PRACTICES AND ISSUES IN DISTRIBUTED LEADERSHIP AT UNIVERSITY LEVEL: EVIDENCE FROM THE PERSPECTIVES OF FACULTY

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ABSTRACT

The idea of distributed leadership is relatively evolving but revealed the lacked understanding of the definition or concept made it more disputed. There is extensive work done on this concept, but not in the context of higher education, especially in Pakistan. This research intended to explore the extent of practices with existing complications in implementing distributive leadership in universities. It also aimed to explore the practices and issues in Distributed leadership at the higher education institutions in Lahore, Pakistan. The study used a quantitative descriptive survey design, with a questionnaire on the dimensions linked to leaders' distributed leadership practices. A sample of 125 participants was selected using a simple random technique from the four selected public and private universities in Lahore, Pakistan. The results proposed that the practicing distributive leadership in the university faced multifaceted hindrances, proceeding in the directions towards organizational structure; vision; values and beliefs; collaboration and cooperation; roles and responsibility; making decisions and initiatives.

INTRODUCTION

A fundamental aspect of a successful educational institution is effective leadership, ever since the performance of an institute is greatly influenced by the quality of its leadership. Despite the fact that there are different philosophies of leadership, the education sector needs a strategy with less amount of hierarchy that proceeds into the explanation of uniqueness and professional perspective. Educational institutions have experimented with various leadership styles based on public and private sector models during the past ten years, along with increased management control, market rivalry, government monitoring, and organizational reorganization. Many educational leaders take themselves off from others, being isolated and accepting the primary leadership duty of their institution.

To successfully carry out their leadership responsibilities, educators must operate in an environment where everyone shares their energy, passion, and contributions. In most institutions, positional leadership, centered on the authority discussed by the official position, has been valued. Leaders in institutions are on the far side of capability related to a single individual; otherwise, persons in formal positions merely as a leader have to disperse involves 'profile with proficiency' related educational group, making a custom which makes available consistency, supervision, and direction for education, knowledge, and headship (Elmore, 2000).

Most often, distributed leadership is used to mention traditional managing configurations restructured to engage further members in roles of leadership and decision-making in the organization. In addition, a formal organizational structure prioritizes higher management. Senior management teams and leadership teams both involve senior personnel of an organization. The distributed leadership model creates a setting in which the whole team possesses the institute's decisions and spreads accountability amongst all staff (Leithwood and Sleegers, 2006). Distributed leadership in higher education institutes has an excessive significance by playing a vital part in the procedure of teaching and learning in university settings. It encompasses all departments in the universities together with the lecturers, professors (assistant & associate), deans, and heads of the departments. It has a particularly distinctive quality of collaboration among a group of persons or a network of work together (Woods, 2016).

The requirement for spreading leadership practices in the university is not merely a pragmatic concern of proportionately allotting the workload of the staff as a leader; it makes sure the encouraging influence on the self-effectiveness of the staff. It enhances motivation among them to display headship established on their proficiency and supports collaborative work environments. With the intention of clearly expressing the several practices and roles of persons in a perspective of Distributed leadership, Crawford (2012) summarized: leadership is purposely delegated or decentralized among participants in formal distribution; roles and responsibilities of leadership are discussed and assigned amongst diverse actors in pragmatic distribution; new persons, with specific expertise, acquaintance and right of entry to means are taken in to come across a specific requirement of leadership in strategic distribution; persons get gradually increasing obligations as they develop expertise in incremental distribution; persons keenly take leadership with extra duties, in addition to ones usually requisite on behalf of working moderately improvised way is opportunistic distribution; and leadership is assumed naturally through participants of an institution or team and shared organically among persons in case of cultural distribution. Figure 1 shows practices and roles in distributed leadership.
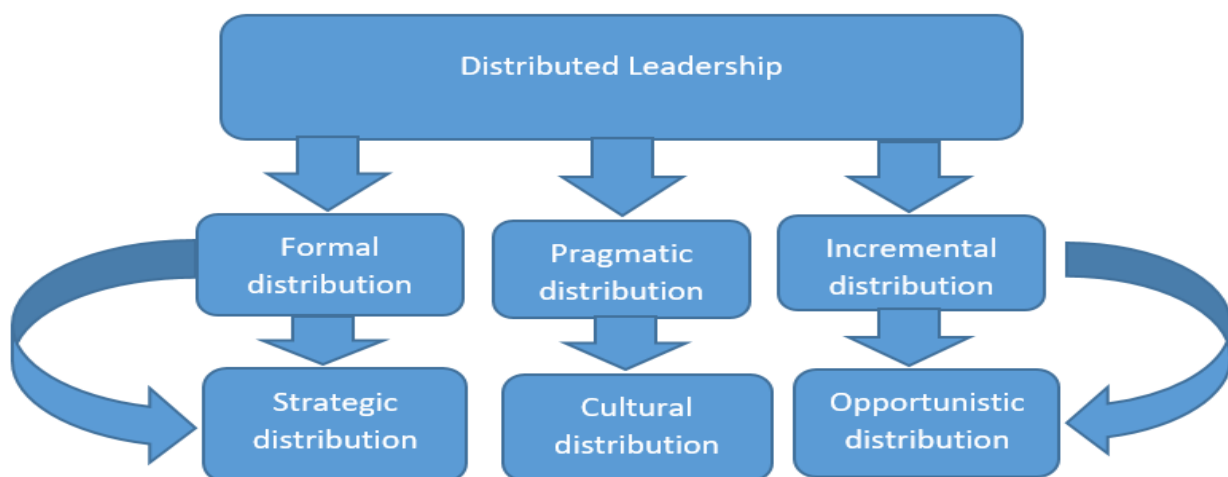

Figure 1. Taxonomy of practices & roles in a perspective of distributed leadership.

Distributed leadership recognizes the broader outlook linked to headship undertakings and organizes leading practices in place of developing collaboration amongst leaders and followers in situations (Spillane & Diamond, 2016). The aforementioned attempts in order to discover coherence for the person with the circumstances over and done with a broader view where knowledge and skill of a person are calculated by way of finding the problem of practice. The educational advancement determination is linked to education which could possibly be accomplished for the application. This model is taken into various diverse modes, in spite of it combining several conceptions drawn like educationalists in place of learners, stimulated coworkers, supported learning and teaching environs with the formal positions of leadership.

In spite of this, the real procedures and rehearses by way of leadership are dispersed, and the suggestions for leadership exercise have received comparatively little consideration. So, this study tried to consider the exercises of distributed leadership in higher education institutions. Since distributed leadership is a suitable model of leadership for educational institutions and this subject has not been adequately studied in the context of Pakistani higher education institutes, this study discovers the rehearses with difficulties of practicing distributed leadership in universities in Lahore.

Through the requirement of delivering high-quality teaching and research, academic leaders are more actively participating with the professional community, perhaps expecting that 'good leadership' is gradually adopted as a planned and operative imperative (Diamond, 2015). The nature and structure of higher education institutes are not commonly well-matched to managerial or top-down leadership.

Distributed Leadership as a Good Leadership

Distributed leadership makes available a constructed theoretical background by means of which to look at leadership practice in an organization. In spite of its growing popularity, distributive leadership remains vague as a conception in the collected works (Bolden, 2011). Existing studies proposed ways of assuming this concept. The several leaders in what Gronn (2002) specified as the "statistical model" and (Spillane & Diamond, 2016) stated as the "leader-plus." The second description regarding it represented the interactivity among leaders, followers, and the situation, making this a "practice-centered" depiction but (Gronn, 2002) has termed it the "concertive action" in which the significantly the full is more instead of the addition of its portions, whereas Spillane & Diamond (2016) suggested that leadership practice draws from in the interactivities of persons in the situation, instead of from the activities of a single leader. This mode has very much in common with process theories of leadership and differentiates distributed leadership from shared, collaborative, and cooperative governance.

It is a system including together aspects of the organization and the individual, specifically by means of resources and leadership. From the perspective of an organization, leadership is dispersed crossways numerous levels of a hierarchy in the arrangement of resources and services toward the goals. In this regard, resources reference the financial, human, physical, or art facts like schedules, networks, and status consumed by participants in guiding an organization's regular processes and forthcoming progress (Tian et al., 2016).

Concepts on Distributed Leadership

Concepts related to distributed leadership can be divided into four classifications:

Distributed Leadership as a Practice

Distributed leadership is around directive actions for activities and making a decision more than the official positions. Leadership practice encompasses several leaders and is determined by the interactions of these leaders (Spillane & Diamond, 2016). It is stated in collaboration, sharing out proficiency and understanding, initiating, responsibility, and accountability with the multiple actors working together for a common person in a teaching-learning environment.

Roles and responsibilities of the faculty

The formal educational leader: The responsibility of the formal leader is to deliver supervision and direction, recognize skills, and motivate faculty to share knowledge, make choices, and display inventiveness, as these are essential in making stronger involvement with power. Intentionally, they reshaped configurations and widely spread responsibilities with increasing employee involvement and self-determination. The manner of reformation, role shifting, and modifications in responsibilities are different in every institution, which is clearly defined and assigned based on the capability and requirements of an organization.

Staff

Specialists reciprocally corroborate responsibility by presenting initiative with enthusiasm, participation, contribution, and accountability of their responsibility (Bennett et al., 2003). Structure of organization: Organizational structure has an impact on actions and makes available the basis on which regular operational processes and schedules of an organization depend. An open climate of trust, knowledge, mutual respect, high values, common beliefs, and a shared vision with the practicing of collaboration and freedom in decision-making gives the impression designate the advanced ideal of distributed leadership.

Autonomy is essential

For distributed leadership practices, adequate power and autonomy are required acceptability that leaders in institutions can take their specific program adoptions. The leaders might make a transformation in department and learner performance with approved autonomy for important decisions and particularly related choices in supporting collaboration among educators, constructing a network, monitoring staff, establishing a planned direction for attaining the goals with engaging staff, inducing recruitment as a significant condition of Dl practice.

Previous Studies on Distributed Leadership

Dejene (2014) conducted a study on the practices of distributed leadership at Addis Ababa University. The findings of the study showed a Lack of teamwork, no good relationship among university deans, department heads, and lecturers, and the absence of collaboration negatively influenced the teaching-learning environment. One major challenge for more workload was the nonexistence of sharing responsibilities, and centralization was the most important hurdle regulating the distributed leadership exercises at Addis Ababa University.

In the same way, Mitiku (2014) also explored through a research study that regardless of the willingness of the educationalists to take responsibility for leadership roles, the heads of the department were not dispensing the roles of leaders. Through the study, it was found that the educationalists were standing by to take part in decision-making and additional leaders' roles regardless of the reluctance of the heads to decentralize their leadership powers to them.

Diamond (2015) accomplished research and described that researchers engaged the distributed representation to develop a combined outline for reviewing practices of leaders that explained persons, intellect, and background at the same time. The investigator transfers the element of examination to leadership actions itself, their philosophy and activities, or the context of leadership. DL is perceived to ensure the possible way out of the tendency of headship considerations to be separated into conflicting units and persons representing this one as the systems design and role arrangements.

Wood and Robert (2016) developed a distributed viewpoint discovered through a research study; there is a requirement to form a conceptual sketch for investigating the practices of leadership and management concentrated on teaching and learning. They argue that there is a prerequisite framework that captures the societal nature of human exercises.

In concern to the literature, Bennet et al. (2003) proposed that, in spite of some dissimilarity in definition, distributed leadership is grounded on three central premises:

First of all, it is an emergent property of a group or network of interrelating personnel. Secondly, there is the openness of boundaries. Thirdly, variations of capability are dispersed across the numerous, not the limited. Therefore, distributed leadership is signified as vigorous, interactive, comprehensive, collaborative, and contextually placed. It needs a system-inclusive viewpoint that not only exceeds administrative stages and roles but as well as boundaries of the organization.

Conceptual Model of the Study

Based on the findings from the review of literature by Tead (1935), seven dominant factors of distributed leadership were selected for a closer look at within this research:

Organizational structure

An organizational structure defines how activities such as task assignment, coordination, and monitoring are coordinated to achieve organizational goals. A formal university structure offers everyone the opportunity of participating in the decision-making process. There is agreement on leadership roles, and informal leadership and professional development are also encouraged among employees.

Strategic vision

A strategic vision is more specific than a mission statement. It describes the achievable future state of the organization. This statement will help you and your employees visualize where the organization is directed. A shared vision with common values for all, where ownership of both staff and students is considered important, and creating a learning environment is one of the goals of the university.

Values and beliefs

Organizational values and beliefs describe the fundamental ethics or principles which the organization will stand by, no matter what. The essential values typical of university culture are shared respect, trust, and high expectations. In such universities, mistakes are not penalized but seen as a chance to learn.

Collaboration and Cooperation

Collaboration is the process by which two or more people, units, or organizations work together to complete a task to achieve a goal. Cooperation is the process of a group of people working or acting together for common, mutual, or potential benefit rather than working in competition for personal gains. In universities, it is natural for staff to work together to improve university performance, accomplish common goals, and solve problems. Knowledge is shared with each other.

Decision making

It is the process of making decisions by identifying choices, gathering information, and assessing alternative ways out. University professionals have ample space to make their personal choices around the content and arrangement of their work. There is faith in professionals to make informed resolutions, and everybody is involved in decisions making process related to the campus's ambitions and expectations.

Responsibility and accountability

Responsibility stands for the obligation to carry out the assignment or act in accordance with the regulation, and it is imposed by management. Whereas accountability involves answerability for the result of the assignment or procedure, and it is accepted. Professionals in university are preserved and sense of accountability for their performance. It is the corporate culture in universities to provide feedback to one other to support colleagues and improve the university with experts' opinions regardless of their formal position.

Initiative

The initiative refers to the capability to evaluate and initiate things individually, as in the educational institution, it is a new challenge to attain a goal or resolve a problematic issue. It is centered on their level of proficiency through which everybody is likely to contribute their personal ideas and arise with initiatives.

Objectives of the Study

The study's objectives were to explore the practices and issues in Distributed leadership at higher education institutions in Lahore, Pakistan. The following questions were designed to find out the answers through this research study:

1. To what extent practices is distributed leadership in the universities being followed?

2. What are the issues in practicing distributed leadership?

METHODOLOGY

Research Design

A descriptive survey research design was used to achieve the objectives of the study. According to the mode of research concerns that one with the current matter associated with circumstances, rehearses, beliefs, procedures, interactions, or tendencies invariably is acknowledged as a descriptive survey study. According to Best and Kahn (2007), this research is dedicated to the collecting of evidence about prevalent conditions or situations for the intention of explanation and clarification. This kind of research process is not purely building up and tabularizing evidence but takes account of accurate evaluation, interpretation, comparison, and identification of tendencies and associations. To achieve the objectives of this research, the investigator conducted quantitative research, which provided assistance in generating quantifiable data. It is mainly associated with noticeable and computable issues, including people and events, and creating the strength of the association between variables, generally by statistics tests (Doyle et al., 2020).

Population and Sample

The population of the study was composed of formally positioned top-down hierarchal leaders working in higher education institutions. Therefore, the sample consisting of lecturers, professors (assistants and associates), directors, and deans were carefully chosen using a simple random sampling technique. Four universities, out of which two private and two public, were considered for the study. Accordingly, with the increased extent selected, only 125 responded back by agreeing to participate.

Instrumentation

The data instrument included a research questionnaire based on a rigorous literature review, and it contained seven dimensions of distributed leadership Organizational Structure, Vision, Values & Beliefs, Collaboration & Cooperation, Decision Making, Responsibility & Accountability, and Initiative. The questionnaire was established to combine diverse features of distributed leadership; some essential adaptations were made according to the Pakistani context of the educational institutions by changing demanding terms. The reliability of the questionnaire was calculated using Cronbach's alpha reliability coefficient and found to be 0.85. Therefore, this research questionnaire has a high degree of confidence for use in this context. The names, number of items, and confidence factors of the four sublevels are presented in Table 1.

Table 1. Dimensions and values associated with the questionnaire.

Dimensions of Distributed Leadership	Cronbach's Alpha Coefficient
Organizational Structure	0.83
Vision	0.84
Values & Beliefs	0.86
Collaboration & Cooperation	0.90
Decision Making	0.85
Responsibility & Accountability	0.76
Initiative	0.92
Total	0.85

RESULTS AND DISCUSSION

With the intention of data analysis, the figures and numbers recorded and received from the questionnaire were cleaned and organized. The data in quantifiable information was accurately added to the SPSS (20.0)

sheet. Mean values and standard deviation were used to describe faculty members' perceptions. The survey forms were sent to approximately 140 faculty members in different departments of the selected universities. Out of 140 questionnaire forms, only 125 were received. Determining demographics related to data discovered that 27 (26.5%) of the 125 participants were female. Table 2 displays the ranges of distributed leadership rehearses of formal leaders accumulated through sub-level. The data represented ranges assigned sublevels for regulating the dispersion of jobs. Values fixed structure was defined as a calculated mean value is less than 3.15, considered low; values between 3.15 and 3.25 are considered medium, and a calculated mean value of 3.25 or more considered high impact.

Table 2 presents the views on distributed leadership practices in the organization structure. These included: The head of the department assigns tasks & responsibilities hierarchically (M=3.48, SD=0.84); There are formally agreed leadership roles (M=3.53, SD=0.82); Educators make decisions within fixed boundaries of responsibility & accountability (M=3.15, SD=0.77); Structure formally provided chances to participate in decision making (M=3.05, SD=0.69); Formal structure facilitates informal leadership at all levels in the organization (M=3.18, SD=0.71); At our university, regular consultation meetings are held (M=3.31, SD=0.78); Supports professional development (M= 3.13, SD=0.68). It is deduced from Table 2 that the first dimension of the organizational structure represented the extent of practices with mean values. The mean value for formally agreed leadership roles has the highest score and the mean value for structure formally provided chances to participate in decision-making has the lowest score among all items in this dimension. Therefore, the head of the department assigns Tasks & responsibilities hierarchically. There are formally agreed leadership roles, and Educators make decisions within fixed boundaries of responsibility & accountability, Formal structure facilitates informal leadership at all levels in the organization, and At our university, regular consultation meetings are arranged.

Table 2. Distributed leadership practices in organization structure.

No	Organizational Structure	Mean	SD
1	Tasks & responsibilities are hierarchically decided by the professionals.	3.48	0.84
2	There are formally agreed leadership roles.	3.53	0.82
3	Educators make decisions within fixed boundaries of responsibility & accountability.	3.15	0.77
4	Structure formally provided chances to participate in decision making.	3.05	0.69
5	Formal structure facilitates informal leadership at all levels in the organization.	3.18	0.71
6	At our university, regular consultation meetings are held.	3.31	0.78
7	Supports professional development.	3.13	0.68

According to Table 3, the views of faculty include the following: At our university, we have a shared vision (M=3.26, SD=0.84); at our university, we have values for all (M=3.15, SD=0.82), Educationists take ownership of their own tasks and activities (M=3.49, SD=0.77), Students take ownership of their own tasks and activities (M=2.87, SD=0.69), Strategic development as a learning organization is one of university goal (M=3.34, SD=0.71). It can be deduced from Table 3 that the second dimension of vision represented the extent of practices with related mean values. The mean value of Educationists who take ownership of their own tasks and activities has the highest score, and Students who take ownership of their own tasks and activities have the lowest score among all items in this dimension. Therefore, in the dimension of vision: At our university, we have a shared vision; at our university, we have values for all. Educationists take ownership of their own tasks and activities; strategic development as a learning organization is one of the university's goals.

Table 3. Distributed leadership practices in vision.

No.	Vision	Mean	SD
1	At our university, we have a shared vision.	3.26	0.84
2	At our university, we have values for all.	3.15	0.82
3	Educationists take ownership of their own tasks and activities.	3.49	0.77
4	Students take ownership of their own tasks and activities.	2.87	0.69
5	Strategic development as a learning organization is one of university goals.	3.34	0.71

According to Table 4, the views of faculty included: Mistakes are seen as a learning opportunity (M=3.23, SD=0.78), Colleagues have confidence in each other's abilities (M=3.27, SD=0.74), There is mutual respect among the educators in our university (M=3.47, SD=0.79), at our university, we set high standards for educators (M=3.08, SD=0.54). It can be deduced from Table 4 that the third dimension of values and briefs represented the extent of practices with related mean values. The mean value of There is mutual respect among the educators in our university has the highest score, and at our university, we set high standards for educators has the lowest score among all items in this dimension. Therefore, in the dimension of values and beliefs: Mistakes are seen as a learning opportunity, Colleagues have confidence in each other's abilities, and there is mutual respect among the educators in our university.

Table 4. Distributed leadership practices in values and beliefs.

No.	Values and Beliefs	Mean	SD
1	Mistakes are seen as a learning opportunity	3.23	0.78
2	Colleagues have confidence in each other' s abilities	3.27	0.74
3	There is mutual respect among the educators in our university	3.47	0.79
4	At our university we set high standards for educators	3.08	0.54

According to Table 5, the views of faculty included: We work together to deliver results (M=3.45, SD=0.81), We freely express our views (M=3.26, SD=0.77), We share knowledge and experience with one another (M=3.51, SD=0.79), We help each other to solve problems (M=3.64, SD=0.66), We are provided with sufficient time to collaborate on professional matters (M=3.38, SD=0.64), We co-operate one another to achieve common goals and aims (M=3.37, SD=0.61). It can be deduced from Table 5 that the fourth dimension of collaboration and cooperation represented the extent of practices with related mean values. The mean value of We help each other to solve problems has the highest score, and we freely express our views has the lowest score among all items in this dimension. Therefore, in the dimension of Collaboration and Cooperation: We work together to deliver results, we freely express our views. We share knowledge and experience with one another. We help each other to solve problems; we are provided with sufficient time to collaborate on professional matters. We cooperate with one another to achieve common goals and aims.

Table 5. Distributed leadership practices in collaboration and cooperation.

No.	Collaboration and Cooperation	Mean	SD
1	We work together to deliver results.	3.45	0.81
2	We freely express our views.	3.26	0.77
3	We share knowledge and experience with one another.	3.51	0.79
4	We help each other to solve problems.	3.64	0.66
5	We are provided with sufficient time to collaborate on professional matters	3.38	0.64
6	We cooperate one another to achieve common goals and aims.	3.37	0.61

According to Table 6, the views of the faculty included: I am independent in making decisions regarding content (M=3.74, SD=0.84), I can freely organize my work at my own (M=3.76, SD=0.82), I am given the opportunity to decide about matters of professional development (M=3.72, SD=0.77), I have the independence to take professional decisions on a sufficient range (M=3.54, SD=0.69), Everyone is commonly involved in the process of decision making (M=3.02, SD=0.52), Faculty may provide input, but final decisions are made by top leadership (M=3.41, SD=0.63). It can be deduced from Table 6 that the fourth dimension of decision-making represented the extent of practices with related mean values. The mean value of I can freely organize my work on my own has the highest score, and everyone who is commonly involved in the process of decision-making has the lowest score among all items in this dimension. Therefore, in the dimension of decision making: I am independent to make decisions regarding content, I can freely organize my work on my own, I am given the opportunity to decide about matters of professional development, I have the independence to make professional decisions on a sufficient range, Faculty may provide input, but final decisions are made by top leadership.

Table 6. Distributed leadership practices in decision making.

No.	Decision Making	Mean	SD
1	I am independent to take decisions regarding content.	3.74	0.84
2	I can freely organize my work at my own.	3.76	0.82
3	I am given the opportunity to decide about matters of professional development.	3.72	0.77
4	I have independence to take professional decisions on a sufficient range.	3.54	0.69
5	Everyone is commonly involved in the process of decision making.	3.02	0.52
6	Faculty may provide input, but final decisions are made by top leadership.	3.41	0.63

According to Table 7, the views of the faculty included: I believe that I am responsible for what I perform (M=3.84, SD=0.85), I am ready to take responsibility without asking of the seniors (M=3.96, SD=0.88), we work together and take responsibility when assigned collective tasks (M=3.99, SD=0.91), I feel accountable for my performance to my seniors (M=3.77, SD=0.84), we are held accountable regarding professional matters (M=3.58, SD=0.78), we are encouraged to give views on issues related to the profession by the seniors (M=3.34, SD=0.67). It can be deduced from Table 7 that the fifth dimension of responsibility and accountability decision-making represented the extent of practices with related mean values. The mean value of We work together and take responsibility when assigned collective tasks have the highest score, and We are encouraged to give views on issues related to the profession by the seniors has the lowest score among all items in this dimension. Therefore, in the dimension of responsibility and accountability, I believe I am responsible for what I perform; I am ready to take responsibility without asking the seniors. We work together and take responsibility when assigned collective tasks; I feel accountable for my performance to my seniors, we are held accountable regarding professional matters, and we are encouraged to give views on issues related to the profession by the seniors.

Table 7. Distributed leadership practices in responsibility and accountability.

No.	Responsibility and Accountability	Mean	SD
1	I believe that I am responsible for what I perform.	3.84	0.85
2	I am ready to take responsibility without asking of the seniors.	3.96	0.88
3	We work together and take responsibility when assigned collective tasks.	3.99	0.91
4	I feel myself accountable for my performance to my seniors.	3.77	0.84
5	We are held accountable regarding professional matters.	3.58	0.78
6	We are encouraged to give views on issues related to profession by the seniors.	3.34	0.67

According to Table 8, the views of faculty included: Top leadership takes initiatives and provides ideas (M=3.27, SD=0.77), and Faculty is provided an opportunity to freely give ideas regarding improving work (M=3.24, SD=0.71), we have to take the initiative and responsibility due to a lack of information and guidance from top leadership (M=3.33, SD=0.61), we are assigned different tasks on the basis of area and level of expertise (M=3.17, SD=0.59), It can be deduced from Table 8 that the fifth dimension of initiative represented the extent of practices with related mean values. The mean value of We have to take the initiative and responsibility due to lack of information and guidance from top leadership has the highest score, and We are assigned different tasks on the basis of area and level of expertise has the lowest score among all items in this dimension. Therefore, in the dimension of Top leadership taking initiatives and providing ideas, Faculty is provided the opportunity to freely give ideas regarding improving work; we have to take the initiative and responsibility due to lack of information and guidance from top leadership.

Table 8. Distributed leadership practices in initiative.

No.	Initiative	Mean	SD
1	Top leadership takes initiatives and provides ideas.	3.27	0.77
2	Faculty is provided opportunity to freely give ideas regarding improving work.	3.24	0.71
3	We have to take initiative and responsibility due to lack of information and guidance form top leadership.	3.33	0.61
4	We are assigned different tasks on the basis of area and level of expertise.	3.17	0.59

Discussion

The present study aimed to explore practices and issues in distributed leadership at a university in Lahore, Pakistan. Data was collected using a research questionnaire which contained 7 dimensions, including Organizational Structure, Vision, Values & Beliefs, Collaboration & Cooperation, Decision Making, Responsibility & Accountability, and Initiative. Mean, and Standard deviation was calculated for each item of the questionnaire using SPSS (21.0). Results have been summarized in the following paragraph.

Seniors usually decide about the tasks and responsibilities of faculty, and such decisions are made within fixed boundaries of responsibility & accountability. Regular consultation meetings are held at universities. A shared vision of leadership is followed where everyone values others and takes responsibility for tasks and responsibilities. The universities aim at strategic development as an important goal. Faculty has mutual respect, and mistakes/ shortcomings are improved. Collaboration and cooperation among faculty members are present to achieve common aims and goals. Faculty make decisions regarding planning, organization, management, and content of teaching. Faculty believes in self-accountability and takes responsibility on its own. Faculty are provided the opportunity to freely give ideas regarding improving work, but the top leadership takes final decisions/ initiatives.

CONCLUSIONS AND RECOMMENDATIONS

Data analysis from specified dimensions of distributed leadership, participants' responses indicated that leadership is moderately disseminated across five dimensions together with the organizational structure, vision, collaboration and cooperation, decision-making, responsibility, and accountability has been confirmed. Instead of that, respondents' results showed that the remaining two dimensions, values and beliefs, and initiative, had lower mean values. Leaders are very logical around the introduction of intellectuals from the top with the organizational approval of a hierarchal system only adequate freedom is given to staff to contribute ideas to improve their work.

Finally, a shortage of dedication founded to the contribution of leaders' undertakings and deficiency in capability to determine the obligation on behalf of educationists were the foremost issues in bestowing leadership. On the one side, the disappointment in empowering, initiating, and encouraging educators to make imperative contributions, displaying low professional criteria for educators and not connecting them in making a decision or originating notions from the top in spite of the important association of thoughts by educators from the top leaders was perceived to be highest issues to dispense leadership. The participants of the study highlighted the prominent issues for leadership distribution. Through the outcomes resulting from this study, the researcher proposed some recommendations for more development in higher education institutions.

It is essential that formal authority holders as a leader at the top of the hierarchy in the university in the study researched to improve strategies that permit the faculty members who are proficient and keen to acquire a chance to lead even in the condition for a little time as per project or assignment. Additionally, it is imperative to acquire the full support of the staff, assigning roles not to be neglected against unenthusiastic and reluctant staff. The formally positioned leaders of the department require familiarity with the strength and weaknesses of staff earlier before assigning roles. Lecturers in the department would be encouraged by their heads of the department and stimulated to take part in decision-making and further responsibilities with accountability for better role-playing in development. This planned spreading of dispersed leadership practices increases the capability of the organization to promote logical thinking, research inquiring on contemporary issues, and accountability of their performance (De Mathews, 2014).

When heads of the department as formal leaders are capable of finding effective educator leaders for suitable situations, they need to provide reinforcement to progress in the setting so that they get familiar with the organization's mission and vision. When personnel is engaged, they take charge of their activities, which might increase the quality. The results show that the practices and issues of applying distributed leadership are prevalent among university faculty in Lahore. Indication of successful implementation of distributed leadership is subject to the higher leadership's willingness to decentralize power and the level to which staff holds the chance to lead. It is mentioned that the aspiration to support the involvement of staff in making conclusions and encouraging circumstances for shared responsibilities stimulate the distributed leadership practice. Although, distributed leadership is affected by some issues behalf as the absence of communication, the reluctance of faculty members to take part in the decision-making process, and the adaptation of additional responsibilities.

The study recommends that formally positioned leaders avoid assigning duties to incapable and inefficient individuals. After conducting detailed interviews, they should provide opportunities for leadership and professional growth to some potential leaders. Top leadership should arrange professional development programs in educational leadership and management. A regular and continuous performance evaluation may also be conducted to achieve better results. Further studies may be conducted focusing on comparing distributed leadership practices among universities with a larger population.

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