on faculty members and expect them to ensure their presence regardless of the task requirement. Faculty members at the university level may be given time flexibility so that the research output of the universities could also be improved. This can be achieved by defining standard HR policies while considering the requirements of the profession, and implementation of said policies. In this regard, establishment of some professional bodies such as CIPD or SHRM would be useful.

Universities are also meant to be both knowledge producers and knowledge disseminators. Although the HEC has introduced some initiatives to improve research output, the findings show inconsistent implementation of the policies across the various universities and departments (Mehmood, 2016). Thus, it is the need of the hour that faculty members should be given awareness of their rights and job requirements not only at the time of induction but also at short intervals during their tenure. Also, they should have access to the policy documents and other relevant organisational documents.

The study's findings are consistent with the claim that interventions to reduce work-related stress at the source are more effective than efforts to improve individual stress management skills (Nielsen and Noblet, 2018), particularly in HE (Koncz et al., 2016). In this regard, interventions,

if introduced in the context of the study, are expected to protect employee health and well-being (ILO, 2016a). Nevertheless, it is crucial to tackle psychosocial hazards that underpin stress at the workplace.

Further, the results highlight problems with leadership practices, and encourage a sensitive approach to university management to carefully review the workplace environment, change elements that promote destruction, and control through social or administrative channels (Krasikova et al., 2013). Some leadership development initiatives would improve the situation. For example, organisational authorities can facilitate the 'self-control' of leaders (Lange, 2008) through careful recruitment and personnel selection which would enable leaders to regulate their behaviour. In addition, organisations can set up 'vigilance control' mechanisms that enable employees to raise their voice against undesirable leader behaviours (Krasikova et al., 2013).

5.4.2 Limitations

The present study has been one of the first attempts to thoroughly examine how leaders use the mechanisms of job demands and job resources to affect EWB. Nevertheless, this study has several limitations as it was limited to the HE sector in Pakistan. However, aligning (Lincoln and Guba, 2000) with the broad research aims, generalisability was not an overall research goal. Consequently, future research studies may be conducted in various occupational sectors to enhance the further understanding of the national context.

Second, this research reflects the single perspective of faculty members. Nevertheless, it is argued that faculty members' well-being could not have been studied without bringing in their perspective. However, research on the leader perspective in relation to faculty member well-being would further enrich the debate (See Chapter 6).

5.5 Conclusion

This research focused on the faculty member perspective of how leadership influences their well-being. The data analysis clearly reflected that faculty members are experiencing a lot of stress due to various workplace factors, particularly their leaders. Furthermore, leaders use different paths of job demands and job resources to influence faculty members. For instance, leaders could

negatively affect EWB by increasing job demands or by reducing the supply of job resources. Most of the problems regarding EWB arise following misuse of powers by leaders, resulting employees experiencing stress and burnout. This could lead to demotivation of employees resulting poor well-being and performance at work.

This chapter presented the faculty member perspective using qualitative data and further complemented the findings of the previous chapter. The findings of the survey, as discussed in the previous chapter, identified that leadership behaviour has an insignificant relationship with various aspects of EWB in the presence of job demands and job resources. However, this chapter not only confirmed the two paths of job demands and job resources through which leaders affect employees, it also added that effective leadership behaviours have a double-edged sword impact and remain a significant concern for faculty members. These behaviours could positively or negatively affect EWB. Also, it is evident that leadership behaviours are more important even when job demands, and job resources are under focus.

Nevertheless, leaders exercise the authority vested in their position and allocate work demands and resources. Consequently, they need to exhibit control as part of their job and may be unreasonably blamed. Therefore, it is also important to review the leader side of the story. The next chapter presents the perspective of leaders relating to the phenomenon being studied and examines the impact of multi-level contextual factors.

Chapter 6 How context shapes leadership: An insight into leader experiences

Leadership has a role in every organisation, but to what extent remains unclear. Consequently, the leadership debate, regarding when leadership matters, continues. Leadership has been studied in the context of higher education (HE) from various perspectives. On one side, research evidence indicates that leaders, their characteristics and styles do not greatly affect the performance of higher education institutions (HEIs). For example Breakwell and Tytherleigh (2010) conclude that there is a limited relationship between the socio-demographic characteristics of leader with institutional performance. Conversely, it is argued that if leaders make a difference, it might be due to other characteristics such as personality, interpersonal skills or behaviour. For example, some research studies provide support for characteristics of leaders in relation to their personal success (Mcfarlin et al., 1999) or have looked at management style in relation to organisational climate (Sala, 2003). However, neither perspective underscores the importance of factors, other than leadership, that can be broadly labelled as contextual factors.

As discussed in section 2.4 context is very much relevant in leadership research, more precisely in HE. There have been some attempts to explicitly examine certain aspects of context in HE (e.g., Davis et. al., 2016, Falqueto et. al., 2020,) but in most studies (e.g., Floyd, 2016, Pepper and Giles, 2015), the role of context in HE is underappreciated. In addition, existing research focusing on leadership in HE only appreciates certain components of context (factors at the omnibus level, or at the occupational level).

For instance, drawing on stakeholder theory, Falqueto et al. (2020) explore internal and external stakeholders that have the power to influence strategic planning. Based on the findings, it is argued that university managers will be able to think more strategically about the institution's objectives by considering the degree of influence that stakeholders have. The most influential stakeholders include top management, university planning and budgeting, the federal government, Ministry of Education, Ministry of Planning and Budget, and external audit bodies. However, students and society were the least influential. Society, in some geographical contexts, may have more significant influence. This supports the argument that the discrete context is embedded in the

omnibus context (Johns, 2006); thus, for better explanation, a broader focus on multi-level contextual factors would be useful (Oc, 2018).

Furthermore, existing research studies highlight various challenges faced by leaders in HE such as dealing with poor performers (Bryman and Lilley, 2009), herding cats (Garrett and Davies, 2011), being sandwiched between different expectations of the central administration and faculty (Pepper and Giles, 2015) in relation to leadership effectiveness or strategic planning (Falqueto et al., 2020). But there seems a dearth of studies focusing on various challenges leaders face while striving for EWB in HE.

Considering the broader and more complex HE environment (Section 2.5), the need to develop and support leadership can hardly be more pressing especially at the level of academic middle leaders (Bryman and Lilley, 2009, Floyd, 2016). No doubt all levels of leadership are important in assuring the health and well-being of the staff, but this research aims to focus on the middle layer of leadership. In support of the arguments of Wooldridge et al. (2008), it is asserted that the middle management perspective is important in order to map organisational processes.

As mentioned in chapter 2, these middle level leaders hold the position of department leader/head of the department/school, director, associate dean, and take the majority of the day to day decisions of research and teaching (Bryman, 2007). These leaders are those that link the different groups in the hierarchy (Bryman and Lilley, 2009). Despite the importance of these academic middle management-level leaders, they seem to be neglected. For example, there has always been very little appropriate training given to academics holding leadership positions (Floyd, 2016). Although reporting on middle level managers in HE is not new, and some studies (Bryman, 2007, Rowley and Sherman, 2003, Wolverton et al., 2005) do focus on the academic middle level leaders in developed countries, there remains a shortage of research on middle level leadership in HE, particularly in the developing countries (Davis et al., 2016, Rowley and Sherman, 2003).

As outlined previously (Section 2.5.3), higher education institutions in Pakistan have faced many leadership challenges since its independence (Islam, 2004). These leadership challenges are both internal and external in nature. For instance, higher education institutions (HEIs) encounter issues relating to the design of work, implementation of organisational policies, etc. Nonetheless, many challenges are also imposed from the external context which can be grouped as social, legal, economic, and political challenges. As a result, these challenges have increased the need for

effective leadership, not only for the growth and development of organisations, but also for employee health and well-being.

Faculty members working in HEIs in Pakistan, particularly in public sector universities, might look to supportive leadership practices for their well-being (Bryman, 2007). They may fear the mainstream insecurities experienced by the majority of Pakistanis due to respective leadership behaviours (Chapter 4 and 5 presents their perspective). Conversely, leaders in the said sector might experience the paradox of varying expectations of job, faculty, organisations and the external context that, as a result, affect leadership behaviour. The above arguments indicate the need to consider the leader's perspective about faculty members' well-being. In this context, and due to the scarcity of research in leadership in HEIs (Bryman, 2007, Bryman and Lilley, 2009), especially in Pakistan, this study aims to develop a better understanding of the role of contextual factors in the relationship between leadership behaviour and EWB. This chapter first presents the theoretical discussion on the relationship between leadership and context, followed by the methodology of the chapter. Then, the chapter presents the findings, followed by the discussion and conclusion.

6.1 Relationship between context and leadership

This study is based on the leader's perspective and, thus, uniquely contributes towards unfolding the process of how leadership behaviour affects EWB in public sector HEIs in Pakistan. The work of Fisher and colleagues (2017) provides an insight into the need for such work. The reason behind successful leadership is that individual action and contextual factors 'come-together' (Mayo, 2007). This 'come-togetherness' is most important; for example, the quality of leader member relationships is relatively more important to individuals working in organisations having 'aggressive cultures' than those characterised with cultures that promote 'respect for people' (Erdogan et al., 2006). It is known that different cultures have different behaviours; hence, identity expectations and the implications of those behaviours affect the leadership process. Furthermore, it is argued that differences exist among HEIs across the globe, thus indicating that the discrete context should also be considered (Giorgi et al., 2018). Therefore, it is argued that different workplace cultures lead to different leadership expectations.

Appreciating context in this research can strengthen the argument that leaders change their behaviour depending upon situation requirements. Although, there are studies that have explicitly focused on leadership and context (Antonakis et al., 2003, Liden and Antonakis, 2009, Osborn and Marion, 2009), these research studies have focused only on different aspects of context (e.g. organisational change, group sex composition, task characteristics, physical distance) and have ignored many other related components (e.g., economic conditions, social network, institutional forces) (Oc, 2018). Furthermore, investigating the role of one factor may necessitate inclusion of another related factor of the discrete context. In addition it is claimed that the discrete context is embedded in the omnibus context (Johns, 2006). The above discussion supports the argument that the impact of multi-level contextual factors on leadership behaviour is worthy of consideration.

The emerging role of the multi-level context in leadership research is a research gap which has been alluded to, by Johns (2016) and Oc (2018) and this study seeks to address this gap. Also, leadership challenges of higher education institutions in Pakistan have not yet been researched in any depth. Therefore, this research intends to take a step forward in resolving this shortfall.

6.2 Methodology

Context is a broad phenomenon; therefore, a qualitative research design was used to uncover various aspects of context that affect leadership. Smircich and Morgan (1982) claim that leadership is 'management of meaning'; hence, it is argued that to answer the questions regarding context and the said 'meaning', quantitative and experimental methods would be insufficient (Parry et al., 2014). The vast majority of research on leadership behaviour has been quantitative (Bryman, 2011). However, there is a consensus among leadership scholars (Bryman, 2004, Faris and Parry, 2011, Kempster and Parry, 2011, Parry et al., 2014) that qualitative research enables researchers to observe unexpected ideas and explore the processes effectively. In addition, it is an approach that is sensitive to context (Johns, 2006), hence, researchers can understand the social meaning associated with leadership (Alvesson and Sveningsson, 2003). Thus, this study necessitates a method that allows the capture of social meanings and associated factors through participants' own voices.

This research draws on qualitative data collected through in-depth interviews of leaders working in various universities in Lahore, Pakistan using a semi-structured interview guide (Appendix IV). Participants were contacted via emails, engaging personal references and the snowball technique.

6.2.1 Interview guide

Similar to the previous study (Chapter 5), a semi-structured interview guide was used for this study to enable participants not to feel pressured and discuss freely at their own pace and convenience. The interview guide was carefully developed, considering the aim of the study and the findings of previous studies. As mentioned earlier, this study aims to obtain the leader's perspective in order to understand the external and internal challenges and hurdles they face. The results of studies based on data collected from faculty members (Chapter 4 and Chapter 5) highlight some of the workplace psychosocial factors such as hazards, and the role of leadership in management of those psychosocial factors. Interview questions concerning the working environment were kept general and further back-up questions were planned to ensure that participants could reflect on all important aspects of their working environment. For example, leaders were asked to comment on the overall working environment in their department/institute. Subsequently, back-up questions were asked (from most of the interviewees). For example, leaders were asked to comment on available career development opportunities (for faculty members), or with the type of social support faculty members have from colleagues, supporting/administrative staff, and leaders. These back-up questions were useful as some participants responded with a one-statement answer that the 'working environment is fine'. In those cases, leaders were requested to give their opinion about all components of the working environment which faculty members have highlighted in previous studies. Considering the aim of this study was to obtain the leader's perspective it was needed to understand their stance on the working environment.

In addition, the interview guide contained several questions about leadership style, as highlighted by faculty members in the previous study. Since comments were different (there were both positive and negative comments about leadership), in-direct questions were asked of leaders about their style. The reason for not asking straight questions about leadership style is to avoid the possibility of receiving socially desirable answers by the participants. For example, while commenting on workplace factors, they implicitly discussed their role. However, in some cases (where needed)

participants were asked how they manage these factors. For example, while discussing career development issues they were asked what their role is in providing growth opportunities to faculty members. Another reason for not asking straight questions is to avoid cognitive biases. For example, ego is one big factor in the Pakistani context, that might enable participants to talk about their best management stories and ignore/hide real challenges.

Considering the aim of the study, the interview guide also covered contextual factors. Although direct questions about contextual factors were asked, most of the identified contextual factors implicitly emerged from interviews. This approach was useful and highlighted participants' spontaneous references to myriad intertwined tensions which influenced their health and well-being, including those factors related to their personal workplace.

6.2.2 Data collection procedure

Thirty-five leaders from different universities were approached, out of which twenty-six gave consent to be interviewed. Following ethics approval from NUBS Ethics Review Committee (discussed in detail in Section 3.2.7) interviews were conducted face-to-face with leaders who had been holding their respective position for more than three years. This criterion of three years was chosen because each term of appointment is three years; therefore, consideration was given that, having worked for a duration of at least one full term, the work experience of the participants would be enriched. Most of the participants were working as Director/Chairperson, some were holding two positions (e.g., Dean and Director; or Director, and Chairman Doctoral Program Coordination Committee; or Director and Controller Examinations), some were working as In-charge directors. Due to different factors such as inappropriate succession planning, or unavailability of qualified personnel (no-one in the current team fulfils the HEC-defined criteria), some departments/ institutes had In-charge directors. A limitation of this study was that it did not involve pilot interviews; nevertheless, the interview guide was carefully designed considering the aims of the study. In addition, after conducting three interviews of leaders, I re-read the transcriptions (having completed the transcription immediately after interviews) and noticed that different contextual factors emerged in their responses. This was the aim of the study, to learn what hurdles and challenges leaders face while working for faculty well-being. Considering the

experience first two interviews, additional explanation with some examples is added to the question on contextual factors.

Some of the leaders talked completely in Urdu, some in English, whereas the majority gave interviews using both languages. The duration of the interviews varied from 25 to 72 minutes.

6.2.3 Data analysis

Although the interview guide was mostly structured around the working environment and national context, some participants were reluctant to talk about their leadership practices. As a result, two interviews were discarded because very brief and dubious answers[11] were given; therefore, they were not used in the final analysis. Some leaders were 'extra conscious' to talk about their leadership practices. Thus, data from 24 interviews informed this study.

Table 6.1 presents the list of the leaders along with their designation, gender and the university to which they belong. Interviews in Urdu were completely translated into English and later transcribed by a transcriber with proficiency in both languages. Each transcript was approved by the interviewer after converting them into a written format. Interview data storage, organisation and initial coding were supported by QSR NVivo 12. As mentioned in section 3.2.6.2, interview data were analysed following the six steps of thematic analysis (Braun and Clarke, 2006).

Thematic coding was led by observing the emerging themes across all interviews. A thematic grid was developed while analysing the interview data. The audio recordings were listened to while reading the transcriptions. Later the transcripts were reviewed while making annotations about the data. Then, first order codes were developed line by line to assist in identification of major themes. Primarily, 245 codes were created (e.g., envisioning and advocating change, leaders following avoidance strategy, different approach with different subordinates, control over work, support available for job, meaningful work, national economic conditions, government priorities, leader discretion, departmental politics, satisfaction with workplace) guided by the literature on

[11] This also reflects that two of the participants were initially reluctant to give an interview but agreed to participate. One, although working as the Dean, was giving contradictory answers. Also, he mentioned 'I do not want to say anything controversial' as he was the most eligible candidate for the VC of that university. So, he wanted to avoid political controversies. This is also supported by the fact that one participant was not comfortable with the voice recording and two mentioned that they were afraid of facing any controversies.

leadership behaviour, context and well-being (Miles and Huberman, 1994). Many codes emerged that reflect context-specific leadership styles (such as leaders controlling their emotions, facilitate in PhD, support in research), or various well-being issues (such as statutory limitations about faculty proportion) and contextual factors (such as delays in VC appointment). Some codes do not seem to belong anywhere then put under the category 'miscellaneous'(Braun and Clarke, 2006).

All the codes were divided in 24 meaningful categories/sub-themes (e.g., national social factors, well-being issues, task-oriented leader behaviour) again some guided by literature on context, workplace psychosocial factors, leadership, and well-being. Some other categories also emerged from the data (e.g., faculty influences, lack of medical coverage/facility) (Miles and Huberman, 1994). These categories were discussed with the supervisors along with noted tensions and overlaps and, finally, negotiated. Next, the negotiated sub-themes/categories were reviewed and refined (reduced to 9) (Braun and Clarke, 2006) by the researcher to ensure a coherent pattern and validity of individual categories. Transcripts were reviewed many times before finalising the final themes. It has been ensured that each theme fit into the overall story that the entire data set communicated in relation to the research questions (Braun & Clarke, 2006). Overall, in the current study, leaders' descriptions of how they perceive faculty members' well-being, and make sense of contextual factors influencing their leadership style, were guided by theory and also data driven. The final themes are presented in Table 6.2.

A approach similar to previous study (chapter 5) was applied to the analysis of leaders perception about the working environment, and well-being of faculty members and process of coding is further explained in an example (role of leadership) presented in section 3.2.6.2.

Sr. No.	**ID**	**Gender**	**Designation**
1	PU-1	Male	Dean & Director
2	GCU-1	Male	Chairman
3	UET-1	Male	Chairman
4	UE-1	Male	Director
5	UE-2	Male	Director
6	LCWU-1	Female	Chairperson & Controller

7	PU-2	Female	Dean & Director
8	PU-3	Male	Director
9	ITU-1	Female	Chairperson
10	PU-4	Female	Director & Chairperson DPCC
11	PU-5	Male	Director General PU
12	GCU-2	Male	Chairperson
13	PU-6	Female	In-Charge Director PU
14	GCU-3	Female	Director CASP GCU
15	UVAS-1	Male	Dean & Chairman UVAS
16	LCWU-2	Female	In-charge Director LCWU
17	PU-7	Female	In-charge Director PU
18	LCWU-3	Male	Director LCWU
19	LCWU-4	Female	Director LCWU
20	GCU-4	Male	Dean GCU
21	UVAS-2	Male	Chairman
22	UVAS-3	Male	Chairman UVAS
23	ITU-2	Male	Chairman
24	GCU-5	Male	Dean & Chairperson

Table 6-1: List of research participants (leaders)

6.3 Findings

Three themes and nine sub-themes came up in discussion of the working environment where chairpersons as leaders also talked about the negative impact of various multi-level contextual factors. These contextual factors have been grouped as omnibus contextual factors, and discrete contextual factors using John's (2006) conceptualisation. The first theme, 'omnibus contextual factors', includes various social, legal, economic and political factors that create hurdles and

negatively affect faculty well-being. Omnibus factors majorly reflected the 'where' component of the context (John, 2006). The 'where' component is sub-divided into various aspects of the culture.

Quite interestingly, the interviewees also mentioned some of the psychosocial hazards that negatively affect the well-being of faculty members. So, the second theme, labelled 'discrete contextual factors', again reflected the context, but at the immediate level. The discrete context was grouped using a workplace psychosocial factors framework. The sub-themes discussed hurdles in career development, social relationships, and physical infrastructure at the workplace. These sub-themes recurred throughout the dataset as psychosocial hazards.

The 'role of leadership' emerged as the third theme. Interestingly, while mentioning about their role, leaders took credit for some of the positive psychosocial factors and highlighted their efforts to improve faculty member well-being. The findings of each theme are outlined in Table 6.2.

Theme	**Sub-theme**	**Description**
Omnibus contextual factors	WHERE: Pakistani public sector HEIs	
	Social	University culture, social influence of faculty/support staff, non-serious work attitude, leg pulling by colleague faculty members.
	Legal	HEC restrictions, limited leader discretion, structural issues, different grades in different universities for same designation (associated problems of switching other system related to payments).
	Political	Departmental level politics, university level such as faculty relationship with university administration, student union interference, delays in appointments.

	Economic	Limited available resources in university, national economic conditions, lack of effort reward imbalance, lack of research equipment.
Discrete contextual factors	Psychosocial hazards	
	Hurdles in career development	Less growth opportunities (hard to get funding, leave), unclear appointment criteria in newly established universities, unclear guidelines for TTS).
	Poor interpersonal relationship	Competition among faculty members leading to poor relationships at the departments.
	Poor environment & equipment	Lack of equipment (other facilities, space issue), poor work environment.
Role of leadership	Controlling job demands	Leaders while exhibiting effective leadership behaviour control job demands and job resources. Leaders facilitative by reducing quantity of work and by reducing timings requirements.
	Providing job resources	Leaders improve work environment and faculty member well-being (support for career development, play their role in building supportive and positive culture at workplace, try to be flexible in timings requirements, engage faculty members in different matters, delegate significant tasks, are supportive for personal issues and work family balance).

Table 6-2: Themes emerging from the data

6.3.1 Omnibus contextual factors

Different contextual factors were found to affect faculty well-being and leadership behaviours. These factors were later grouped as social issues, legal issues (e.g., structural problems) and economic issues faced by the country and public sector, and political issues. As discussed in Chapter 2 the omnibus context comprises various components. The data majorly reflected the 'where' component which is discussed by categorising social, legal, economic, and political factors.

6.3.1.1 WHERE - Pakistani public sector HEIs

Interestingly, differences were observed in the social environment and characteristics of the universities. The most interesting aspect reflected in the data is the pattern of education among faculty members. As the only university with about 90% foreign qualified faculty, all having PhDs, ITU represents different sets of social norms than other, traditional universities which have faculty members with different education levels. The remaining universities represent three groups of faculty members: a small group of faculty members with PhDs; a big group of faculty members who are pursuing PhDs from national or international universities; and a group comprising non-PhD-holding faculty members. Different issues emerging through the interviewees' responses were found to affect the work environment and EWB.

6.3.1.1.1 Social

One important factor that emerged was the attitude of people at work that creates many problems and is responsible for the lack of motivation among faculty members. In Pakistan, the general attitude of people towards this profession is not appreciative. As one of the participants explained,

"[…] when it comes to academics, people believe that academics are incompetent, or they just look smart not street smart; that might be true for some but not for all; or some people think that we are very nerdy - do not deserve particular social conversation" (Director ITU-1).

Interestingly, the comment above reflects not only societal perception about academics, but also highlights that the respondent has similar beliefs. A common view amongst interviewees concerned the negative and non-serious attitude of faculty members towards work. One interviewee further added to the negative attitude towards work, *"there might be only 10-15% people who are doing work sincerely, the rest are only enjoying being in the public sector*" (Dean & Director UVAS-1). Faculty members, reportedly, only enter into those tasks which they want to do, otherwise they do not work. This highlights a very serious difference when compared with the HE education sector in developed countries where academic staff work extra-hard to meet performance expectations (Lashuel, 2020) to save their jobs. This is further explained by the fact that job in public sector in Pakistan offers job security, thus create room for such behaviour. Nevertheless, such behaviours also reflects faculty members' resistance to leadership practices (Collinson, 2005, Collinson, 2020), and contextual hurdles (Fairhurst and Uhl-Bien, 2012).

Another related issue was expressed about the non-professional behaviour of faculty members and associated challenges. For instance, one interviewee said, *"[…] it is common that they (faculty) send some fake drafts for approval (that later can be used against me). So, I asked my secretary to verify from university records before giving approval"* (Director UET-2).

The effects of cultural factors also emerged from the data. While reflecting on various societal factors some interviewees mentioned about the norm of *backbiting and leg pulling* whereas others discussed gender-related roles in Pakistani culture. These factors create hurdles for faculty members and reduce their loyalty with the profession and institutions. For instance, females are reportedly engaged in using different tactics to avoid work responsibilities and opinions on this issue varied among respondents, mainly based on their gender. For instance, one interviewee (male) said, *"they (female faculty members) want to take extra leverage, I mean males are also responsible for the same job but only males are expected to work in odd hours"* (Director UVAS-3). The issues faced by female faculty members in Pakistani society was also echoed by another interviewee (female), *"we occasionally face hurdles from our families"* (Chairman DPCC[12] and Director PU-4). A recurrent theme in the interviews was a sense amongst interviewees that relationships at the workplace matter a lot. Interviewees argued that such social support enables them to experience the positive feelings of leaders. It is important to consider, here, that this social

[12] Doctoral Programme Coordination Committee

aspect is a cultural norm; usually people in Pakistani society are more connected to each other, particularly at critical times. A respondent alluded to the notion of supportive workplace relationships,

"[…]one of our colleagues got cancer, we share her workload. She was coming to the university, supervising her research students, and marking exam papers, but another colleague took her classes. I let her save her medical leave so that she can use after her surgery" (Director LCWU-4).

In addition to collectivism this also reflects high power distance where it is hard to challenge those who have a higher position (Director/ Chairperson). Another interviewee echoed some healthy relationships while sharing her personal experience,

"I'd like to mention that I got cancer during the last three years, and I took only five days off (for my surgery) throughout that period. Cancer is a very difficult disease. How do you think that was possible? Because I am getting all social support from my faculty and support staff. Many days I worked from home via Skype, phone and all the official post was brought to my home. I was still at the helm of affairs" (In-charge Director PU-7).

The respondent, here, implicitly reflected that she did not want to hand over the responsibility to someone else in the department to take care of official matters, even for short time. A commonly stated phrase in Pakistan is "*kursi ki taqat*" (a person holding an important position can win all favours and get things done). The above comment by a leader reflects high power distance in Pakistan. It can be argued that cancer treatment and surgeries are critical in nature, and it would be hard for one to manage work and personal life along with the cancer treatment.

6.3.1.1.2 Legal

The data revealed certain rules, regulations and policies that affect faculty, and leaders have minimal control in such matters. In all cases, the interviewees reported that the HEC is the main regulatory authority, and universities follow HEC policies. Furthermore, some added that universities set out policies about workload in light of the HEC guidelines. There were some negative comments about the HEC. Some complained about *inconsistent policies*, whereas others

highlighted *delays in different procedures* particularly matters relating to faculty appointed on the tenure track system (TTS). As elaborated in the context (Section 2.5.3), TTS is a relatively new recruitment programme introduced in Pakistan and still in the process of development.

A variety of legal issues were shared that hinder career development. One of the reported problems was the statutory requirements for the legal structure of the department, which requires HoDs to *maintain the pyramid structure* with few professors, few associate professors, some assistant professors, and many lecturers. "*When many people are qualifying for professor, maybe four people (existing faculty members) compete for one seat, then it gets difficult. There is no solution to this, we cannot change the policy"* (Director GCU-1). Therefore, some interviewees explicitly argued that, although some faculty members fulfil the promotion criteria, they still have to wait until a seat becomes vacant.

The majority of the interviewees commented that some policies create hurdles when trying to take the initiative; they also complained about the inadequacies of policies. For example, *"faculty members of the particular department can only avail PhD study leave if earlier ones join back (after completing their PhD)"* (In-charge Director UE-1). Another reported concern comprised the strict rules for faculty development programs *such as age limit, qualification requirements for PhD scholarships,* since resources are limited. Therefore, different restrictions are imposed on *travel grants (conferences, trainings, seminars) also.* The third important concern raised in relation to career growth is the unclear HEC criteria. Many interviewees highlighted ambiguities and lack of clarity in the appointment criteria of TTS faculty members. As one interviewee suggested, *"[…] performance of some of the TTS faculty is not up to the mark (as per defined criteria). So, in my opinion, HEC should consider the needs of the various disciplines"* (Director UVAS-2).

One possible explanation for this is that commitment to the already initiated government projects changes due to changes in the top management of the HEC. New leadership has their own plans and, therefore, does not apparently focus on old agendas and, thus, the HE sector gets neglected. This is very common in Pakistan, that whenever someone takes charge of any department/institution/organisation, he/she blames the previous leadership for all the problems and, consequently, stops the already initiated projects (Usman, 2014).

A recurrent issue was a sense of dissatisfaction among interviewees regarding university affairs. The leaders argued that the HEC is responsible for the delays in different organisational issues

such as VC appointments. VC appointments not only led to a delays in various university matters such as *selection boards, scholarship decisions*, and other policy-level decisions), but was also responsible for chaos in the universities. Selection boards sometimes gets further delayed due to a *ban imposed by Government for further hiring.* The comment, below, illustrates how the legal structures of different university bodies affect the working environment.

"[…] we do not have a permanent VC since last three years. After 15 July 2015, when the last VC completed her tenure, since then a VC was appointed for interim periods. There is litigation going on in the court. We got one permanent VC in 2017 but she was suspended as per court orders based on a petition that her appointment was not according to the rules. Now again we have an interim VC" (Director LCWU-1).

There were some suggestions in how to avoid delays in VC appointments. One interviewee said, *"if someone appointed by search committee is not the right choice then it is the fault of the committee not the selectee. I think that the university shall not suffer, rather committee members shall be questioned or changed"* (Director LCWU-4). After four years of having different interim VCs and many court stay orders, LCWU now has a permanent VC, elected in the third quarter of 2019 (Ashfaq, 2019).

Another concern was raised that in certain universities faculty members *are not represented in syndicate;* consequently, faculty members including leaders do not know what has been decided in syndicate meetings. *As a result, faculty issues are not taken care of in the syndicate.* It is argued that only a few faculty members, mainly deans and some chairpersons, have access to these statutory meetings and the rest are not even appraised of information and decisions.

Concerns were also expressed regarding the HEC dealing with public sector HEIs. It is argued that the majority of HEC bodies have members from private sector universities or leading industrialists of the country. The interviewees further questioned how the HEC would cater to the needs of the public sector, because there is minimal representation of public sector universities in HEC governing bodies. As one interview highlighted,

"HEC and all its bodies are majorly controlled by private sector universities. Why are public sector faculty members deprived of such membership? Who will fight for the rights of public universities in the HEC if a related issue is discussed? There is a fight for resources. In the

National Business Education Accreditation Council[13] *there is no-one from our university, the oldest and largest university of Pakistan. Even in the search committee for appointment of a VC for the University of the Punjab, all members are from the private sector. The composition of the search committee is hugely disputed."* (Director General, PU-5).

It is argued that HE resource allocation is controlled by big business tycoons who look after their own private universities (Hoodbhoy, 2009); rather, this should be managed by academicians. It is a game of networking and public relations. One possible explanation is that the businessmen are more active in seizing opportunities so that, whenever funding becomes available in the country, private sector universities are the first to benefit. The public sector, despite having the potential and capable staff, is plagued by nepotism and sabotage. There are multiple issues such as procedural and legal matters, many times faculty members are not appraised of opportunities. Furthermore, university management has a non-serious attitude as chairpersons do not bother and do not want individual faculty members to come forward.

6.3.1.1.3 Economic

A common view among interviewees was that the scarcity of funds creates hurdles for faculty members' well-being as well as leaders. Several issues have been identified. Some mentioned that the government is not providing the required funds, and some argued that these days, funding is even less than universities received previously. In all cases, the interviewees reported that universities in the public sector are semi-autonomous, but they have limited resources to provide infrastructure to meet faculty needs. As one interviewee said,

"[…] university is in financial crunch, and the impact comes in the departments. I came here in 2002, and then the annual budget of the chemistry department was 12 million PKR, now I am running this department with 5 million PKR. Although the number of faculty has increased at every level, and the number of students has increased because new programmes have been introduced, we are being asked to generate our own funds. Being a public sector university,

[13] A professional body under the administrative control of the HEC

GCU cannot increase fees or offer some of the programmes in the evening/afternoon[14] as Ravians (alumni association of Government College University) does not let us do that[15]. In this situation how can we arrange funds?" (Director GCU-1).

Financial resources are needed in order to provide the necessary infrastructure for faculty research and other job-related tasks. Such a situation concerning the lack of required resources leads to dissatisfaction and unhappiness among employees. This lack of resources affects EWB directly and indirectly. Interviewees argued that *'establishing working environment is not their responsibility rather it is the state's responsibility*. Leaders, themselves, feel demotivated and, as a result, stop taking initiatives. Participants explicitly referred to 'effort reward imbalance' due to these contextual factors. As one participant mentioned,

"[…] gradually my level of ambition is decreasing. […] Now I have stopped those programmes for which proper resources are not provided by HEC and our university. The University is responsible for providing resources like staff, infrastructure and faculty. Otherwise, existing faculty will be overloaded and will not be able to devote enough time for their research which later would contribute towards their career development" (Director LCWU-3).

Another reported concern was the hurdles created by shortage of funds in initiating developmental projects such *as organising conferences, launching new degree programmes*. Also, *shortage of infrastructural facilities like proper buildings, labs, equipment in labs, affect such developmental activities* in the university.

In addition, the shortage of funds is reflected through concerns about insufficient pay/salary of faculty, more precisely of junior faculty such as lecturers and assistant professors. Considering the national inflation rate, some of the interviewees argued that it gets hard for faculty members working in public sector universities to manage their living only through their job earning. This view was echoed by an interviewee, *"99% of the problems in our country can be solved with money. […] if a junior faculty (lecturer) member has a salary of Rs. 1050000 per month (approx. £490) then how would he manage his living with family"* (Dean & Director UVAS-1). It was suggested that the HEC and government should take the necessary measures to increase the salary

[14] Universities in Pakistan offer evening and afternoon programmes which are replica but self-supporting. This implies that fees are relatively high, but merit is comparatively low than in the normal programmes.

[15] Ravians believe it will compromise the repute of the university.

of faculty members *"so that they become more satisfied and improve their performance"* (Director UVAS-2). Overall, there was a sense of disagreement with government policy, as interviewees labelled, HE policy *"not very friendly"*.

6.3.1.1.4 Political

Politics prevail at the departmental and university level and this is one of the big sources of stress. Concerns were expressed regarding political interference from university administration and student unions. These student unions maintain control in universities via their different representatives including students and faculty. Interestingly, the majority of faculty members avoid disclosing their association with the student union. In all cases, leaders reported the negative influence of the interference of student unions in the university management. This view was echoed by several interviewees who talked about the relationships of faculty members with university administration and with political figures. As a result, they create hurdles for their respective leaders and fellow colleagues if their undue demands are not fulfilled. They (faculty members affiliated with student unions) hinder every kind of development in the university whether it is educational or something administrative. One interviewee illustrated how it interferes in different matters and create hurdles.

> *"[…] student union in our university supports teachers who are mostly not recruited on merit rather based on their association with the union. Although, this has considerably reduced but we still have 25% of teachers who were recruited and/or promoted based on their affiliation with the union and I am witness and victim of that"* (Director General, PU-5).

Different political activities were reported at different levels. For example, sometimes, faculty members simply go to the Court and take out a stay order to stop the proceedings of any specific advertised post. A small number of the interviewees further added the various reasons that are used as a plea for the Court stay orders. These reasons include *charges of discrimination*; for example, a complainant claims that favours have been given to preferred candidates while determining eligibility in the process of shortlisting of applications or during interview. In some cases, the complainant highlights that the legal requirements were not complete in the selection process. Interestingly, such favours are only available to someone who is well-connected rather than being

accessible to everyone at the university. Furthermore, it is important to mention here that in Pakistan the courts issue a stay order based on human rights, and then the hearing could start, although the final decision may take quite a long time. However, some respondents implicitly reflected that these stay orders are taken on strong grounds and get proved in the court. One interviewee shared,

> *"[…] during my tenure as Dean of the XX faculty, some faculty members took stay orders against one of the senior professors of a ZZ department (you know she is the wife of our, at that time, VC). There were different arguments against the selection of that specific faculty member as professor, for example, 'why she is given two promotions in a year (associate professor, and professor)', or 'the quorum of selection board was not complete during her interview'. Those petitions were proved in the court, the court then ordered her demotion"* (Dean & Director).

The above excerpt clearly reflects political influences and nepotism during the selection process. Similar finding regarding manipulation in set criteria for the 'preferred ones' was also reported by Buneri (2018).

Another reported problem was the hegemony of private sector universities in the HEC. As a result, mostly, funding from donor agencies is given to private sector universities. One interviewee mentioned, *"[…] donor agencies prefer private sector in comparison to public sector universities. Actually, HEC administration is getting closer to these private sector universities because many people in HEC administration belong to private sector universities"* (Director General, PU-5).

Overall, the data highlight that the cultural set up is different in HEs in Pakistan than those mostly studied. For example, although there are various social, economic, legal and political challenges, faculty members enjoy the favour of 'cover by colleagues' in case they need some help. This is not the situation in developed countries. For example, very recently, a study (Kinman and Wray, 2021) highlights that 'lack of cover for teaching' is one factor that stops academics in the UK being able to avail sick leave when needed.

Considering the social context and challenges faced by faculty members (as outlined above), it is expected that some of them (grieved faculty members) may engage in direct and indirect resistance (Collinson, 2005, Collinson, 2020, Fairhurst, 2007). For example, faculty members directly confront with their leaders, create hurdles in department affairs, join the student union, going to

Court, reducing their input (effort). But this resistance is rare, segmented, and selective (Baikovich and Wasserman, 2020) may be because of possible consequences in a high power distance society.

6.3.2 Discrete contextual factors

This theme reflects the understanding of leaders about the work environment and what their point of reference is. Some reflected on positive aspects of working in HE in Pakistan and relate to the culture of the department and friendly relationships, whereas some indicated potential risk factors such as hurdles in career development, or poor infrastructure affecting faculty well-being. For example, one participant reported that *"faculty is happy but only happiness does not work"*. This implies that there are problems with the working environment, and faculty members might be happy due to certain non-work-related matters. Several interviewees mentioned the importance of their supportive behaviour towards faculty member well-being. This view is also echoed by another interviewee, *"faculty is satisfied because we are friendly with each other, we have mutual understanding, but the facilities provided by our department and university are just OK"* (Director, UE-1). Overall, the majority of the participants were of the view that there are serious infrastructure shortcomings in the universities. Issues related to the work environment were particularly prominent in the interview data. The following sub-sections present the themes emerging related to workplace factors and the role of leaders. All participants identified different psychosocial hazards, as discussed below.

6.3.2.1 Psychosocial hazards

The majority of those who were interviewed, when asked about the working environment at their respective universities, highlighted workplace challenges that faculty members encountered on a routine basis. These challenges include career development, poor interpersonal relationships and poor environment and equipment.

6.3.2.1.1 Hurdles in career development

Various perspectives emerged from the analysis as HoDs reflected that faculty members face a number of challenges in relation to career development. In all cases, leaders mentioned various factors responsible for hurdles in career development. The interviewees, overall, demonstrated that there were *less opportunities for growth*. Leaders also mentioned about the smaller number of approved seats available, particularly higher cadre seats (associate professor and professor level). One interviewee said, *"[…] if the* statutes *and higher authorities permit, only then we advertise seats for them. It depends upon how many professor seats are approved. We also consider the hierarchical and pyramid shape of the department"* (Controller & Director LCWU-1).

Concerns were mainly expressed regarding problems and delays in the selection process for next higher cadre. This delay is due to different reasons. The first pertains to seat availability, if the seat is not approved, then usually, one cannot be promoted even if one fulfils the criteria; rather there is a wait until someone retires. Second, the long waiting time in the selection queue which highlight concerns regarding implementation of relevant policies in true sense. Normally, as per policy, universities should take a maximum of six months to shortlist applications and call selection board meetings; however, the data showed that it takes even longer for a selection board meeting. The interviewees were unanimous that faculty members get upset because they compare the waiting time when they are in queue for selection boards. For instance, even following approval from concerned authorities, vacant posts are not advertised. Sometimes even after seats are advertised, universities reportedly take a long time, reportedly from six months to about seven years, in organising selection boards. As one interviewee mentioned, *"the last selection board was held in 2011, and next we had in 2018"* (In-charge Director, PU-6).

Another highlighted the reason is lack of leader interest because, if the leader wants, they can initiate a selection board. Interestingly, one interviewee implicitly reflected on the political influences from university administration by sharing about his colleague,

"Prof. Ghazi[16] who was actually working as In-charge Chairperson of XX department met all the eligibility requirements, applied for the associate professor seat, was shortlisted, but waited so long for the selection board that his retirement became due." (Dean & Director PU-2).

Some of the interviewees further added that if someone is well-connected then a selection board is expedited, and everything resolved favourably. Furthermore, the majority of interviewees mentioned that faculty members, themselves, engage in leg pulling and other political activities. Concerns were expressed as to how faculty members and fellow leaders discourage HoDs from taking the initiative for the well-being of their faculty members. As one participant reflected,

"[…] quite often senior professors or associate professors blackmail junior lecturers that you cannot apply for the advertised seats (they have connections with the university administrative staff, and if someone applies against their will, they create problems for that person and influence the shortlisting stage)" (In-charge Director PU-6).

Sometimes competing colleagues (faculty) even go to the Courts and take out stay orders. As a result, proceedings for a certain vacancy get affected and the process of application shortlisting, and then the interview process, gets delayed.

As a result, promotion opportunities do not come up in time. Several interviewees further highlighted other related practices in universities. For example, there is the possibility of using an available, approved, vacant seat from the departmental budget through either upgrading or degrading. The process of creating or upgrading/downgrading a seat is challenging as *it is easy to create a seat at lecturer level, but difficult at the higher level* because the lower-level seat would cost less to the university, so it is acceptable with the university administration to arrange funds for a lecturer seat against a senior seat. However, if the situation is reversed then it could be difficult, particularly in times of economic crisis. This clearly reflects leaders' control over the workplace environment where specific leaders could manage to cross the policy limit and create more senior level seats to facilitate eligible faculty members.

Another concern expressed regarding career development was lack of funding for PhDs and conferences. All universities expect faculty members to try for HEC scholarships for PhDs and travel grants for conferences. Most leaders implicitly mentioned various problems in getting study

[16] Name changed to maintain anonymity

leave approved in certain universities. One interviewee further added to this problem of study leave,

"[…] when any faculty member applies for an NOC[17] (No-objection certificate) to get permission to enrol in a PhD programme, we asked them to sign a bond that they will not ask for study leave" (In-charge Director LCWU-2).

The above comment clearly reflects strict policies of restricting faculty members from applying for an NOC to pursue higher education.

Furthermore, a unique aspect was identified related to employee growth, particularly in newly developed universities that have been upgraded from colleges. These universities, such as GCU and LCWU, have two or more different tracks for faculty hiring, and certain aspects of these tracks are not clear. The comment below illustrates the ambiguity and confusion in the appointment criteria,

"[…] our university upgraded from college to university. But LCWU has not upgraded government employees, neither expelled them, nor given them the incentive to become university employees. […] They are getting promoted on government criteria, like I am a government employee and professor. I am in grade-20 whereas a professor in university service is in grade-21. We (government employees) are lacking behind because, there is discrepancy, and disadvantage for government employees. […] the problem is that when one joins university service then there are certain issues; for example, the university has not defined yet what the gratuity will be, pension benefits, etc., for people under university service. […] They are still developing the policy & structure. […] because we are just 16 years old as a university and no one from university service has retired yet" (Director LCWU-4).

In accordance with the present results, previous studies have also demonstrated that various hurdles in career development negatively affect faculty members in Pakistan. Together, these results provide insights into the work-related psychosocial factors that are embedded in omnibus factors. In summary, these results show that hurdles in career development, and the few promotion opportunities available are related to national-level factors such as poor economic conditions, and

[17] Government employees need to get No-objection certificates (NOCs) from their department to reflect that they have permission, and nothing is against them.

social norms. On one hand, Pakistan is going through the economic turbulence that led to the shortage of opportunities and, on the other, the general attitude of people towards someone getting promotion is discouraging.

6.3.2.1.2 Poor interpersonal relationships

Several issues were identified regarding the role of departmental political activities towards EWB. In some cases, interviewees reported that faculty members themselves try to play negative roles by trying to *create misunderstandings* between the HoD and other colleagues, or '*influence'* the HoD. As one interviewee reported,

"I try to cooperate with faculty members enrolled in a PhD. But there were internal pressures from the faculty. For instance, one of the lecturers (in my department) got admission in PhD in a university in UK, and another senior colleague (who is also PhD) influenced me through various ways to create hurdles for the lecturer. She (senior colleague) did all this to ensure that the particular lecturer could not get the university scholarship, and study leave to pursue a PhD in the UK." (In-charge Director PU-7).

Not only do they affect pursuit of a PhD but also such politics affect career growth. There is, reportedly, a '*culture of leg pulling'* that has led faculty members to experience stress and related health issues.

One concern expressed was that senior faculty members try to rule the department and create problems for HoDs. One interviewee mentioned, *"I face such issues due to my subordinates. They just go to administration and talk bad things about me. They create problems and do not let me do my work"* (Dean, GCU-4).

Another participant reported that relations with university administration enable faculty members to get to know even confidential information. For example, faculty members manage to access their ACRs (annual confidential reports)[18], and then get annoyed with leaders because negative

[18] These are the annual performance reports partially filed by the faculty, then completed by the chairperson/director then forwarded to VC through the Dean's office.

things have been highlighted in their ACR that led to different conflicts at the workplace. One of the leaders shared his experience, *"one of the faculty members came to me and said you have written me satisfactory, why not excellent? I said I will write ACR accordingly (based on reality)"* (Director, UVAS-2).

A common view amongst interviewees was that delay in various faculty-related activities is mainly due to university administration. Such delays and false promises are also reported to be associated with the distribution of resources. A minority of the participants mentioned the negative interference of VCs in departmental affairs. As one interviewee put it, *"our last VC she used to trouble us, so I am of the view that we cannot expect enough from administration, we have to manage the required resources ourselves"* (Director, LCWU-4). Another interviewee shared her experience involving extreme insult and mental pressure from the VC,

> *"Mr. XYZ was here as VC for some time and used to visit our department every day. Since, he had an economics background, he used to tell us that we should produce policy makers, we should do this and that [….] we had lots of pressure from the VC. When I sent the cases for further extension of the faculty on contracts, the VC was not at all supportive. One of the contractual faculty members went to request him to approve extension then he replied, 'Yahan economics department main tumhary jesa kachra bhara hua ha' (People like you with poor calibre and intellect are working in the economics department). His behaviour was very insulting towards that faculty member. […] when I was bearing through the political pressure from a renowned political figure (federal minister) who wanted to get a female relative inducted as research scholar (who was not even on merit) in the department. I refused the case but the VC himself called me and said 'madam what are you doing? In this way the department will not work properly. I want to get it done today. Pass the orders'. So, I had to tolerate that incompetent girl for one-and-a-half years. She used to watch YouTube all day and never completed any work assigned to her. […] The VC used to come and say that this girl is highly talented and madam you are not utilising her talent properly. Every time she used to come in my office, and I was pressurised to give her a contract of lecturer." (In-charge Director, PU-3).*

Universities in Pakistan face problems of poor governance. The problem is that, in Pakistan, mostly it is a 'one-man show' which implies that administrative power rests with one individual who can do all, black and white. The interviewees, overall, mentioned that faculty tend to compare with

colleagues when they see that hard workers and others who are not hard workers get the same reward. In most of the universities cultural practices of *leg pulling, harassment, complaining against each other and pushing back juniors* exist.

6.3.2.1.3 Poor environment and equipment

Concerns were expressed about the lack of equipment for research and teaching activities, and other facilities required at the workplace. Some universities have been upgraded from college to university and are in the development phase that enables faculty members to experience improvements which, thus, contributes positively towards their well-being. The comment below illustrates that the situation was even worst in the past and now is in the improvement phase. As one interviewee said, *"we started from very poor conditions, from when we were a college and when the university was formed, slowly, we developed our infrastructure, things are getting better each day"* (Director, UVAS-1). However, all interviewees from universities (upgraded status), were unanimous in the view that the current working environments of their respective universities are not according to university standards. A commonly reported problem was the lack of infrastructure, such as research labs and equipment, computers, buildings, stationery and supplies, due to scarce resources.

Concerns regarding out-of-date technology were also expressed. These views surfaced mainly in relation to the lack of funding and resources that severely affect research output. One of the interviewees argued about the need to give 24-hour access of digital resources to faculty members. Faculty cannot access electronic resource databases from home or anywhere other than university due to the lack of required infrastructure and technology. As one of the participants said, *"if some faculty members want to engage in research activities, our libraries must have that system where they can work from home for research"* (Dean & Director PU-2).

Another important concern surfaced regarding the need for equipment for research in natural sciences. Universities do not have sufficient funds for the purchase of equipment, and the HEC due to various reasons, fail to provide funds on an annual basis. As a result, faculty members face problems in publishing their research in good journals. The issue is that the HEC expects them to publish in international/high impact factor journals without the access to the needed technology

and equipment; this is one of the hardest targets for faculty members. One interviewee alluded to the notion of scarcity of resources, *"the last funding (for latest machinery and equipment) that we got from HEC, was back in 2005 whereas international journals are raising their research standards"* (Director GCU-3).

Concerns regarding the lack of electronic equipment was more widespread and found to affect performance and routine activities. One of the participants said, "*we lack in some basic facilities, like we do not have separate workstations, ACs (air conditioners), Wi-Fi in every room, although these facilities are supposed to be available in higher education institutes"* (In-Charge Director, LCWU-2). Some interviewees, while explicitly reflecting on severe weather conditions in the country, mentioned the shortage of required facilities that seemed to badly affect the working environment. In addition, workplace policies support the provision of available facilities (such as air conditioners) to senior faculty members who are working in *BPS*[19] -19 or above.

Concerns were also expressed about the maintenance and cleanliness of buildings. As one of the participants empathetically reflected, *"the condition of rooms is poor. Teachers complain, 'pankha aisay chalta hai' (fan is working badly), rooms are dirty and window glass is broken, it is a noisy place we could not concentrate"* (Dean & Director GCU-5).

Another important concern raised was insufficient space for teaching and research activities. Most of the participants indicated there is a serious problem of space availability for faculty in the majority of universities, including those which are considered to be resourceful. Resultantly, faculty members are bound to share offices and labs. As one interviewee mentioned, *"we do not have enough space for offices, so that's a big problem. A lot of time for me it gets very stressful, because I feel like I am playing Tetris, I am just moving people from one place to another"* (Director ITU-1).

Only a minority of interviewees added that shortage of space is not only confined to faculty rooms but also towards classrooms. Universities have started new programmes, but infrastructure is not enough.

Although the majority of the interviewees indicated shortage of infrastructure, almost one-third of the interviewees mentioned about availability of resources. In terms of equipment, the data also

[19] means basic pay scale/refers to the rank of government employee in Pakistan.

showed that this, to some extent, depends on the point of reference of interviewees (leaders). Interestingly, there were some leaders who reflected that faculty members only need a sitting space for teaching and research activities. As one of the participants working at a very senior level mentioned, *"they (faculty) deserve a table and a chair, and I provide that to all faculty members in the common room. They also have the facility of clean drinking water"* (Director LCWU-1). The above comment nevertheless reflects that, in certain universities, requirements for HE jobs are not properly estimated. Also, leaders do not recognise the needs and rights of their subordinates (faculty).

The data show that availability of equipment is conditional on the university, departmental funding, subject/discipline, external funding available to the department and, most importantly, the position of the leader in the university. Several interviewees highlighted a unique aspect relating to availability of infrastructure. This aspect, although not common, was expected to flourish in the near future, considering the financial cuts. Opinions differed on how departments arrange resources. Some interviewees talked about project funding from the university or HEC, meanwhile, some suggested departmental-managed funds, for example, income from evening programmes. A minority of interviewees argued that universities are getting more research-oriented hence different departments are winning funded research projects that could lead to an improved working environment.

The data analysis clearly reflects that those discrete factors are embedded in the omnibus context. For example, hurdles in career development reflects the implications of economic, social, legal and political aspects of the national culture. Whereas, poor interpersonal relationships show the societal values of Pakistani culture. Lastly, poor environment and equipment is very much related with, again, economic problems. Nevertheless, interviewees reflected some problems regarding career development and availability of equipment, they have also highlighted positive aspects of the working environment. Surprisingly, what is more interesting is that leaders reflected on contextual factors that are responsible for poor well-being and take the credit of positive aspects of the workplace environment.

6.3.3 Role of leadership

Leader discretion emerged as an important concern. Two divergent and often conflicting discourses emerged due to leader position[20]. Those with influence reflected that they could go beyond their discretion and try to take initiatives for faculty members' well-being; however, this was difficult for in-charge directors. Nevertheless, all the interviewees were unanimous in the view that leader discretion has an effect on the implementation of rules and regulations.

Some of the interviewees mentioned that leaders could interplay with the authority and power vested in their position. This situation led to ambiguity regarding what leaders can and cannot do. As one interviewee said, *"so if we want to be more effective, we should have some sort of written rules; particularly, we have to define the chairperson's discretion by outlining where you can exercise it, and where you cannot"* (Director PU-3). Therefore, some written rules and regulations are needed. The above comment reflects the power imbalance[21] faced by different HoDs (more precisely; in-charge directors, and directors - who may not be well-connected with the top management, or only have one managerial position). Resultantly, it gets more difficult for these leaders to handle faculty affairs and manage departmental operations.

The majority of the leaders argued that they try to deliver their best, and work for the betterment of faculty members. Broadly speaking, leaders are concerned with work, and they try to get the work done. They exhibit different behaviours considering the situational requirement. One interviewee mentioned, *"you have to accommodate people because these are your people, this is their second home and if they are not happy with you then obviously you cannot get the desired results"* (In-charge Director, PU-6). The above excerpt reflects the leader's task-orientation and relations-orientation at the same time. This supports the argument that no single, particular,

[20] Interviewees can be categorised into three groups. First, some HODs were in-charge directors (because there was no-one in department who fulfilled the criteria of associate professor and full professor), so they were given charge of the respective department/institute. Second, some were given the position of Director or Chairman as they fulfilled the criteria. The third kind of leaders were strong and influential, and holding two or more key posts. Apart from looking after their respective department/institute they are also in key positions such as Dean of Faculty, or Controller Examinations, or Director General which is equivalent to VC.

[21] HoDs who hold more than one position of Director/Chairperson/and of Dean/Controller Examinations/ Chairperson Doctoral Programme Committee, etc. Basically, holding more than one position brings more power to the individual and obviously more negotiating power.

leadership style could tap the leadership phenomenon; therefore, various leadership behaviours should be studied together.

The data show that leaders look after faculty and their needs. The majority of leaders empathise with faculty needs such as their health issues, career advancement stage or any other personal issue. Some claimed that they sometimes function as *"punching bags for faculty members"* and act as arbitrators for their faculty. The data also pointed out that some leaders avoid politics as much as possible to take all team members on board and move forward. Leaders unanimously agreed that they are more supportive and caring towards internal team members who appear before selection boards. Many leaders implicitly mentioned their extra support to the selected members of the team. Leadership is relational in nature and no doubt affected by the association between leader and subordinate. Some leaders even claimed that they facilitate their colleagues at their personal expense. One participant explicitly mentioned,

> *"[…] people who support me (accept work assignments), for them I even go out of the rules. I also want to say that when some person does not work then that person should realise that promotion is not his right"* (Dean & Director UVAS-1).

A common view among interviewees was that they play an important role to make the working environment of universities suitable and favourable. When asked about the workplace well-being of faculty members, a variety of issues were identified to reflect a positive working environment. These include supportive practices to balance work family life and faculty control over various aspects of work such as workload, and work schedule.

Leaders unanimously reflected that they are highly concerned about performance, their reputation and overall environment at the workplace; therefore, they plan work-related activities. They consider that planning work activities not only facilitates departmental activities but also minimises any uncertain stress to the faculty. The most significant aspect of the analysis is that leaders illustrated their facilitative role towards faculty members. They claimed to provide *"as much resources as possible"* to facilitate improved well-being. In most of the cases interviewees also mentioned that they facilitate faculty members only if work does not suffer. The comment from one of the participants reflected that they are mainly concerned about departmental work.

"[…] I always keep the department first. For example, if my colleagues need some holiday, I ask them to bring me an alternative then go for leave. In our department we have public service responsibility as well like we have a post-martum duty. For that matter I need to see the shift calls and schedule of the month" (Director UVAS-2).

Some mentioned how they '*control job demands'* to minimise stress among faculty members. Leaders were found to exhibit a variety of effective behaviours to smooth out operational and strategic activities. Nevertheless, it became evident that no matter what behaviour leaders exhibit, they aim to meet performance expectations. Interestingly, leaders argued that workload is manageable because this is something leaders manage themselves. If any faculty member is not willing to take up a specific task, then they manage that task themselves. This is interesting as it does not reflect that faculty load is 'do-able'; rather, it shows leader orientation.

6.3.3.1 Controlling job demands

Although commenting on psychosocial hazards, most of the leaders blamed various contextual factors. They also reflected on their efforts to reduce job demands for improved well-being. Consequently, several issues were identified.

When asked, interviewees were unanimous in the view that faculty workload is manageable considering they do not have any time bindings. As one interviewee mentioned,

"For a professor it is three classes (hours) a week, associate professor a maximum of six classes, assistant professor 12, and lecturer is little burdened and has to take 18 classes. When I came here, I used to take 24 classes as a lecturer. We have reduced this number to 18, because we want them to spend their time in research" (Director, GCU-5).

One of the common views is that leaders allow faculty members to share their work with other colleagues on certain (important) days. Some interviewees said that they try to reduce stress among faculty members by relaxing time requirements. Two discrete perspectives emerged from the data regarding timings constraints. While some mentioned about their strict concern about observing university timings, others mentioned about their flexible approach. Both perspectives clearly

reflect that leaders have control over the timings issue. One interviewee, while commenting on relaxed workplace timings, said,

"[…] we have not set any time boundary, although it is a government institution, where time limits are defined such as arrival time and departure time. I am HoD, so I must give more time to the department, however, I do not force my colleagues to spend more time here. If someone cannot come, then they can work from home. We are in touch with each other via WhatsApp group" (Director PU-3).

Another interviewee mentioned her concern for following the timings requirement,

"[…] they have to ensure their presence at the university for a minimum of six hours each day, and I do not compromise on that. I allow them to come late if they need to but then they have to stay here late to fulfil their time requirement" (Director LCWU-3).

Nevertheless, faculty members can stay longer depending on their academic and research activities. The data reveal that time-related requirements vary from university to university, but flexibility is largely determined by HoDs. An interviewee made an important claim that they reduce the workload of faculty who are enrolled in PhDs. One interviewee said, *"two of the faculty members are enrolled in PhDs, their workload is shortened by half. [You know] policy is to reduce the workload to half"* (Dean & Director PU-1). Some interviewees mentioned that they consider faculty members' opinions while allocating work tasks. *"If someone says No or does not work then I do not waste my energy; I will give the same task to some other colleague"* (Dean & Director UVAS-1).

As per HEC guidelines, universities need to first consider the HEC workload criteria and then adjust, depending on their circumstances. These adjustments, in some universities, mean adding more hours of teaching, whereas in other universities it involves reducing workload. In all cases, the interviewees reported that they broadly follow HEC guidelines to determine faculty workload, then consider university or departmental requirements. One important factor that affects faculty members' workload is variation in departmental work. This also reflects that some provision in the rules exists that enables leaders to adjust the workload of individual employees. For example, an interviewee shared that,

"one of my colleagues was pregnant, although she was planning to teach till she was eligible for maternity leave, but I called her three week earlier and said you should take a rest now, and I arranged some visiting teachers for her courses" (In-charge Director PU-7).

It is evident from this excerpt that leaders adjust workload if they want to. Interestingly, in-charge directors/chairpersons voiced discontent that they are bound by rules and regulations, and limited discretion. However, they implicitly reflected about their complete control on job demands.

6.3.3.2 Providing job resources

The interviewees, on the whole, demonstrated that they communicate and explain work objectives and role requirements to faculty members because it not only facilitates faculty members but also ensures that they exactly understand work obligations to ensure smooth functioning. The participants also suggested that they give control to faculty members for respective job tasks. The comment below illustrates that faculty members are given full authority along with assigned tasks. *"[…] when you give authority to subordinates, they feel happy, and become more responsible to do the things"* (Director & Chairman DPCC PU-4).

Another interviewee shared that he engages students in different activities to facilitate faculty members and thus tries to reduce their workload. Talking about this issue he said, *"since this is a new department, by engaging final semester students I not only facilitate existing faculty members but also can identify good potential faculty members"* (Director LCWU-3). The data clearly shows that leaders plan different activities that not only facilitate work but also improve their relationship with the faculty.

A recurrent theme in the interviews was a sense amongst interviewees that faculty members enjoy a lot of flexibility. The interesting aspect is that, as per policies and rules, they are expected to be at the workplace for about eight hours. Some participants agreed with the statement that faculty members are not time-bound but are task-bound. They are expected to take their respective teaching classes, give time to research students, and perform the assigned administrative tasks. The interviewees, overall, reflected that although there are timings set for government

organisations, they were not strictly followed in most HEIs and, if followed, it was solely dependent on the choice of the leader.

There was a sense of responsibility which was reflected in their arguments that they consider faculty members' needs to deliver their jobs, otherwise it would be challenging for them to deliver. Therefore, faculty members' needs were considered in setting timetables according to their schedules and timings. Faculty members also get support to manage their personal and health related issues. There are certain problems in different universities where the timetable for undergraduate programmes is set by the main university administration, but chairmen support faculty members as much as possible in this regard.

Another important but related issue emerged from data analysis related with work life balance. Leaders consider it their moral duty to facilitate their faculty if anyone is sick or has a sick dependent. One participant considered this balance very important for job performance, *"[…] I believe if someone is not mentally free from his/her family then cannot teach or work appropriately"* (Director UE-1). In most cases, the interviewees talked about their role to highlight faculty needs at the strategic level. Therefore, different initiatives such as new day care centres, a medical facility for faculty members' families, group insurance, house requisition allowance, and reduction in their children's fees (those who gained admission to university) were introduced. The data demonstrated that practically whatever support a faculty member benefits from is at discretion of their leaders; furthermore, many aspects (practices) are not covered or supported by the respective university policy. As one interviewee said, *"this is not something that is written anywhere, this I believe varies from individual to individual. Like this is my viewpoint that I should accommodate these people"* (In-charge Director PU-6).

The data showed that leaders provide resources to faculty members in various ways. The majority mentioned about the opportunities for career development, studies completion, research publication, to collaborate with other universities for research work, and to support their students for working under their supervision. While reflecting on provision of job resources, leaders argued that they negotiate with external stakeholders. Leaders also guide their subordinates to plan out a target or favour from higher ups.

One major aspect of support provided to faculty members is towards their getting a PhD, which is evident through the data. A PhD is the need-of-the-hour these days, especially in academia all over

the world. In Pakistan, during earlier years, a lot of recruitment had been made on the basis of applicants having a Master's (16 years) or, in some cases, an MS/M.Phil (18 years) qualification. So, a large number of faculty members are non-PhDs. The data clearly show that leaders support their faculty members in starting or completing their PhD. Leaders also claimed that they promote training, workshops, seminars and conferences. This might not sound like a big help as, in academia in the HE sector, faculty members are expected to get involved in workshops, seminars, conferences and other developmental activities. However, practically, it has its significance in the context under study where people create hurdles by every means to stop someone growing in their career.

6.4 Discussion

The research findings contribute to the literature on leadership by mapping the impact of omnibus and discrete contextual factors on EWB in an underdeveloped country. In addition, they provide an extended view of the indigenous omnibus and discrete contextual factors revolving around leadership. It is asserted that, although context holds well in the leadership and EWB relationship, the interplay between leadership and context would differ from developed countries.

As outlined above, the aim of this research was to explore the multi-level contextual factors affecting leaders and the relationship between leadership behaviour and EWB in HEIs in a developing country - Pakistan. Although, organisational environments are different in different universities, some commonalities emerged. The relationships between predetermined and emergent categories are best explained with reference to the three main findings of the study. As the findings identify factors at the multiple levels - macro, meso and individual, implications for the substantive context of HE in Pakistan are elaborated within each level.

6.4.1 Omnibus context

The results showed that national culture always finds its way through and affect the organisational workplace environments. Thus, workplace matters were found to be affected and are very much driven by the social values and norms. The data mentioned about the challenges of managing academic staff. The findings support evidence from previous studies that managing academics

working in HE is like herding cats and, thus, is hard (Bryman and Lilley, 2009, Garrett and Davies, 2011). Bryman and Lilley (2009) argue that one of the main reasons making it difficult to manage academics is that they are more loyal to their disciplines than to their institutions. However, the findings of the research contradict this argument. One possible explanation is that people in the studied context have many other things to do on their priority list due to social pressures; therefore, they occasionally exhibit what is labelled as non-serious behaviour.

Another related issue highlighted is the 'non-seriousness' of some of the female faculty members. It is important to emphasise that the economic and social structures of eastern societies are different than those in the west. One of the possible explanations of such behaviour of female colleagues is the national culture, endorsing masculinity and putting a lot of responsibilities on women whether they are working or not (Ahmad et al., 2020a). Pakistani culture endorses responsibility for extended family members beyond spouse and children, and responsibilities often include financial and emotional obligations towards these extended relations (Powell et al., 2009). Thus, females are expected to look after not only their family but also extended families such as in-laws. They cannot avoid extensive household activities even if they are a working professional. Pakistani culture scores high on collectivism and is characterised by strong family orientations, where people adhere to traditional family structures. This makes people mix their work and private lives (Islam, 2004) and could be one of the reasons for the non-serious/lacking professionalism attitude towards work (Ahmad et al., 2020a).

Although there is a considerable increase of females in the Pakistani workforce due to increasing financial pressures, women are still expected to fulfil the traditional role of the homemaker (Ahmad et al., 2020a). Women all around the world face these pressures and try to balance work-home life. Even if women are the bread earners of the family, expectations regarding their roles at home rarely changes, and this is also common in many other parts of the world (Rao, 2020). However, in Pakistan, women face extremely high expectations related to extended family responsibilities. For example, one faculty member who belongs to the upper middle class in Pakistan shared that on the mehndi[22] function of the wedding of her sister-in-law she was asked to

[22] One of the traditional occasions celebrated in the South Asian context on weddings.

cook '*kheer'* using 40 litres of milk[23]. This is a story of someone who is well-educated, belonging to a family who could easily afford to order this dish from a caterer, which is commonly the case on such occasions. This is simply one instance showing additional responsibility added to the routine matters of a female professional by her in-laws. This reflects the general attitude of society, and expectations from women whether they are working or not. Such an attitude certainly needs to be changed to facilitate working women in Pakistan.

There were different opinions about this among interviewees as, based on their gender, females (leaders) were more empathetic on the issue. There is no doubt that a strong segregation of roles exists, based on gender, and women are considered as nurturers in Pakistan. What is interesting is that although women face more work-family conflict (Anjum and Muazzam, 2019), male employees also face work-family conflict to some extent. This is because the nature of demands is different in the work and family domains in these collectivistic cultures.

Khilji (2003) points out that, in Pakistan, relationships are more important than rules and regulations. This is strongly reflected in workplace environments where individuals are evaluated based on their social networking and on the basis of mutual exchange expectation (Saher and Mayrhofer, 2014). Moreover, in the Pakistani context, the bonding relationship due to social status is one of the significant values people endorse, and practice (Islam, 2004). Pakistan is a British colony and has inherited elite bureaucratic administrative institutions, where the civil service, even after restructuring, is still considered as the most respected profession. Conversely, academics have never managed to earn that respect in Pakistani society.

Also, it is claimed that position-holders in Pakistan generally exhibit bold and aggressive behaviour and endorse critical feedback that leads to bullying. Pakistan scores high on power distance with a culture that characterises the 'one-man show' which implies that administrative power rests with one individual and who can do whatever they please, and that one man is rarely challenged (Islam, 2004).

Political chaos emerged as another factor that was found to affect university affairs. This is very common in Pakistan where, whenever someone takes charge of a department/

[23] Kheer is a traditional sweet like rice pudding which must be cooked on a low flame and for about 6-8 hours and requires a lot of manual effort.

institution/organisation, they blame previous leadership for all the problems and stop the already initiated projects (Usman, 2014). Islam (2004), while discussing national and administrative culture, mentioned the norm of abandoning reform agendas and initiatives of previous governments in Pakistan. Thus, every new government spells out their own agendas that have led to the downfall of the improvement process of higher education (Mahmood et al., 2015). For example, previously, the HEC was encouraging and providing funds for PhDs, conferences and other research initiatives. The new HEC management has, instead, introduced a different and opposite strategy (Hoodbhoy, 2009). That is why, foreign donors argue that they are unlikely to plan for the long term in Pakistan (Islam, 2004). This level of political instability has led to not only delay in appointments to senior management positions in HEIs but, also, frequent changes in the management of the HEC that negatively affect the efficiency and effectiveness of various universities (Mehmood, 2016). Furthermore, every policy made by senior leaders might not benefit faculty members, so representation from ground level shall be ensured.

Another important political issue is that student unions greatly control university affairs and even disturb the law and order situation inside universities (Khan, 2019, Lodhi, 2011). All the student unions have support and backing from the national political parties of Pakistan (Nelson, 2011). Considering their vested interest, national political parties use any means to maintain their influence in the universities (Hoodbhoy, 2018a). Public universities in Pakistan are the main hub of various political activities from various student unions (Khan, 2019). Some participants also mentioned that, now, the influence of these political parties has reduced because, officially, all student unions have been banned since 1993 (Naqvi, 2019). However, this contradicts some of the existing literature that argues that student unions still have a big control in university affairs (Lodhi, 2011). Recently, efforts have been initiated to revoke the ban on student unions with the argument that such a ban places student at a disadvantage; however, the government has not taken any decision in this regard.

Economics play a key role in every country. Pakistan is going through a severe economic crisis, and the government, imposing large financial cuts on the budgets of every sector, has imposed a cut of 40% in HE funding (Hashim, 2018, HEC, 2019b, Naqvi, 2017, News, 2019). Although it is known that Pakistan, being a developing country, has a scarcity of resources, the burning issue is the mismanagement of existing resources. This mismanagement of resources is reflected through

the elements of sycophancy and corruption in the local culture that have ruined the administrative institutions in Pakistan (Islam, 2004).

Moreover, it is true that Pakistan is going through an economic crisis but, at the same time, the HEC, and subsequently universities, is receiving some funding. Thus, it is the need-of-the-hour that this funding should be spent appropriately. The results support the literature on various corruption scandals in HE by senior academics and some politicians (Hoodbhoy, 2014, 2018a, b, 2020). Some serious checks and balances are needed to ensure proper use of public money. For example, where a huge amount has been credited to the 'ghost professors' (Hoodbhoy, 2019b), and local faculty members working in extreme weather with broken equipment and lack of basic infrastructure. It is, thus, required that some independent audit systems should be established to ensure proper use of HE resources.

The results of this study are consistent with existing studies highlighting the lack of basic electronic infrastructure in universities (Rafiq and Ameen, 2012). These results confirm what Hoodbhoy (2014) points out when colleges have been upgraded without proper planning, as most of these newly upgraded universities lack even the basic requirements. This suggests the need to identify key areas and, then, with proper planning, money should be spent on those areas. For instance, Pakistan faces a lack of energy and fuel resources; therefore, national-level plans should be made and HEIs should devise strategies accordingly. Several reports on HE have shown that there is a need to build and improve upon the infrastructure of universities in Pakistan (Mehmood, 2016). Although HEC and provincial HECs are working to achieve this objective, much still needs to be done to improve the infrastructure of universities (Hoodbhoy, 2019a).

6.4.2 Discrete context

The study of EWB could not be complete unless various important workplace factors are covered. The research results echoed the need to pay attention to psychosocial factors in the context being studied. The analysis reflected the discrete context - the negative side of the working environment - and labelled this as psychosocial hazards, as these appear to have a harmful impact on EWB. Similar to other countries, researchers have witnessed that culture greatly affects HRM practices in Pakistan (Khilji, 2003).

The data showed that major problems employees experience relate to career, communal relationships and inappropriate infrastructure. The findings are consistent with existing claims that career growth, community and cause are the three biggest expectations of employees (Goler et al., 2018). There are similarities between concerns about career growth described by participants in this study and those described by Sarwar and colleagues (2012). The authors argue that unclear policies and poor communication reduces/minimises career-related expectations and reduces satisfaction. One of the biggest concerns emerging concerned the long waiting time (from one to seven years and in some cases even more) for appointment to the next level. The study findings confirm the issue of delay in the recruitment and selection process of regular faculty members (Kazim and Jabeen, 2016). Moreover, the results show that newly upgraded universities lack the necessary statutes. Despite the fact that these new universities have been working for some years, they still lack the necessary statutes that impede appointments (Haider, 2020). Thus, universities and HE need to ensure the provision of the required support to employees for their career growth and good community.

It is evident that the discrete context, nested in the omnibus context (Oc, 2018), serves as an underlying path to transfer the impact of the omnibus context (Johns, 2006). For example, poor economic conditions lead to limited opportunities that not only increase competition among faculty members but also is one of the main reason of tussles among them. Employees working in Pakistani universities complain about poor working conditions, lack of social support, and very few career growth opportunities (Malik et al., 2017). Overall, there is a lack of awareness about occupational health and safety among employees, managers and policy makers working at various organisations (Awan et al., 2017, Khan et al., 2012). The legal structure of the HEC, universities and their management, emerged as another major reason for various hurdles in career growth. The general attitude of people towards work and workplace issues shapes workplace ethics and relationships. Overall, the data clearly reflected that the impact of various omnibus factors are transmitted in the form of, or sometimes through, psychosocial factors.

6.4.3 Role of leadership

This research argues that omnibus contextual factors are invariably problematic for faculty well-being. Certainly, for leaders in the substantially different context, it becomes difficult to ensure faculty members' well-being. Resultantly, cards are stacked against leadership. These macro level

factors, or the omnibus factors, have a negative impact on leadership and faculty well-being. These are weaknesses and threats to HEIs; however, they could provide opportunities for leadership if some conscious interventions are introduced by people who are at the helm of affairs in Pakistan. The problematic nature of these factors could be reversed if some form of grand intervention is introduced by the leadership because these middle level leaders face various challenges.

The results confirm that these middle level leaders have high influence intensity (Falqueto et al., 2020) which also agrees with the notion that leadership cannot be studied out of context (Oc, 2018). Nevertheless, this research concludes that it is the context that not only determines leader orientation but also the success of leadership. The research results of leaders having control on job demands support the argument from previous research that leaders in Pakistani organisations, particularly in public sector universities, use authoritative and autocratic styles (Bashir et al., 2012) where, without consulting subordinates, they take decisions. Public sector organisations in Pakistan exhibit a hierarchical, rigid and 'slow to change' management system (Wong-MingJi et al., 2014). Furthermore, enactment of leadership at the middle level is very much shaped by context. For instance, a change of government policy regarding funding to universities would mean that leaders need to respond accordingly and cut out some of the job resources if required; or, with new HEC policy, leaders need to ensure quality standards, thus exhibiting task-oriented behaviours. What is interesting, here, is that leaders mentioned about context as one of the big hurdles; however, the results reflected that they could do anything they want.

Universities in Pakistan are found to face problems of poor governance. These results seem to be consistent with other research which highlights poor governance as one of the main challenges Pakistan's HE is dealing with (Mehmood, 2016). The author argued about the whimsical method of the appointment of major positions, where position holders or leaders not only lack vision, but also confidence in themselves, and low commitment towards the profession and institution even worsen the situation. One possible explanation is that, in Pakistan, managerial power rests with one individual and committees usually represent a way to ruin organisational democracy (Usman, 2014). This highlights the need to provide formal training to newly appointed leaders. For example, as the study results highlight, leaders are mainly concerned about work to be done which reflects pro-organisational orientation - a destructive behaviour; whereas, constructive leader behaviour requires to both: pro-organisational and pro-subordinate (Einarsen, et al., 2007).

Nevertheless, leaders reflect only one player in the larger leadership process and often their control is much more deceptive than what traditional leadership theory suggests (Uhl-Bien, 2006). For example, in developing countries such as Pakistan, occupational health has never been a topmost priority (Khan et al., 2012). Another possible explanation of such an attitude is the high-power distance in Pakistan (Islam, 2004), where people at the helm of affairs are superiors and not considered equal to subordinates (Hofstede, 1993). Although, the results highlighted various contextual factors at the macro level that arguably affect leadership decisions and employees, at the same time the data reflects that these contextual factors are found to facilitate leaders in their choices. It is because power resources for leaders are defined by the social context that foster or restrict creation or application of power (Collinson, 2005, Fairhurst, 2009, Fairhurst and Uhl-Bien, 2012, Krauter, 2020) .

As a result of the national economic crisis, poor law and order situation, and political instability, leaders sometimes feel disempowered. On the surface, they have powers as mainstream actors in the higher education sector. Nevertheless, deep power structures held by government, society and the legal system disempower them. This is a perfect example of the power of social structure over agency. These omnibus factors impact leaders, their behaviours, faculty and the discrete context, including workplace environment or psychosocial factors. This is additionally explained by the idea that leadership unfolds in a process which is co-created by relational beings (Fairhurst and Uhl-Bien, 2012) including leaders, subordinates, clients/customers, workplace policies and procedures, and broader national culture. This also explains not only the impact of context on leaders but also the impact of leaders on context The study findings elaborate various ways through which middle level leaders affect strategy and organisational change, beyond mere implementation. What is most interesting is that this research argues that leaders blame context mostly when they are not willing to facilitate employees, and if they wish to facilitate then they do not hesitate to go beyond set limits. This aspect is clearly evident in the findings that leaders support/prefer some team members (due to different reasons) and exhibit strict behaviour towards others (Graen and Uhl-Bien, 1995).Scholars also highlight the role of subordinates in leadership process, but that role is again affected by the context. For example, in high power distance context this subordinate impact on leadership process would be contingent on many other related factors such as personal skills, family background, etc. Every individual has some preferences that are reflected in their behaviour. This needs to be properly taken care of.

6.4.4 Implications

The study has illustrated the complex nature of barriers and challenges leaders face in pursuit of working for the health and well-being of subordinates in HE in Pakistan. Various multi-level issues emerged from this study which call for interventions at various levels. The findings may help policy makers, the HEC, and universities to think differently and critically analyse how multi-level contextual issues affect the health and well-being of faculty members.

Firstly, at the broader-omnibus level, socio-cultural, legal, and economic factors appear to significantly affect faculty health and well-being. For instance, since there were claims about 'not-very-favourable attitude' relating to work, some awareness programmes through various media might help. Also, government and policy makers may increase the HE budget, and specifically consider the adverse crossover impact of limited funding. Indeed, these findings may help scholars and managers to understand that structural-legal barriers are another source of stress for faculty members.

Furthermore, it is evident from the present study that the discrete contextual factors of well-being are mainly shaped by the omnibus factors. For example, inconsistent criteria and unclear processes for tenure track appointments appear to be the trickle-down effect of an unclear and ineffective legal framework. This highlights that the HEC needs to revise the criteria, and universities need to make efforts to build a stronger mentorship system, especially for young and newly recruited faculty members, to avoid any sudden shocks (Mallapaty, 2021). Although laws ensure health and safety, the full implementation of such laws is yet to be achieved in Pakistan.

The study has revealed that while leaders face complex challenges in the context being studied, some of these leaders use individual strategies to facilitate faculty members to deal with the challenges and work stress. For example, some of these leaders give flexibility to faculty members to maintain work life balance, or support in their career development. The results highlight the important concerns and advocate the need to revise policy to accommodate issues around work-life balance and career development, etc.

6.5 Conclusions

The results of the research study reflected upon the leader's perspective towards faculty member well-being. The most obvious finding to emerge from the analysis is the role of multi-level contextual factors that affect leadership behaviours and faculty member well-being. The results highlighted the omnibus context and answer many questions of how things work in the context of HE in Pakistan (Oc, 2018). The data analysis also identified some important discrete level contextual factors such as lack of opportunities in career growth, poor social environment and poor environment and infrastructure.

Overall, the onus remains on the leadership to ensure consistency between policies and practice. It is worth mentioning that, other than contextual factors and working conditions (job demands and job resources), leadership behaviour plays a crucial role in fostering employee engagement, job satisfaction, improved performance (Gruman and Saks, 2011), and stress (Diebig et al., 2016, Harms et al., 2017). In addition, the study results support the claim that leadership is different to job resources and, hence, leaders mainly control job demands and job resources, and influence faculty member health and well-being.

The findings of this study, based on leader interviews, provided some additional insights such as the role of various contextual factors which explain the impact of leadership behaviour on employee well-being in higher education institutions of Pakistan. The leader's perspective is, arguably, important; thus the findings of this study uniquely contribute to explaining the leadership process whereas the findings from Chapter 4 and Chapter 5 reflected the faculty member perspective about such relationships. Nevertheless, leadership works through different loci (e.g., leader, subordinate, context) (Eberly et al., 2013) and integration of the perspectives of different loci of leadership would provide a holistic view of the leadership process. The next chapter (Chapter 7) thus brings these two perspectives together and highlights the similarities and differences in the opinions of leaders and faculty members in order to redefine the leadership process.

Chapter 7 Discussion

Considering the complementary objective of the mixed methods approach used in this doctoral research (discussed in detail in Chapter 3), the aim of this chapter is to integrate the key findings from the three studies carried out in this research. This last chapter first addresses the research aims of the thesis, then examines the main findings and discussion outlined in the previous study chapters and analyses them with a view to the wider relevant literature and the integrated conceptual model (Figure 2.1, Chapter 2) proposed in this thesis. This chapter also discusses the leadership process and considers implications for policy and practice, followed by a discussion of the research contributions and limitations and concludes by proposing a way forward for future research.

This research aimed to outline the leadership process (at the middle level) by focusing on the relationship between leadership behaviour and employee well-being (EWB) while appreciating multi-level contextual factors including work characteristics and the broader national context. Four sub-aims can be identified within the single research aim to understand the complex leadership process. Each of these sub-aims was fulfilled in the various chapters of the thesis.

1. The research aim required focusing on the link between leadership literature and well-being literature. Drawing on the job demands theory this thesis argued on the association between leadership behaviour and employee well-being (Section 2.3) and control that leaders have on workplace psychosocial factors (Section 2.4.2.2). Considering the limitations of the existing research that potentially plagued the research findings due to various issues (such as focus on a particular leadership style, or a single aspect of well-being) this research used a comprehensive conceptualisation of leadership behaviour, and employee well-being (Chapter 4). It is important to reiterate that the terms ‘leadership behaviour’ and ‘leadership style’ are used interchangeably in the leadership literature, because leadership style is composed of different behaviours (Antonakis et al., 2004). In addition, leader behaviour and leadership behaviour are also used interchangeably in the leadership literature (see, for example, Inceoglu et al., 2018). This thesis, to avoid any ambiguity, has used the term ‘leader behaviour’ whenever it refers to the behaviour of a person (leader), and ‘leadership behaviour’ whenever it refers to the overall influence. Consequently, leadership behaviour

has been used as a term explaining the holistic concept when examining the effect of leadership on EWB (as discussed in Chapter 2).

2. This is central to the leadership process, and also highlights the importance of workplace psychosocial factors (such as job demands and job resources) in the relationship between leadership behaviour and employee well-being. Building on these findings, the research also explained the important role leaders play in the said context, while identifying the underlying mechanisms that affect the leadership influence (Chapter 5).
3. The mechanisms were supported and justified while obtaining the other side of story through leaders, which aided in understanding the bigger picture of the context. The third study (Chapter 6) revealed new insights about contextual factors affecting leadership behaviour and employee well-being.
4. The thesis presented a novel perspective of the leadership process (at the middle level) which is outlined by considering both the perspective of leaders and of faculty members (Section 7.2). The comprehensive conceptualisation (leadership behaviour and EWB) greatly facilitates the detailed explanation of the leadership process because leadership behaviours can affect different forms of psychological and physical well-being. The thesis further explained, how the context of a developing country affects leadership practices and EWB. Most of the research on psychosocial factors has been primarily conducted in the context of developed countries; however, this research contributes to the understanding of these issues in Pakistan because occupational health has always been a luxury in developing countries (Kortum et al., 2010, Nuwayhid, 2004).

This chapter next presents the findings of the three studies and discusses the relationship between leadership behaviour, psychosocial factors, and EWB. It then integrates the perspectives of leaders and employees (faculty) and discusses commonalities and differences and continues by outlining the leadership process followed a discussion of its implications. Finally, the chapter concludes with a discussion of the overall strengths and limitations of the research and directions for future research.

7.1 Overview of research findings

The empirical stage of the research project was explanatory in nature and used a mixed methods approach comprising quantitative and qualitative components. The data were collected using a multi-level strategy, and targeted leaders working at different levels (such as Deans, Directors, In-charge Directors, Director General) and subordinates, that is, faculty members. The data collection procedure followed a sequence where the quantitative phase was followed by the qualitative phase. Overall, the purpose of the mixed methods approach was to seek complementarity where results from quantitative analysis were used to enrich the qualitative phase.

As discussed in detail in Chapter 3, the research employed one quantitative and two qualitative studies. Study-1 refers to the quantitative part of the PhD research and used survey as the method of data collection. Study-1 focused on the faculty members' perception about leader behaviours, various aspects of well-being, and psychosocial factors which are later grouped as job demands and job resources. Study-2 and study-3 are based on qualitative data collected through interviews that sought to provide further explanation of the phenomenon being studied. Study-2 used faculty member interviews to examine their experiences and uncover the different paths through which leader behaviour affects EWB. Lastly, study-3 used leaders' interviews to analyse the role leaders play towards EWB and highlight the multi-level contextual factors.

The results of study-1, based on the faculty survey, showed the relationship between leadership behaviour and EWB. Interestingly, four different leadership behaviours merged into one factor, implying that faculty members percieved these as similar. This might be because, for a subordinate, it is more important how they have been treated by their leaders, and have their needs met, rather than only what kind of behaviour their leader exhibits. Leader behaviours are crucial, as not only negative forms of leader behaviours but also positive/effective leadership behaviours could increase and negatively impact stress (Diebig et al., 2016). For instance, if leaders, while exhibiting relations-oriented behaviour, increase the quantity of work, or while exhibiting change-oriented behaviour reduce the needed support, then the employee would feel stressed/anxious. The study delineated the complex nature of the relationship between leader behaviour and EWB. As discussed in Chapter 2, leaders greatly control psychosocial factors, especially in a context where culture gives a lot of power and authority to leaders (Islam, 2004, Khilji, 2004). This aspect has been explained using JD-R theory whereby leaders use different paths of job demands and job

resources to influence their subordinates. Interestingly, job demands were found to significantly affect negative aspects of well-being such as stress and burnout, but the association with positive aspects of EWB such as job satisfaction was not supported. Meanwhile, the availability of job resources was found to be significantly related to job satisfaction, but not with stress. In addition, leaders were found to affect EWB more indirectly than directly, as the relationship between leadership behaviour and EWB became insignificant when job demands and job resources were added to the model. This may be because the paths leaders use are more important, as individuals/subordinates are concerned about their needs being met and, if those are not being met then, obviously, they are not happy with leaders no matter what behaviour they (leaders) exhibit. It does not imply that job demands and job resources become substitutes for leadership; rather, these function as pathways in the leadership process. The significance of these pathways is additionally explained by high power distance, uncertainty avoidance, economic instability of the Pakistani context, where individuals were found to have more concerns for the distribution of resources rather than procedures (Raja et al., 2018).

The results of study-2 then highlighted that leaders greatly control workplace psychosocial factors which can have either a positive or negative impact on faculty members' EWB. The data clearly reflected that leaders have a crucial role in the unfair distribution of job demands, thereby exposing faculty to psychosocial hazards and not providing sufficient job resources (that could create positive psychosocial factors), which lead to a number of health issues, including physical health issues such as sleep troubles, fatigue due to work pressure, and psychological health issues such as stress, anxiety and depression. What is noteworthy, here, is that most faculty members, who are amongst the most educated community of the country, do not even question their leaders. This was because of the understanding that anyone who questions their leader, could face severe consequences (Carsten and Uhl-Bien, 2013), as was highlighted by several faculty members who shared their experiences and the consequences of raising their voice for their rights.

Pakistan scores high on power distance and subordinates are expected to respect authority and status, and accept direction from the hierarchy, as superiors and subordinates are not equal (Khilji, 2003, Wong-MingJi et al., 2014). Furthermore, Pakistan scores low on individualism, implying that individuals are not the 'master of their life and destiny'; instead, membership of families, social groups and different communities brings with it an expectation of loyalty from individuals

(Khilji, 2003). Resultantly, this collectivist orientation leads to family and kinship-based ties that have given rise to a 'sifarish' (bribery) culture all over the society (Islam, 2004). Even for obtaining basic services such as getting a driving licence, renewing a passport, a child's school admission, which are the basic rights of individual citizens, proceed though bribery. Such a culture enables leaders in HEIs to manipulate various workplace factors. The study findings clearly indicate that most of the problems regarding EWB arise from misuse of power by leaders, leading to employees being stressed and feeling burned out.

The existing literature also discusses the use of power whenever there is debate on leadership (Hannah et al., 2009b, Montano et al., 2017). Hunt and Ropo (1995) assert that leaders having control over resources are more likely to engage in bold but not necessarily wise behaviours. The faculty responses broadly highlighted the role of leadership towards their well-being by arguing that leaders manipulate job demands and job resources. Leaders use their position and power and make choices for subordinates, as per their desire. The existing literature also emphasises leadership as an important occupational health factor (Montano et al., 2017); thus, possible implications should be considered while planning, designing and implementing policies at the national and organisational level. The findings from study 1 and study 2, using quantitative and qualitative methods, explained the faculty perspective on this understudied phenomenon.

The results of the third study, based on leader interviews, clearly pointed out various contextual factors that bind leadership practices. Multi-level contextual factors such the omnibus context and discrete context emerged and explained the rationale of why things are different in Pakistan. Many macro level contextual components invariably create hurdles, not only for leaders but, also, for employees. The omnibus factors of the developing country (Pakistan) such as going through economic downturn, political unrest, or rigid social values were found to negatively affect leadership practices. Likewise most of the interventions are not indigenously planned, and are implemented only in the greater interest of those at the helm of affairs (Islam, 2004).

Omnibus factors were found to affect discrete components of the context and leadership practices. The biggest concerns leaders mentioned included slow career growth, poor working environment (infrastructure) and poor interpersonal relationships at the workplace. These psychosocial hazards are a reflection of the broader context of Pakistan where political chaos, and social values are reflected in the interpersonal relationships, and where the poor national economic climate limits

growth opportunities and the availability of needed infrastructure. The most attention-grabbing aspect is that, after discussing contextual limitations while reflecting about their own positive role, leaders explicitly mentioned that they control (reduce) the job demands of their subordinates and control (provide) the needed resources such as interpersonal support, infrastructure, growth opportunities.

7.1.1 Integrating faculty and leader perspectives

This research brings together the perspective of two loci of leadership: faculty members and their leaders (e.g., HoDs, Chairpersons, Directors/In-charge directors/Deans/Director General). Considering the concept of self-serving bias (Heider, 1982), individuals are prone to take credit for anything good or positive and blame external factors for anything negative or poor. Furthermore, the biased nature of self-serving bias is more evident in experimental tasks where outcomes are determined randomly and not in relation to actual performance (Campbell and Sedikides, 1999). One could argue that subordinates/faculty members primarily hold their leaders as being responsible for most of their negative experiences at the workplace. Similarly, leaders can mention multi-level contextual factors as being responsible for poor well-being experienced by subordinates/faculty members. However, the responses from both stakeholders highlighted several similar responses about psychosocial hazards and positive psychosocial factors, and only limited evidence of self-serving bias was observed.

Commonly agreed psychosocial hazards experienced by faculty members and their leaders include a poor working environment and equipment, hurdles in career growth, and poor interpersonal relationship; meanwhile, a positive psychosocial factor included support for work-life balance. As working in HE is becoming increasingly challenging across the world (Zábrodská et al., 2018), increasing pressure on academics makes it hard to balance work-family needs (Winefield et al., 2014). One possible explanation of this different finding is that Pakistan scores relatively high on collectivism; thus, family ties and kinship are given considerable attention.

Although all leaders talked about their positive contribution, some commented about the negative/harmful role (other) leaders play while handling matters relating to faculty members. These common perspectives strengthen the validity of the research findings since leaders are interacting with the external environment (Antonakis and House, 2014, Yukl, 2012) such as

dealing with university management, receiving orders and notifications from the regulatory agencies, provincial and national government, and handling other external stakeholders. Hence, leaders provided some additional insight into the leadership process by highlighting broader contextual factors which had not been highlighted by faculty members. These include the norms of the society, general perception of people about this profession, attitude towards work and new technology, economic conditions of the state, budgetary constraints, legal and structural restrictions, and political interferences. These factors are very important as these not only set limits for the leaders but also enable them in their choices. For example, as per leaders' claims, they assign workload as per defined rules and regulations; however, using the same rules and regulations they were found to change the workload of faculty as per their desire. This implies that leaders often point to policies or other omnibus context factors as an 'excuse' to justify their decisions.

Scholars have advocated the need to focus on the contextual factors (Johns, 2006, 2018) and have critiqued the selection of one or two components of either the discrete or omnibus context (Oc, 2018). However, focusing on the variety of contextual factors at the omnibus and discrete level explains the dynamism of leadership in relation to different facets of well-being This research, therefore, sought to examine both kinds of contextual factors because the discrete context is embedded in the omnibus context (Johns, 2006), and to explain the role of the discrete context in relation to EWB, and to understand the underlying role of the omnibus context.

The perspective of both loci of leadership provided a better picture and detailed explanation of the relationship between leadership behaviour and EWB. Furthermore, these two perspectives delineate some important contextual factors that affect leadership behaviour, EWB and the relationship between leadership behaviour and EWB. Lastly, leader and faculty perspectives helped in identifying some of the underlying mechanisms that affect the leadership process.

7.2 Understanding the Leadership process

This section outlines the process through which leadership behaviours affect employee well-being in higher education institutions of Pakistan, as presented in Figure 7.1.

This section first presents the arguments regarding the effect of the omnibus context on leadership choices which, in turn, affect EWB. Then, the section explains the role of the omnibus context

(social, legal, economic, political factors) in relation to EWB. Further, it discusses the relationship between the discrete context (psychosocial hazards) and EWB. Subsequently, this section discusses the relationship of leadership behaviour with psychosocial factors (job demands and job resources) and EWB. Lastly, it delineates the underlying mechanisms that transfer the impact of not only the omnibus context but, also, enables leaders in controlling the discrete context.

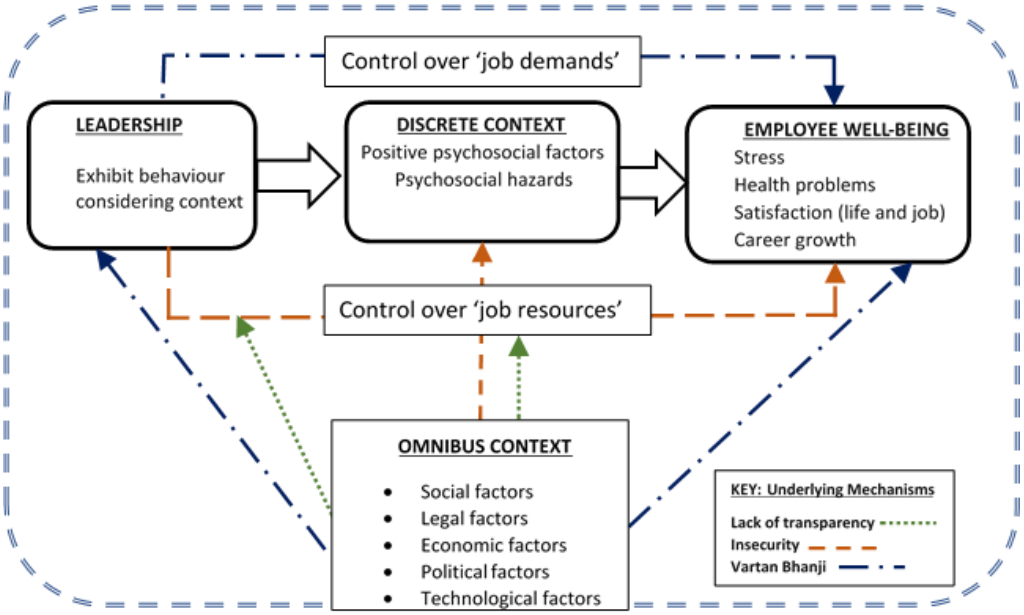


Figure 7-1: Leadership process re-visited – Expanding the conceptual model

7.2.1 Omnibus context, leadership and employee well-being

It is argued that HEIs function as the sub-structure; a part of the broader structure called the state (Bhaskar, 1989, Mingers, 2014). As mentioned in Chapter 3, various interacting sub-structures, as part of the main organisational context, generate events (Wynn and Williams, 2012). These sub-structures normally include social structure, discursive entities, and culture (languages) (Fleetwood, 2005). Thus, social status, general attitude towards work and norms relating to work-family conflict contribute towards the well-being of faculty members directly and indirectly through leaders. Considering the context as an open system it is claimed that employee well-being is affected via different mechanisms in the HEIs of Pakistan. Furthermore, structures via different mechanisms are responsible for different events and experiences (Sayer, 2000). These underlying

mechanisms explain the important role of the leadership process, as outlined in Figure 7.1, and discussed in section 7.2.5.

The research findings clearly highlight that the broader national context not only affects the health and well-being of faculty members but, also, the leadership choices and the impact of those choices on faculty member well-being. Drawing on the extensive review of literature, it is argued that national culture affects the impact of leadership on employee well-being (Lam and Xu, 2019, Li et al., 2020, Lin et al., 2013). Context is very much relevant in leadership research (Liden and Antonakis, 2009), and the results further reflect that the discrete context is embedded in the omnibus context (Johns, 2006, Oc, 2018). Macro-level omnibus contextual factors not only affect the regulatory agency (HEC) and framework of HEIs but, also, the psychosocial factors and choices leaders make while implementing various policies. For example, there could be a formal procedure to file an appeal or a complaint against the leader, but it can easily be hijacked by the leaders. Once a complaint is launched, a leader can exhibit a variety of negative behaviours to add to the stress of the complainant. As discussed in the section on context (Section 2.5.3) in Chapter 2, individuals are generally prone to tolerate such abusive behaviours (Carsten and Uhl-Bien, 2013, Carsten et al., 2010) due to various factors such as high power distance, poor economic conditions, personal characteristics, and leaders are rarely questioned on their choices and decisions. Even if someone dares, they have to fight a long battle and the procedure for being heard and receiving justice is quite slow (Islam, 2004).

While taking into account the contextual factors, it has been also been highlighted that leaders exhibit different behaviours depending upon the situation's requirement. The literature supports the notion that focusing on a variety of leadership behaviours would improve the specification of the leadership process (Fischer et al., 2017). Even though Yukl's (2012) taxonomy of leader behaviour, including task-oriented, relations-oriented, change-oriented or external are claimed to be heterogeneous (Diego et al., 2017), this research takes an opposing stance and argues these as homogeneous, because these behaviours tend to get the work done. This is because the studies found that subordinates/faculty members view leader behaviours based on the criteria of outcomes related to their health, safety and well-being (Clarke, 2013). This implies that if the impact of leadership behaviours is harmful, these could be viewed as what Bass and Steidlmeier (1999) label '*pseudo behaviour'*. For example, while exhibiting 'monitoring operations' (one of the task-

oriented behaviours), a leader exerts excessive control, and demands compliance and obedience from subordinates. Similarly extant research says that 'empowering leadership' (one of the relations-oriented behaviours) not only enables but also burdens subordinates greatly (Cheong et al., 2016) as there is a thin line between empowering leadership and the laissez faire approach[24] (Wong and Giessner, 2016).

It is argued that, many times, leaders exhibit behaviours that appear to be an effective leadership behaviour (Yukl, 2012) but, actually, reflect the leader's self-serving motives and exploitative behaviours, that leave harmful effects on subordinates. The existing line of research also supports the notion that such 'pseudo' behaviours lead to increased stress among subordinates, particularly in countries which are high on uncertainty avoidance and power distance (Hofstede et al., 2005, Lin et al., 2013, Syed et al., 2020). Another possible explanation of viewing leader behaviours as homogenous is that, in a developing country like Pakistan, individuals are more interested in rewards or outcomes, rather than the processes and procedures which lead to these outcomes, thereby rendering the various behaviours exhibited by their leaders as homogenous (Raja et al., 2018).

7.2.2 Omnibus context and employee well-being

Although the research evidence highlights that the external conditions surrounding organisations could have harmful consequences, not only for employees but also for the organisations, this has often been ignored in organisational behaviour research (Guest, 2017, Johns, 2006, 2018, Oc, 2018). Various national (omnibus) contextual factors outline the cultural factors in Pakistan such as social values and norms, legal and structural issues, economic condition of the state, and political situation, and their impact on leadership. For example, being high on collectivism promotes kinship ties that enable people to support and promote their 'close ones' rather than follow merit-based selection (Islam, 2004, Khilji, 2001). Also, the general attitude towards work affects their decisions when adopting new technology, which is in line with the existing research that changes in technology can affect work-related well-being (Guest, 2017), as some changes

[24]A passive leadership style that abdicates legitimate responsibilities (Yukl, 2010).

would be supportive, such as working from home, whereas some changes would present challenges by increasing work demands.

The increase in work demands is not only attributed to the increasing use of technology but also from the policies imposed by regulatory agencies (HEC in this case). The effectiveness of these agencies is crucial, not only for the faculty members but, also, for the universities. Unplanned policies and their implementation such as the introduction of new criteria for promotion (Abbasi, 2020), delays in procedures such as the appointment of VCs in the respective universities (Ashfaq, 2019, Lodhi, 2011) and embezzlement of funds (Hoodbhoy, 2019b) were found to severely affect the career growth of faculty members. Furthermore, the research findings also highlighted political interference as another source of stress for faculty members which has also been reported as a serious concern for universities and their staff, particularly faculty members, in previous studies (Hoodbhoy, 2018a).

7.2.3 Discrete context and employee well-being

The results of this multi-method research showed that the well-being of faculty members in Pakistan is generally poor. Various workplace factors such as extensive teaching and administrative workload leading to time pressures, lack of basic infrastructure, hurdles in career development, poor interpersonal relationships, are identified as sources of stress among faculty members in public sector HEIs. Insufficient time for the preparation of teaching, and to undertake research activities are also sources of frustration for many. These stressors are broadly in line with the existing research (Darabi et al., 2017); however, unfortunately, this list of issues has grown as more stressors have been identified. For example, although the existing literature has discussed poor relationships with colleagues and reduced manager support (Kinman and Wray, 2014), poor relationships with support staff has been highlighted in this research.

Extensive workload was identified as one of the important stressors because faculty members believe they cannot conduct research and deliver teaching sessions as they intend to. Existing research reports similar findings related to workload and resulting dissatisfaction (Darabi et al., 2017, Tytherleigh et al., 2005), as faculty members mostly have to spend extra/unpaid hours every week (Fontinha et al., 2019). In terms of extensive workload, an overall surge in the number of students has taken place due to an increase in the number of programmes offered by universities.

Furthermore, faculty members also complained about administrative assignments and argued that such tasks are, which Court (1996) also refers to as 'paperwork', a waste of time that can be used instead in 'core' teaching tasks. This argument is consistent with those of Darabi and colleagues (2017) who, in their qualitative analysis of academic jobs, argue that heavy administrative demands interfere with both teaching and research activities. Indeed, the changes in HE that started about two decades ago (Kinman and Jones, 2003) across the globe, have also been found to negatively affect faculty members in this research. This relates to not only workloads but also managing time to conduct research. In the light of widespread changes in policies and poor prospects for promotion, faculty members face even greater pressure when publishing papers. Recently the Federation of All Pakistan Universities Academic staff association (FUPASA) had negotiations with the HEC on newly introduced policies relating to a new database of acceptable journals for research publications (Abbasi, 2020), which has further exacerbated this pressure.

Working conditions of the universities may even worsen the situation. As the research results indicate, a lack of technical resources (e.g., equipment like workstations, related software, and relevant technical trainings) makes it more difficult for faculty members to perform their tasks. Most universities lack basic infrastructure, such as extremely poor conditions of buildings with broken fans and windows, poor sanitary conditions, minimal heating and air conditioning facilities, lack of clean drinking water, etc. Nevertheless, one or two universities had better work conditions which also shows that it may be a 'game of resources', as some universities manage to obtain a good share of funds from the HEC, whereas some newly established universities are short of even the basic equipment needed for teaching and research. The extant literature highlights the lack of infrastructure in developing countries (UNESCO, 2020), particularly in the education sector (Akyeampong, 2005, Balasubramanian et al., 2009),

Hurdles in career development emerged as another important stressor that was found to affect the mental health of faculty members in HEIs in Pakistan. Both stakeholders (faculty members and leaders) highlight issues such as hurdles in pursuing doctoral studies, attending conferences, training and seminars, etc. Although, these can be attributed to the availability of minimal opportunities, they have been related to the discretion of leaders. Participants have used different terms like 'Chairperson/HoDs/Director' but, from the context of their communication, it appears that immediate leaders were their main concern and not the distant leaders. Poor levels of support

(for teaching, research and administrative tasks) turned out to have a strong influence on the well-being of the faculty members. This is in line with the existing research evidence that supports the impact of leadership on EWB (Chamorro-Premuzic, 2019, Donaldson-Feilder et al., 2013, Inceoglu et al., 2018).

Apart from increased work demands, time pressure, poor environment, equipment, hurdles in career development and poor interpersonal relationships (leaders, colleagues and support staff) also negatively affect the health and well-being of faculty. Working in HE has become a highly competitive and challenging profession, where the support of leaders, colleagues and even of the 'support staff' is eroding (Wray and Kinman, 2020). Deteriorating relationships have been noted, which are generally illustrated by bullying and interpersonal conflicts. Research evidence suggests that bullying in academia has become more common and linked to increased competitiveness, threats of professional status (Clark et al., 2013, Pheko, 2018) and heavy workloads (Wray and Kinman, 2020), as also found in this research. Mainly, bullying is attributed to poor leadership practices (Björklund et al., 2020) and also explains the importance of working conditions in reducing satisfaction with workplace relationships.

7.2.4 Leadership, discrete context, and employee well-being

One important finding that emerges from the data is that leaders control job demands and job resources. Although allocation of resources is part of the leader's legitimate authority, findings highlight misuse of authority, which result in resource allocation being different from that defined in policies (Einarsen et al., 2007, Liu et al., 2012). This highlights leader behaviour as a serious concern for employee well-being, which was evident from the responses of both leaders and subordinates. Where subordinates (faculty) mostly shared experiences of increase in job demands and biases in providing job resources, leaders reflected on their practices of decreasing job demands appropriately and providing (possible/reasonable) job resources. Also, leaders mentioned that they have control over demands and resources but only discussed the supportive behaviour that could be the implication of self-serving bias (Heider, 1982). Leaders tend to manage public impressions with popular techniques, particularly when they have not seriously implemented those (Johns, 1999). However, subordinates/faculty also mentioned about destructive behaviour (Einarsen et al., 2007, Liu et al., 2012) where leaders increase job demands, impose time pressures

or restrict the supply of resources. Leadership behaviours, even positive ones, have been found to work as a '*double-edged sword'* (Diebig et al., 2016), thus, increasing work demands or appearing supportive by providing job resources. For instance, promoting innovation (one of the change-oriented behaviours) can positively affect employee mental health (Diego et al., 2017) while, at the same time, could lead to increased employee stress (Diebig et al., 2016).

Following up on the leader's claim that they support faculty by reducing work demands and increasing job resources resonates with what Wrzesniewski and Dutton (2001) label 'job crafting'. Although job crafting is a core individual feature (Wrzesniewski and Dutton, 2020) instead of being directed by others, recent literature supports the argument that leaders, through their behaviour (empowering, engaging, and transformational leadership), can stimulate job crafting behaviour (Mäkikangas et al., 2017, Thun and Bakker, 2018, Wang et al., 2017a). It is also possible that job crafting can be endangered by lack of leader support, individual differences (Kim and Beehr, 2020) and availability of opportunities. Faculty members clearly reflected that any initiative, such as the pursuance of doctoral studies, conducting research, attending conferences, improving skillsets through training courses and seminars, can only be fruitful with the extent of opportunities available and, most importantly, with the support of the leader. So, if leaders are not supportive then employees cannot re-design or re-craft their jobs, which leads to burnout. This remains a big unaddressed issue, and continues to remain a challenge in organisations and, generally, is the result of 'poor leadership' (Chamorro-Premuzic, 2019, CIPD, 2008, Einarsen et al., 2007).

The findings of this research also suggested that leaders are expected to provide economic as well as social resources (psychological support, supportive environment, etc.) to ensure the health, safety and well-being of subordinates which is supported by the existing literature (Milner et al., 2013). Research participants showed greater concerns about the fair provision of job resources in comparison with increased job demands. A possible explanation is that faculty members accept the work requirements and normally manage to deliver as expected/required. However, if resources (e.g., supportive environment) are distributed unequally, then this leads to dissatisfaction and mental stress. This preference of job resources is consistent with the scholarship which supports a broader perspective of the supportive environment by bringing in not only social support but also a positive safety climate (Nahrgang et al., 2011) and psychosocial safety climate (Dollard

and Bakker, 2010, Dollard et al., 2017). Further, leaders can also support by reducing the quantity of work, minimising time pressures and emotional demands.

Overall, the research results highlight the importance of leadership behaviour as an antecedent of the safety climate. This research extended the leadership literature by explaining that leaders, while exhibiting different behaviours, contribute towards improving the work environment. Idris and colleagues (2015) argue that the psychosocial safety climate of the organisation actually conveys the leadership behaviour. This is partially in line with the previous research (Clarke, 2013) that claims that a combination of leadership styles (i.e., transformational and transactional) can only be effective in ensuring the safety climate at the workplace. Nevertheless, criticism on the conceptualisation and measurement of transformational leadership (van Knippenberg and Sitkin, 2013) provides an answer to the contradictory findings of the relevant research studies (Pilbeam et al., 2016). This research, however, covers this gap by providing clarity in leadership behaviour (through using Yukl's taxonomy) and explains that leaders exert health, safety and well-being outcomes through using different paths (controlling job demands and job resources). Furthermore, this research adds to the literature by studying the role of leadership with regard to health, safety and well-being outcomes in a low hazard sector (service sector) (Pilbeam et al., 2018).

Drawing on the JD-R, debate on the association between leadership and job resources has evolved, i.e., from 'leadership' being part of 'job resources' (Demerouti and Bakker, 2011, Demerouti et al., 2001, Nahrgang et al., 2011) to being different from 'job resources' (Bakker and Demerouti, 2017). The findings of this research clearly indicate that leadership is different from job resources, and that leaders control job resources and job demands. Furthermore, the qualitative data helped identify the underlying mechanisms that strengthened leaders in controlling job demands and job resources.

7.2.5 Underlying mechanisms

The comments from various faculty members clearly reflected leaders misusing their power. Nevertheless, even faculty members facing the repercussions of this misuse of power normally do not question it because of the underlying mechanism of '**fear of economic insecurity'** that Pakistani culture endorses (Synnott, 2009). For example, fear of facing consequences at the

workplace where leaders can go to any extent to cause trouble for someone. This fear is, arguably, linked with the economics and social values of the country (Islam, 2004). Research evidence shows that economic pressure is one of the main factors responsible for increasing such incidences and severity of occupational stress (Nicola et al., 2016). One works to earn a respectable living in the society and does not want to lose that as there are few developmental opportunities in Pakistan.

Furthermore, leaders engage in such behaviours because of their insecurity, they attempt to stop someone growing to save their position and authority (Synnott, 2009) because of the fact that, generally, individuals are involved in creating hurdles for others rather than using their energies in the right direction such as availing opportunities. This is also evident from the fact that Pakistani culture endorses the 'status quo' (Islam, 2004), where leaders, and even subordinates, discourage change because leadership yields power and leaders do not want to lose that power and position. As discussed in Chapter 2 (Section 2.5.3), to get the routine tasks done one has to do 'sipharish' (seek favours from leaders). So, having a good relationship with the leader can be helpful to an employee in a variety of ways. This is very common in Pakistan that, even after the delivery of basic rights, leaders communicate to subordinates that they have given a favour (Pellegrini, 2011).

Faculty members highlighted that even if they try to file a complaint, higher leadership mostly supports leaders, rather than the complainant. This is evident from the comments of various participants of study 2 where HoDs did not let them benefit from basic rights such as getting an exemption in workload as per policy, or even creating hurdles in submission of a PhD thesis. Research evidence shows that when a faculty member tries to complain, the higher management of the university has been found to support the leaders (Jabeen and Moazzam, 2014).

Further, the qualitative data showed that faculty members are not aware of their rights, and if they try to access the policies, rules and regulations, they face many hurdles along the way. This lack of awareness clearly reflects the '**lack of transparency'** in organisations. This lack of transparency is one of the traits of poor governance in the state and, thus, sets the stage for leaders to do whatever they want. Leaders take bold and unjust decisions and, consequently, faculty members face exploitation because they are unaware of their basic rights and job requirements. This issue is not only at the university level but also prevails broadly in the HE sector. For example, the VC appointment process has many loopholes. Similarly, private sector universities manage to control the main bodies of the HEC. This gets transmitted at the university level where the necessary

information is not shared with faculty members. A lot of confusion exists as interventions have been introduced by governments and, resultantly, colleges have been upgraded to universities, but without proper planning and needs assessment. Consequently, many issues emerged, such as the service rule has not yet been defined in sixteen 16 years for those faculty members who have been working under provincial government and there is no clarity on policies if they move to the university service (Qasim et al., 2015)

Furthermore, the data from the interviews clearly showed that some leaders go out of their way to support particular faculty members. These practices of favouritism are very common in the implementation of organisational policies, and HRM practices in Pakistan and labelled as '**Vartan Bhanji'** (Saher and Mayrhofer, 2014). Vartan Bhanji is a social norm and framework of institutionalised custom of gift/service exchange and is common in Pakistan (Saher and Mayrhofer, 2014). This mutual exchange is not limited to family ties but is also observed with non-relatives for social integration, where both parties feel obliged to each other (Islam, 2004, Khilji, 2003). The interview data from faculty and leaders clearly indicated that leaders are biased in their distribution of resources and towards job demands. Pakistani culture, endorsing collectivism, promotes this mutual exchange at the workplace. Consequently, merit is compromised which leads to those who are not well-connected suffering. The interview data clearly showed that appointments are very much influenced through this Vartan Bhanji. Resource allocation is based on relationships with leaders. These underlying mechanisms (fear, lack of transparency and Vartan Bhanji) contribute to the leadership process and further enable leaders' decisions concerning the distribution of job demands and job resources. This, also, partially explains why workers often tolerate management practices until they reach a limit and then suddenly erupt with grievances (Cooke et. al., 2018).

7.3 Overall contributions

This section focuses on the overall contributions and limitations of this research in the light of the findings. It first emphasises the key theoretical and practical contributions of the research highlighting implications for policy and practice, followed by the discussion of limitations and directions for future research.

7.3.1 Research and theoretical contribution

The key contributions of the thesis, considering the findings of the three studies, are theoretical, methodological and empirical in nature and are mutually informing. This section first outlines the contributions to the leadership literature, followed by the contribution to employee well-being literature. It also discusses the utility of JD-R in the leadership and employee well-being research. Finally, it presents the contributions to the literature considering the context being studied.

Following the calls of existing research, i.e., Montano et al. (2017) and Inceoglu et al. (2018), this leadership research took an occupational health perspective rather than focusing on the performance aspect as predominant in leadership research. It outlines the leadership process focusing on the middle layer of organisational hierarchy through which leadership influences EWB, taking into account the influence of multi-level contextual factors. The said leadership process moves the middle level leadership process literature (DeChurch et al., 2010, Jaser, 2021) and unveils the underlying mechanisms that explain the complex and multifaceted roles of middle-level leaders (e.g., 'influencer' and 'influenced'), and the causal relationship between leadership behaviour and employee well-being.

This main, novel contribution of the thesis presents the leadership process based on a multi-stakeholder perspective while appreciating the interaction of multi-level contextual factors which is currently lacking in leadership research (Fischer et al., 2017, Oc, 2018). The comprehensive process also highlights the underlying psychological mechanisms (Davis and Marquis, 2005, van Knippenberg and Sitkin, 2013) that explain why leadership and workplace characteristics affect EWB in the study context and, additionally, influence the effect of leadership on well-being. This main contribution to the leadership process is significant to the literature in several ways.

First, this moves the literature on the leadership process forward by taking an 'integrative' perspective (Meuser et al., 2016) and empirically reflects that one leadership style/behaviour cannot explain the leadership process. There is a dearth of research in the leadership literature studying different supporting leadership behaviours together. Nevertheless, leadership behaviours build on each other (Bass and Bass, 2008, Fischer et al., 2017). Therefore, drawing on the strong suggestion within the leadership literature that multiple leadership behaviours need to be studied simultaneously (Antonakis and Day, 2017, Dinh et al., 2014, Fischer et al., 2017, Kelemen et al.,

2020, Meuser et al., 2016) and considering the limitations of existing research (Banks et al., 2018, Banks et al., 2016, van Knippenberg and Sitkin, 2013), this research uses Yukl's taxonomy that does not confound the outcomes (Behrendt et al., 2017). This thesis progresses these rare efforts of leadership process literature (Fischer et al., 2017) yet is more comprehensive in scope and nuanced in focus. Engagement of the said comprehensive conceptualisations explains the more specific, and double-edged role of leadership behaviours, thereby adding clarity to the leadership process.

Second, the role of multi-level contextual factors was explained, and the thesis spotlights another important condition affecting leader behaviours and employee well-being to better explain the leadership process. While existing leadership research has studied components of the discrete context in isolation (Oc, 2018), this leadership research bridges the gap using workplace psychosocial factors (Leka and Cox, 2008, Leka and Jain, 2010) and comprehensively explains the role of the discrete context in the relationship between leadership behaviour and employee well-being. There is a dearth of research studying both the omnibus and discrete context (Oc, 2018), to explain the role of the discrete context which is embedded in the omnibus context (Johns, 2006). This thesis extends the leadership process literature by focusing on a multi-level-context, and highlighting the unique nexus of influences of underlying structures and mechanisms (Fleetwood, 2004). The thesis moves away from the idea that views structures and mechanisms as 'substitutes of leadership' by advocating that these do not replace leadership but, rather, facilitate the process. In this regard, new insights have been developed, conversing with and building on the dynamism of leadership, and its association with context and well-being based on stakeholder (leader and subordinate) experiences. Put simply, this thesis integrates a top-down and bottom-up understanding of leadership influence, to arrive at an understanding of the leadership process.

Third, the thesis provides an improved understanding of the role of leadership in JD-R theory. This thesis moves beyond the predominant view which acknowledges leadership as 'leader support' with a focus on the 'relationship between leader and subordinate'. The leadership function at different levels, for example senior level management/leadership, influences the psychosocial safety climate at the organisation because it partakes in defining policies and outlining procedures (Dollard and Bakker, 2010, Idris et al., 2012). The thesis introduces a third view which largely relies on the existing knowledge and perspectives of research participants (leaders and faculty

members), considering the dual role of middle level leaders. To the extent of review implemented in this research, the theoretical position represents a step forward regarding the control leaders have on workplace psychosocial factors. Previously, the role of leaders had been acknowledged in JD-R either as a 'resource' (in the form of leader member relations/leadership support), or as an 'organisational resource'. More precisely, drawing on JD-R, this thesis highlights the additional role of middle level leaders who, while managing workplace operations, allocate job demands and job resources to subordinates and, potentially, affect employee well-being. Furthermore, the thesis highlights several occupation-specific job demands and job resources which have rarely been studied while appreciating the discrete context (Fletcher et al., 2020) and omnibus context (Fan et al., 2020) in a developing country.

A further, related, contribution of the thesis is through expanding the understanding of underlying mechanisms involved in the process. Indeed, Inceoglu and colleagues (2018) indicate that most of the research in this area lacks in the provision of justification for the choice of a theoretical approach. This was carefully considered in this thesis (Section 2.3) as it appeared essential to link leadership behaviour to employee well-being through workplace psychosocial factors. Therefore, the existing literature, which provides limited evidence for the leadership process in relation to EWB, is extended through explaining underlying mechanisms using JD-R theory (an occupational stress model) which offers a comprehensive framework for understanding the effects of job strain on various indicators of EWB (Bakker and Demerouti, 2017). JD-R, through two processes (such as health impairment and motivational), explains the role of the working environment towards EWB.

Fourth, the thesis contributes to the ongoing 'search for answers' in the field of employee well-being as it provides awareness about some of the poorly understood requirements (short term and long term) (Kowalski and Loretto, 2017). For example, it highlights important omnibus contextual factors (social, legal, economic and political) affecting well-being which have been acknowledged elsewhere in social sciences but have not been appreciated in the well-being literature. Studying employee well-being while considering the context led to meaningful interpretations of the findings and development of new explanations (Johns, 2006), particularly by exploring the interaction of multi-level contextual factors (omnibus and discrete). The comprehensive approach in this thesis is consistent with the recommendations of scholars such as Kowalski and Loretto

(2017) and Inceoglu et al. (2018) for better understanding of the role of the contextual working environment with regard to employee well-being. In particular, this entails providing a holistic view by discussing multi-level contextual factors that influence the development, maintenance and sustainability of well-being in addition to the role of leadership which is currently lacking in the literature (Inceoglu et al., 2018). Lastly, considering employee well-being as more than a single component (such as job satisfaction, stress, burnout, irritation), this thesis contributes to the literature by pointing to different paths/mechanisms through which leadership behaviours work for employee well-being. Overall, it adds value by reviewing and explaining the nature of boundaries between occupational health psychology management systems, and approaches to environmental control, and employee health across the developing world.

This study also makes several methodological contributions. Explanatory sequential mixed methods research design, multi-level strategy and complementarity purpose all provide valuable insights into the explanation of the leadership process while considering the contextual factors in relation to EWB. The methodology has engendered new insights into the leadership process in the specific context in which attention to occupational health is limited. Moreover, it allows the researcher to account for both perspectives (leader and subordinate) in a way that highlights (in)consistencies (among participant responses) and associated challenges. There is a dearth of qualitative research in the well-being (Fan et al., 2020, Thin, 2018) and leadership literature (Bryman, 2004, Parry et al., 2014). The quantitative study looked at the relationships between the constructs, and the qualitative studies provided in-depth causal explanations. In addition, unlike quantitative studies, qualitative studies do not suffer from endogeneity and it is easier to unpack which outcome is caused by which factor (Fan et al., 2020). Overall, the thesis shows how a hermeneutical approach improved the understanding of leadership influence on employee well-being by moving from preunderstandings (the literature, the researcher's role) to understandings (the data, new interpretations), and successfully (re)defining the leadership process (Section 7.2).

By situating this research within the empirical setting of well-being in HE in Pakistan, this research uncovers how the challenges faced by faculty members and leaders plays out in a developing country which scores high on collectivism and power distance. It is evident that the thesis elicits new insights into workplace psychosocial factors and their potential impact on the work-life of academics while appreciating the role of various national level factors. It is evident that

'developing' and 'developed' countries are different in their approaches towards well-being, and these differences are not well drawn out in the literature (Fletcher et al., 2020), particularly when related to occupation-specific issues and associated work-related stress (Pignata et al., 2018) considering the broader context of a developing country (Fan et al., 2020).

Furthermore, it is one of the few studies focusing on EWB in a non-western country, where psychosocial workplace factors have been rarely studied before, and occupational health and safety has been a neglected area. The thesis contributes to promote the well-being of academics in the context being studied, for example, by underscoring workplace resources that contribute to flourish employee well-being (Bakker and Demerouti, 2017) and further highlighting various loopholes in the policies and procedures of the HEC and universities. Overall, the research results potentially add to the cross-cultural literature and enhanced practical relevance of HR practices (Farndale and Sanders, 2017) by taking a holistic approach to leadership and employee well-being that encompass multi-level contextual factors and present a better kaleidoscope of the leadership process with regard to employee well-being.

7.3.2 Implications for policy and practice

This research suggests that policy makers, academics and practitioners need to develop a contextual and holistic understanding relating to the multilevel issues and challenges that contribute to faculty health and well-being. The implications of the research findings are discussed in the next section. First, some implications at the national level are outlined, followed by some at the university level such as to revise some of the existing HR policies considering the context, and to train both leaders and faculty members.

First, the thesis highlights the need to take initiatives at the national/societal level to pay attention to occupational health and safety in Pakistan. Broadly and briefly, the most needed action is to carefully review existing policies and to identify loopholes in the system (Farooqui and Rahim, 2016). It is a pity that little attention is given to occupational health and safety and labour laws in Pakistan. As per an ILO report (2016a) "weak compliance with relevant laws and weak enforcement of legal sanctions erodes worker rights while contributing to poor work conditions including unhealthy and unsafe workplace. In some areas, prevailing work environment put at risk the lives, health, freedom, human dignity, or security of workers" (p. 16). Pakistan has inherited

various laws from Britain such as the Factories Act 1934; however, it seriously lags behind in implementation (Farooqui and Rahim, 2016). It is argued that existing laws are complex and do not extend to the entire workforce (ILO, 2016a). Although, recently, there have been some attempts towards defining labour laws, for instance, the provincial government of Sindh has defined and implemented occupational safety and health laws in Sindh (ILO, 2016a), and the American chapter of Pakistan Engineering Council (PEC) has informally outlined a proposal for an occupational safety and health law for Pakistan (PEC, 2018), such initiatives have not been actioned at the national level, and are strongly needed. Further, the thesis strongly advocates the need to increase higher education funding in Pakistan, to improve the working environment of academics.

Moreover, the thesis acknowledges the need to place employee well-being at the forefront of HR policy (Kowalski and Loretto, 2017). In this regard, the findings encourage a sensitive and careful approach for top management to offer different arrangements to employees for their training, performance management, information sharing, role clarity and work-life balance. It is argued that HRM research in the Asian context is heavily influenced by western-developed concepts, theories and methodological tools (Cooke, 2018). The HR practices need to be consistent with the local context because application of western philosophy-based management approaches in the Asian context may not be useful.

Put simply, this thesis provides the HE sector in Pakistan with a more detailed understanding of the key areas which affect the health and well-being of faculty members. Thus, while interpreting well-being issues in the study context, the nexus of the top–down institutional environment (underpinned by political ideology, law and order situation, economic conditions) and bottom-up approach (reflected through societal values) (Cooke, 2018) would serve to promote well-being. In this regard, findings suggest indigenous initiatives by the federal and local government to establish a fairer system for promotion of employee well-being (Cooke, 2018).

The findings of the research are strongly consistent with the gap between policies and their implementation in Pakistan (Khilji, 2003, 2004, Wong-MingJi et al., 2014), that can be addressed by outlining policies and procedures appreciating the context, and properly enforcing the *'rule of law'*. It is evident that implementation of human resource management practices in HEIs in Pakistan is far too complex. Similar to most of organisations in Pakistan (Khilji, 2004) many universities do not have formal human resource departments, although some have recently set them

up. It is argued that, without consistent implementation of policies, a well-designed HR system may not give the best intended outcomes (Kehoe and Wright, 2013). In this regard, the development of a professional body (like SHRM or CIPD) is recommended in order to promote professional HR practices in Pakistan.

Additionally, thesis recognises the *'lack of justice'* as leaders practice nepotism on various grounds (Mashi, 2018). Pakistan is a low-income country where institutions are not well-resourced, but it does not provide justification for a leader's unjust treatment. Although, various top-down and bottom-up factors contribute to the 'learned helplessness' and tolerating such behaviour, the situation can be further improved through establishing a process that provides everyone with access to basic rights. In this regard, setting up 'vigilance control mechanisms' is recommended which enable employees to raise their voice against undesirable leader behaviours (Krasikova et al., 2013).

The thesis offered insights into both constructive and destructive leadership behaviours, and the potential impact on EWB, in the context of HE in Pakistan. Mainly, this thesis advocates an effective leader selection process to avoid the harmful effect of destructive leadership behaviour (Schyns and Schilling, 2013). Further, adoption of leadership development programs and organisational health interventions for leaders is needed given their impact on EWB (Kaluza et al., 2019). It closely follows that training should be given to leaders to contribute towards creating a positive working environment (Burton, 2010, Day and Dragoni, 2015) as the findings reveal various incidences of bullying and sabotaging which are either executed or facilitated by the leaders. There may be some situations where existing organisational culture, and/or colleagues push leaders to exhibit harmful behaviour towards others. In this regard, not only competent but, also, ethically and morally strong individuals need to be appointed to leadership positions (Lemoine et al., 2019), who can be rewarded later for exhibiting effective behaviours (Nayak et al., 2016).

The research findings recommend targeted professional development which is more tailored to leader roles. A streamlined, coherent and indigenous professional development model would be useful to provide leaders with genuine, meaningful, and sustainable professional learning and optimise their potential capabilities. At the same time, an institutional mechanism that supports leaders' self-directed learning in a sustainable manner is needed, because these key players hold

specific roles with their situated needs in their workplace. In this vein, offering development programs considering the connecting nature of these middle level leaders (Jaser, 2021) is recommended. These middle leaders are subordinate to the top management (upper levels in the hierarchy); thus, they should also be trained to influence those higher in the hierarchy. This would enable them to develop their skills including both downward and upward influencing. In addition, these leaders are pulled in both directions and, thus, should be offered emotional support such as coaching or safe platforms for conversations or sharing (Jaser, 2021). Further, since middle level leaders are distinguished by their knowledge of day-to-day operations (Wooldridge et al., 2008), their insight into strategy building is recommended.

The findings of the research strongly advocate the well-being of academics in Pakistan and highlight the need to place greater priority on well-being indicators (such as job satisfaction, health and stress). This clearly suggests providing support to faculty members such as workshops (face-to-face or online) and other resources, in order to help faculty members improve their skills and deal with stress and related issues. Further, the findings recognise that withstanding mental health challenges and dealing with stress and anxiety is the sole responsibility of faculty members (Lashuel, 2020). In this regard, training faculty members to remain proactive in pursuit of a work-life balance, or seek assistance when needed, is recommended (Lashuel, 2020). In addition, the research findings highlight the need for the re-introduction of professional codes of conduct, and promotion of moral and ethical behaviour that would enable members of the academic fraternity to avoid the exhibition of harmful behaviour towards each other.

Overall, there is a need to advocate change, by calling for effort to understand factors such as the national context and work environment that may contribute to stress and mental health crises in academia. Collectively the practices outlined above would contribute towards developing a healthy and safe working environment in HE in Pakistan.

7.3.3 Limitations and avenues for future research

This section addresses the limitations of the research and suggests avenues for further research. The present study has been one of the first attempts to thoroughly examine how leaders use job demands and job resources to affect EWB. Nevertheless, this study has several limitations. The inherent paradox of studying only public sector universities in Pakistan is a potential limitation. I

hope to have intermediated this limitation by having Pakistani and non-Pakistani researchers working concurrently. Since this research aimed to study the context, I therefore chose a particular sector to understand the dynamics of various contextual factors. Moreover, as this study was limited to the HE sector in Pakistan, aligning (Lincoln and Guba, 2000) with the broad research aims, generalisability was not an overall research goal. Developing countries such as Pakistan have different social, legal, economic, political and technological contexts. These aspects can condition policies related to psychosocial factors and employee health and well-being issues; thus, further research is recommended to focus upon different occupations to understand the psychosocial working environment and health and well-being of employees in Pakistan.

The second limitation lies in the sample size. Although, this thesis provides multiple perspective of leaders and faculty members, future research with larger sample sizes and diverse participants (e.g., University Registrars, members of the HEC) is suggested in order to extend the results. Another related limitation of this research is the reliance on cross sectional data. Following the research aim of considering both leader and subordinate perspective led to collection of cross section data due to time and resource constraints. Leadership process evolves over time, therefore, future studies may use multiple point data collection, or longitudinal method (Fischer et. al, 2017) to examine how leadership effect unfolds over time on employee well-being.

Although, the survey and interview data reflected the diverse perspective, the subordinates' individual differences such as 'personal resources and/or personal demands' may affect their capability to handle unforeseen situations (Bakker and Demerouti, 2017). Nevertheless, this third limitation is an opportunity for future research, by also exploring the role of 'personal resources and/or personal demands' while studying the leadership process in relation to employee well-being. Such an opportunity could highlight key strategies that individuals use to function well in the workplace. These strategies can then be used in employee training.

7.4 Conclusion

Work is a critical part of most of our lives and is, no doubt, good for us (Waddell and Burton, 2006); our work life is very much influenced by the environment - its different components including workplace characteristics (Leka and Iavicoli, 2017) and, as also highlighted in this

research, by leadership behaviours (Chamorro-Premuzic, 2019). The evidence clearly indicates that work characteristics significantly affect job satisfaction and engagement (Jain and Leka, 2019), but less is known about how leaders use these workplace characteristics as mechanisms to affect EWB.

Leadership does not exist in isolation, context matters and affects leadership behaviours. Therefore, a detailed analysis of contextual factors in the higher education sector was carried out in this thesis, with a focus on the HE sector in Pakistan. Currently, the HE sector is moving from being a collegial to a more market-oriented environment (Shin and Jung, 2014); thus, universities are increasingly becoming stressful workplaces (Winefield et al., 2014). In this context, this thesis builds on previous literature and explains the process through which leadership affects EWB.

In summary, the situation of HEIs in Pakistan is complex due to various challenges and the prevalence of a poor psychosocial work environment. This research highlights how leaders control psychosocial factors using job demands and job resources as different paths to affect EWB. Multi-level contextual factors also play their role in the leadership process where, on one hand, omnibus factors including societal dynamics, national economic conditions, HEC regulations, political and technological factors affect leader behaviours and, on the other, leaders broadly control various workplace factors such as employee workload, career development, provision of the needed equipment and organisational culture to affect faculty well-being.

To improve the health and well-being of academics, in Pakistan in particular, it is important to ensure that faculty members are aware of their basic rights and duties and, also, the processes to access these basic rights must be made simpler so that anyone can access them. The HEC needs to organise leader training not only for their development but, also, for creating a positive workplace environment. Furthermore, leaders do not have prime responsibility; rather, universities also need to recognise that they have a social obligation to ensure the health and well-being of employees. Consequently, integration of well-being issues into their strategies is required. Lastly, the academic fraternity is called to engage in social dialogue, follow a professional code of conduct, and exhibit ethical and supportive behaviour towards each other.

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Appendices

Appendix-I: List of universities

List of universities in Lahore

Sr. No.	**Name**
1	Government College University, Lahore
2	Information Technology University of the Punjab
3	King Edward Medical University
4	Kinnaird College for Women
5	Lahore College for Women University
6	National College of Arts
7	Pakistan Institute of Fashion & Design
8	University of Education
9	University of Engineering & Technology
10	University of Health Sciences
11	University of Veterinary & Animal Sciences
12	University of the Punjab
13	Virtual University of Pakistan

Appendix II: Questionnaire

Information for Research Participants

Thank you for agreeing to participate in the research project. Your participation in this research is voluntary, and you may change your mind about being involved in the research at any time, and without giving a reason. This information sheet is designed to give you full details of the research project, its goals, the research team, the research funder, and what you will be asked to do as part of the research. If you have any questions that are not answered by this information sheet, please ask. This research has been reviewed and given favourable opinion by the Nottingham University Business School Research Ethics Committee.

What is the research project called?

Impact of leadership behaviour on employee well-being: A case of higher education in Pakistan

Who is carrying out the research?

Wajiha Kazim, PhD student, Nottingham University Business School (research is partially funded by University of the Punjab).

What is the research about?

This research uses an integrative approach to examine the relationship between leadership, with a focus on leadership behaviours and leader-member exchange, and employee well-being (EWB). This research will focus on different loci of leadership to examine its impact on EWB. Furthermore, leadership is contextually rooted and does not exist in a vacuum. Context play its part in shaping leadership behaviours, and EWB. Considering its importance impact of contextual factors will also be studied.

What groups of people have been asked to take part, and why?

Researcher is interested in collecting data from higher education institutions in Lahore. Considering the importance of services of these institutions internal personnel related issues needs to be studied. Therefore, faculty members will be contacted to know about leadership behaviour, leader member relational dynamics, and impact on their well-being. Also, there are contextual factors that also affect leadership and employee well-being. Because leadership in universities mainly affects the faculty members and their well-being, and it is a phenomenon that requires to the perspective of both leaders and followers.

What will research participants be asked to do?

To fill a questionnaire would take around 30 minutes.

What will happen to the information I provide?

Data will be stored in a personal computer and will only be accessed by the researcher and the supervisors. University names will be replaced by X1, X2, etc. No personal information will be revealed to any party. However, where the size of university, date of establishment, and direct quotes might be used for the purpose of analysis with your permission.

What will be the outputs of the research?

Research thesis, journal papers, conference publications and book chapters, and might be useful to provide recommendation for leadership development, employee well-being and management of working conditions.

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LEADERSHIP BEHAVIOUR AND EMPLOYEE WELL-BEING

The purpose of the questionnaire is to get the perception of faculty members regarding impact of leadership on their health and well-being. This questionnaire has five sections; demographics, work environment, leader behaviours, leader member relations, and your health and wellbeing.

DEMOGRAPHIC INFORMATION			
Designation:	☐Lecturer	**Work Experience:**	_____ (years)
	☐Assistant Professor		
	☐Associate Professor	**Age:**	_____ (years)
	☐Professor	**Your University:**	_____
Highest Qualification:	☐Undergraduate/Masters (16 years)	**Nature of Employment:**	☐Regular/Permanent ☐Contractual
	☐MS/M.Phil. (18 years) ☐PhD		☐Visiting Faculty

YOUR WORK ENVIRONMENT

***Please choose the answer that fits best to each of the questions*.**

	Always	**Often**	**Sometimes**	**Seldom**	**Never/ hardly ever**
Do you get behind with your work?	☐	☐	☐	☐	☐
How often do you not have enough time for your work tasks?	☐	☐	☐	☐	☐
Is your workload unevenly distributed so it piles up?	☐	☐	☐	☐	☐
Do you have to work very fast?	☐	☐	☐	☐	☐
Does your work put you in emotionally disturbing situations?	☐	☐	☐	☐	☐
Do you have to deal with other people's personal problems as part of your work?	☐	☐	☐	☐	☐
Does your work require that you do not state your opinion?	☐	☐	☐	☐	☐
Do you have any influence on what you do at work?	☐	☐	☐	☐	☐
Do you have a large degree of influence concerning your work?	☐	☐	☐	☐	☐
Can you influence the amount of work assigned to you?	☐	☐	☐	☐	☐
Do you have any influence on HOW you do your work?	☐	☐	☐	☐	☐
Can you decide when to take a break?	☐	☐	☐	☐	☐

Can you take holidays more or less when you wish?	☐	☐	☐	☐	☐
Can you leave your work to have a chat with a colleague?	☐	☐	☐	☐	☐
If you have some private business is it possible for you to leave your piece of work for half an hour without special permission?	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐
How often do you get help and support from your immediate superior, if needed?	☐	☐	☐	☐	☐
How often is your immediate superior willing to listen to your problems at work, if needed?	☐	☐	☐	☐	☐
How often do you get help and support from your colleagues, if needed?	☐	☐	☐	☐	☐
How often are your colleagues willing to listen to your problems at work, if needed?	☐	☐	☐	☐	☐
Is there a good atmosphere between you and your colleagues?	☐	☐	☐	☐	☐
Do you feel part of a community at your place of work?	☐	☐	☐	☐	☐

	To a very large extent	**To a large extent**	**Some-what**	**To a small extent**	**To a very small extent**
Do you work at a high pace throughout the day?	☐	☐	☐	☐	☐
Is your work emotionally demanding?	☐	☐	☐	☐	☐
Does your work require that you hide your feelings?	☐	☐	☐	☐	☐
Are you required to be kind and open towards everyone – regardless of how they behave towards you?	☐	☐	☐	☐	☐
Do you have the possibility of learning new things through your work?	☐	☐	☐	☐	☐
Can you use your skills and expertise in your work?	☐	☐	☐	☐	☐
Does your work give you the opportunity to develop your skills.	☐	☐	☐	☐	☐
Is your work meaningful?	☐	☐	☐	☐	☐
Do you feel that the work you do is important?	☐	☐	☐	☐	☐
Are you worried becoming unemployed?	☐	☐	☐	☐	☐
Are you worried about it being difficult for you to find another job if you became unemployed?	☐	☐	☐	☐	☐
Are you worried about being transferred to another job against your will?	☐	☐	☐	☐	☐

Are you worried about the timetable being changed (shift, weekdays, time to enter and leave ...) against your will?	☐	☐	☐	☐	☐
Are you worried about a decrease in your salary (reduction, variable pay being introduced ...)?	☐	☐	☐	☐	☐
Are you satisfied with the quality of work performed at your workplace?	☒	☐	☐	☐	☐
At your place of work, are you informed well in advance concerning for example important decisions, changes, or plans for the future?	☐	☐	☐	☐	☐
Do you receive all the information you need in order to do your work well?	☐	☐	☐	☐	☐
	To a very large extent	**To a large extent**	**Some-what**	**To a small extent**	**To a very small extent**
Is your work recognised and appreciated by the management?	☐	☐	☐	☐	☐
Does your work have clear objectives?	☐	☐	☒	☐	☐
Do you know exactly which areas are your responsibility?	☐	☐	☐	☐	☐
Do you know exactly what is expected of you at work?	☐	☐	☐	☐	☐
Are contradictory demands placed on you at work?	☐	☐	☐	☐	☐
Do you sometimes have to do things which ought to have been done in a different way?	☐	☐	☐	☐	☐
Do you sometimes have to do things which seems to be unnecessary?	☐	☐	☐	☐	☐
*To what extent would you say that your **immediate superior/supervisor***					
---is good at work planning?	☐	☐	☐	☐	☐
---is good at solving conflicts?	☐	☐	☐	☐	☐
----makes sure that the members of staff has good developmental opportunities?	☐	☐	☐	☐	☐
The next two questions concern the ways in which ***your work affects your private life***:					
Do you feel that your work drains so much of your energy that it has a negative effect on your private life?	☐	☐	☐	☐	☐
Do you feel that your work takes so much of your time that it has a negative effect on your private life?	☐	☐	☐	☐	☐
The next six questions are ***not about your own job but about the whole University you work at***.					
Do the employees in general trust each other?	☐	☐	☐	☐	☐

Are employees able to express their views and feelings?	☐	☐	☐	☐	☐
Can employees trust the information that comes from the management?	☐	☐	☐	☐	☐
Does the management trust the employees to do their work well?	☐	☐	☐	☐	☐
Are conflicts resolved in a fair way?	☐	☐	☐	☐	☐
Is the work distributed fairly?	☐	☐	☐	☐	☐

Regarding your ***work in general***. How pleased are you with	**Very Satisfied**	**Satisfied**	**Neither satisfied Nor Unsatisfied**	**Unsatisfied**	**Very Unsatisfied**
--your work prospects?	☐	☐	☐	☐	☐
---your job as a whole, everything taken into consideration?	☐	☐	☐	☐	☐

***Negative Acts*:**	**Yes, daily**	**Yes, weekly**	**Yes, monthly**	**Yes, a few times**	**No**
Have you been involved in quarrels or conflicts at your workplace during last 12 months?	☐	☐	☐	☐	☐
Have you been exposed to gossip and slander at your workplace during the last 12 months?	☐	☐	☐	☐	☐
If yes, from whom? (You may tick off more than one) *a. ☐Colleagues b. ☐Manager c. ☐Subordinates d.☐ students*					
Have you been exposed to threats of violence at your workplace during the last 12 months?	☐	☐	☐	☐	☐
If yes, from whom? (You may tick off more than one) *a. ☐Colleagues b. ☐Manager c. ☐Subordinates d.☐ students*					
Have you been exposed to bullying at your workplace during the last 12 months?	☐	☐	☐	☐	☐
If yes, from whom? (You may tick off more than one) *a. ☐Colleagues b. ☐Manager c. ☐Subordinates d.☐ students*					
How often do you feel unjustly criticized, bullied or shown up in front of others by your colleagues or your superior?	☐	☐	☐	☐	☐
If yes, from whom? (You may tick off more than one) *a. ☐Colleagues b. ☐Manager c. ☐Subordinates d.☐ students*					

LEADER BEHAVIOUR

Instructions: Please describe how much your manager uses each behaviour. The term "work unit" refers to the team, department, or University for which your manager is the formal leader, and the term "members" refers to the people in the unit who report directly to your manager. Think about each type of behaviour separately, and do not allow your general evaluation of the manager to bias your answers about specific behaviours. For each item, select one of the following response choices.

	Not at all	**To a Limited extent**	**To a Moderate extent**	**To Considerable extent**	**To a Very great extent**
Clearly explains task assignments and member responsibilities	☐	☐	☐	☐	☐
Explains what results are expected for a task or assignment	☐	☐	☐	☐	☐
Sets specific performance goals and deadlines	☐	☐	☐	☐	☐
Shows concern for the needs and feelings of individual members	☐	☐	☐	☐	☐
Is considerate and supportive with members of the work unit	☐	☐	☐	☐	☐
Provides encouragement and support when there is a difficult or stressful task	☐	☐	☐	☐	☐
Describes a proposed change or new initiative with enthusiasm and optimism	☐	☐	☐	☐	☐
Describes a clear, appealing vision for the work unit or organization	☐	☐	☐	☐	☐
Talks in an inspiring way about new projects or opportunities for the work unit	☐	☐	☐	☐	☐
Negotiates favorable agreements for the work unit or organization	☐	☐	☐	☐	☐
Makes a persuasive presentation to get more funding or resources for the work unit	☐	☐	☐	☐	☐
Meets with peers or outsiders to coordinate related activities with them	☐	☐	☐	☐	☐
Develops short-term plans for accomplishing the unit's tasks	☐	☐	☐	☐	☐
Plans and organizes unit activities to use people, equipment, and resources efficiently	☐	☐	☐	☐	☐

	Not at all	To a Limited extent	To a Moderate extent	To Considerable extent	To a Very great extent
Schedules work activities to avoid delays, duplication of effort, and wasted resources	☐	☐	☐	☐	☐
Praises effective performance by members of the work unit	☐	☐	☐	☐	☐
Provides recognition for member achievements and contributions to a project or activity	☐	☐	☐	☐	☐
Provides or recommends appropriate rewards for effective performance	☐	☐	☐	☐	☐
Explains why a policy or procedure is no longer appropriate and should be changed	☐	☐	☐	☐	☐
Proposes major changes in objectives, strategies, policies, or work procedures	☐	☐	☐	☐	☐
Asks members to support a proposed change that will be good for the organization	☐	☐	☐	☐	☐
Checks on the progress and quality of the work	☐	☐	☐	☐	☐
Evaluates how well important tasks or projects are being performed	☐	☐	☐	☐	☐
Evaluates member job performance in an objective and systematic way	☐	☐	☐	☐	☐
Analyzes external events and trends to identify threats and opportunities	☐	☐	☐	☐	☐
Monitors the actions of clients, suppliers, or competitors that can affect the work unit	☐	☐	☐	☐	☐
Keeps informed about advances in technology that are relevant for the work unit	☐	☐	☐	☐	☐
Provides helpful career advice to members	☐	☐	☐	☐	☐
Encourages members to learn skills needed to advance their careers	☐	☐	☐	☐	☐
Provides opportunities for mem develop new skills	☐	☐	☐	☐	☐
Talks about the importance of innovation and flexibility for the success of the work unit	☐	☐	☐	☐	☐

Encourages members to look for better ways to accomplish work unit objectives	☐	☐	☐	☐	☐
Encourages members to find innovative new ways to improve task performance	☐	☐	☐	☐	☐
	Not at all	**To a Limited extent**	**To a Moderate extent**	**To Considerable extent**	**To a Very great extent**
Consults with members before making decisions that will affect them	☐	☐	☐	☐	☐
Asks members for their ideas and suggestions when making decisions about the work	☐	☐	☐	☐	☐
Revises a proposal or plan to include member suggestions and deal with their concerns	☐	☐	☐	☐	☐
Finds a good solution to deal with a work-related problem or disruption	☐	☐	☐	☐	☐
Resolves work-related problems quickly to prevent unnecessary costs or delays	☐	☐	☐	☐	☐
Handles work-related problems disruptions in a confident and d way	☐	☐	☐	☐	☐
Builds and maintains a wide net contacts among peers and outsi	☐	☐	☐	☐	☐
Develops good relationships wi people who can provide resourc assistance	☐	☐	☐	☐	☐
Uses social networks, professio groups, and outside contacts to get useful information	☐	☐	☐	☐	☐
Talks about the importance of teamwork and cooperation among members	☐	☐	☐	☐	☐
Explains why cooperation will help members accomplish their shared objectives	☐	☐	☐	☐	☐
Encourages members to share information and help each other when appropriate	☐	☐	☐	☐	☐
Provides instruction and coaching to improve member performance	☐	☐	☐	☐	☐
Demonstrates how to effectively accomplish an important task	☐	☐	☐	☐	☐
Arranges for members to get training needed to do the work effectively	☐	☐	☐	☐	☐

Delegates responsibility and authority to members for important task decisions	☐	☐	☐	☐	☐
	Not at all	**To a Limited extent**	**To a Moderate extent**	**To Considerable extent**	**To a Very great extent**
Encourages members to take responsibility to determine the best way to do their work	☐	☐	☐	☐	☐
Trusts members to make task decisions without getting prior approval	☐	☐	☐	☐	☐
Determines effective ways to implement an important change in the work unit	☐	☐	☐	☐	☐
Determines how to avoid or minimize likely problems in implementing a change	☐	☐	☐	☐	☐
Provides necessary resources and assistance to members who are implementing change	☐	☐	☐	☐	☒

HEALTH AND WELL-BEING

The following questions are about your own health and well-being. Please do not try to distinguish between symptoms that are caused by work and symptoms that are due to other causes. The task is to describe how you are in general.

	Excellent	**Very good**	**Good**	**Fair**	**Poor**
In general, would you say your health is:	☐	☐	☐	☐	☐
*These questions are about how you have been **during the last 5 weeks.***	**All the time**	**A large part of the time**	**Part of the time**	**A small part of the time**	**Not at all**
How often have you slept badly and restlessly?	☐	☐	☐	☐	☐
How often have you found it hard to go to sleep?	☐	☐	☐	☐	☐
How often have you woken up too early and not been able to get back to sleep?	☐	☐	☐	☐	☐
How often have you woken up several times and found it difficult to get back to sleep?	☐	☐	☐	☐	☐
How often have you felt worn out?	☐	☐	☐	☐	☐
How often have you been physically exhausted?	☐	☐	☐	☐	☐
How often have you been emotionally exhausted?	☐	☐	☐	☐	☐
How often have you felt tired?	☐	☐	☐	☐	☐
How often have you had problems relaxing?	☐	☐	☐	☐	☐
How often have you been irritable?	☐	☐	☐	☐	☐
How often have you been tense?	☐	☐	☐	☐	☐
How often have you had stomachache?	☐	☐	☐	☐	☐
How often have you had a headache?	☐	☐	☐	☐	☐
How often have you had palpitations?	☐	☐	☐	☐	☐
How often have you had tension in various muscles?	☐	☐	☐	☐	☐
How often have you had problems concentrating?	☐	☐	☐	☐	☐
How often have you found it difficult to think clearly?	☐	☐	☐	☐	☐
How often have you had difficulty in taking decisions?	☐	☐	☐	☐	☐
How often have you found it hard to go to sleep?	☐	☐	☐	☐	☐
How often have you had difficulty with remembering?	☐	☐	☐	☐	☐
How often have you felt sad?	☐	☐	☐	☐	☐

How often have you lacked self-confidence?	☐	☐	☐	☐	☐
How often have you had a bad conscience or felt guilty?	☐	☐	☐	☐	☐
How often have you lacked interest in everyday things?	☐	☐	☐	☐	☐

You may write more about your working conditions, stress, health, etc.

_____

_____

_____

_____

_____

Appendix III: Interview guide for faculty members

PARTICIPANT CONSENT FORM

Project title: Impact of leadership behaviours and leader–member exchange on employee well-being: A case of higher education in Pakistan

Researcher's name: Wajiha Kazim

Supervisor's name: Dr. Aditya Jain, Dr. Ziming Cai

I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.

I understand the purpose of the research project and my involvement in it.

I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.

I understand that while information gained during the study may be published, I will not be identified, and my personal results will remain confidential.

I understand that I will be audio/video recorded during the interview.

I understand that data will be stored with the researcher in form of hard and electronic copies such as voice recordings, transcriptions and notes taken during interviews. Research team will have access to data.

I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinator of the Business School, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed …… (research participant)

Print name …… **Date** ……

Contact details

Researcher: Wajiha Kazim

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Nottingham University Business School
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Information for Research Participants

Thank you for agreeing to participate in the research project. Your participation in this research is voluntary, and you may change your mind about being involved in the research at any time, and without giving a reason. This information sheet is designed to give you full details of the research project, its goals, the research team, the research funder, and what you will be asked to do as part of the research. If you have any questions that are not answered by this information sheet, please ask. This research has been reviewed and given favourable opinion by the Nottingham University Business School Research Ethics Committee.

What is the research project called?

Impact of leadership behaviour on employee well-being: A case of higher education in Pakistan

Who is carrying out the research?

Wajiha Kazim PhD student in Business School, University of Nottingham and the research is partially funded by University of the Punjab

What is the research about?

This research uses an integrative approach to examine the relationship between leadership, with a focus on leadership behaviours and leader-member relations, and employee well-being. This research will consider leader and faculty perspectives both to focus on the said leadership, and to examine its impact on employee well-being. Employee well-being is multi-faceted construct and will be studied considering how work is organised and designed. Furthermore, leadership is contextually rooted and does not exist in a vacuum. Context plays its part in shaping leadership behaviours, leader-member relations, and employee well-being. Considering its importance impact of contextual factors such as HEC, university administration, rules and regulations will also be studied.

What groups of people have been asked to take part, and why?

Researcher is interested in collecting data from higher education institutions in Lahore. Considering the importance of services of these institutions, f related issues needs to be studied. Therefore, faculty members will be contacted to know about leadership (including behaviour, and leader member relational dynamics), and its impact on faculty well-being. Also, there are contextual factors that affect leadership and employee well-being. Because leadership in universities mainly affects the faculty members and also their well-being, and it is a phenomenon that requires to the perspective of both leaders and followers.

What will research participants be asked to do?

Interviews will last around 1 hour and with their consent I will be recording the interview and I might take some notes

What will happen to the information I provide?

Data will be stored in a personal computer and will only be accessed by the researcher and the supervisors. University names will be replaced by X1, X2, etc. No personal information will be revealed to any party. However, where the size of university, date of establishment, and direct quotes might be used for the purpose of analysis with your permission.

What will be the outputs of the research?

Research thesis, journal papers, conference publications and book chapters, and might be useful to provide recommendation for leadership development, employee well-being and management of psychosocial factors.

Contact details

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Complaint procedure

If you wish to complain about the way in which the research is being conducted or have any concerns about the research, then in the first instance please contact Wajiha Kazim.

Or contact the School's Research Ethics Officer:

Dr. Chris Carter

Nottingham University Business School

Jubilee Campus

Nottingham NG8 1BB

Phone: 0115 84 66062

Email: christopher.carter@nottingham.ac.uk

Interview Guide (Faculty)

Could you please tell about your overall working environment at the university?

More precisely---

About work demands

please tell about quantity of work allocated to you.

time required for work.

how much influence you have at work?

are you clear about role requirements?

is your work meaningful for you?

have you ever faced any contradictory work demands?

Face any kind of time pressure,

can you take some time off for your personal task or activity (can you teach or other earning activity outside your department and university)?

or emotional pressure)

could you please share any insecurities you come across?

change in timetable,

another unwanted task or transfer,

monetary insecurity,

or even job insecurity

Career development related requirements

You think you can get funding and leave for PhD, conferences, trainings, workshop, and seminars,

Possibilities advancements in your career.

do you need to learn new skills and knowledge throughout your work, and apply during work)?

Have you ever encountered conflicts and quarrels at workplace?

Have you ever exposed to gossip and slander at workplace?

Did you ever encounter with threats of violence at workplace?

Did you ever encounter with bullying at workplace?

Did you ever encounter with unjustly criticism?

About social support you have from colleagues.

how is relationship between you and colleagues,

do you feel yourself part of the workplace community?

receive any appreciation and recognition

get any support if you need?

Are you well-informed by the management?

information you need,

or any information regarding future decisions etc.

Please tell about the infrastructural support available for your relevant jobs.

Do you have required equipment and infrastructure available?

Appropriate sitting place with ACs and heating available

What about the other support?

flexibility in work schedules,

workload, etc.

Can you please tell about the support available to balance work family needs?

time and energy for your personal life

Please share your views about trust at workplace (how conflicts are resolved, how work is distributed)

How do you perceive about justice at your workplace?

How is your leader relationship with you?

You get enough support?

for your professional issues?

for your personal issues?

Please tell about his/her behaviour with you?

Is it different from the behaviour with your colleagues?

If yes, what is the reason?

You get affected by the said behaviour?

How he allocates work to you?

Tell about your health in general?

any sleep troubles?

feel exhausted? If so, why?

feel depressed sometimes?

any health issues (such as heart, gastrointestinal problems)?

What factors you think are responsible for your health and well-being in general?

What other factors (contextual) affect your well-being? (HEC, University rules and regulations, national culture etc.)

Appendix IV: Interview guide for leaders

PARTICIPANT CONSENT FORM

Project title: Impact of leadership behaviours on employee well-being: A case of higher education in Pakistan

Researcher's name: Wajiha Kazim

Supervisor's name: Dr. Aditya Jain, Dr. Ziming Cai

I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.

I understand the purpose of the research project and my involvement in it.

I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.

I understand that while information gained during the study may be published, I will not be identified, and my personal results will remain confidential.

I understand that I will be audio/video recorded during the interview.

I understand that data will be stored with the researcher in form of hard and electronic copies such as voice recordings, transcriptions and notes taken during interviews. Research team will have access to data.

I understand that I may contact the researcher or supervisor if I require further information about the research, and that I may contact the Research Ethics Coordinator of the Business School, University of Nottingham, if I wish to make a complaint relating to my involvement in the research.

Signed …… (research participant)

Print name …… **Date** ……

Contact details

Researcher: Wajiha Kazim

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Information for Research Participants

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Thank you for agreeing to participate in the research project. Your participation in this research is voluntary, and you may change your mind about being involved in the research at any time, and without giving a reason.

This information sheet is designed to give you full details of the research project, its goals, the research team, the research funder, and what you will be asked to do as part of the research. If you have any questions that are not answered by this information sheet, please ask. This research has been reviewed and given favourable opinion by the Nottingham University Business School Research Ethics Committee.

What is the research project called?

Impact of leadership behaviour exchange on employee well-being: A case of higher education in Pakistan

Who is carrying out the research?

Wajiha Kazim PhD student in Business School, University of Nottingham and the research is partially funded by University of the Punjab

What is the research about?

This research uses an integrative approach to examine the relationship between leadership, with a focus on leadership behaviours and leader-member exchange (LMX), and employee well-being (EWB). This research will focus on different loci of leadership to examine its impact on EWB. EWB is multi-faceted construct and will be studied via psychosocial factors. Furthermore, leadership is contextually rooted and does not exist in a vacuum. Context play its part in shaping leadership behaviours, LMX, and EWB. Considering its importance impact of contextual factors will also be studied.

What groups of people have been asked to take part, and why?

Researcher is interested in collecting data from higher education institutions in Lahore. Considering the importance of services of these institutions internal personnel related issues needs to be studied. Therefore, leaders working as deans/directors/principals/ of

departments/institutes/colleges will be contacted to know about leadership behaviour, leader member relational dynamics, and impact on employee well-being. Also, there are contextual factors that also affect leadership and employee well-being.

What will research participants be asked to do?

Interviews will last around 1 hour and with their consent I will be recording the interview and I might take some notes

What will happen to the information I provide?

Data will be stored in a personal computer and will only be accessed by the researcher and the supervisors. University names will be replaced by X1, X2, etc. No personal information will be revealed to any party. However, where the size of university, date of establishment, and direct quotes might be used for the purpose of analysis with your permission.

What will be the outputs of the research?

Research thesis, journal papers, conference publications and book chapters, and might be useful to provide recommendation for leadership development, employee well-being and management of psychosocial factors.

Contact details

Researcher: Wajiha Kazim

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Nottingham University Business School

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Phone: 0115 84 66062

Email: christopher.carter@nottingham.ac.uk

Interview Guide

(Leaders)

Are your faculty satisfied with overall working environment at your workplace?

Is faculty happy about career development opportunities?

Is faculty happy with the type of social support they have? (colleagues, staff, you)

Is faculty satisfied with the infrastructural support for their relevant jobs?

What about the other support (flexibility in work schedules, workload, etc.)?

Can you please tell about the support faculty has to balance work family needs?

What is your approach towards managing these working conditions?

What is your approach towards managing and promoting faculty well-being?

As a result of your efforts, how does your faculty respond to you/your initiatives?

Do all or most of them respond in a same way as a result of your efforts for them?

If no, then why, what factors could be responsible?

Do you face any other problems or pressures while looking after well-being of faculty members?

How do you manage the negative impact?

If so, then what about well-being of faculty who are part of 'out group'?

What other factors (contextual) might affect their well-being? (HEC, University rules and regulations, national culture etc.)

Appendix V- Chart to check the assumption of normality

Residual scatter plot

