

Organization Effectiveness as outcome of Ethical Leadership in Higher Education: A Qualitative Content Analysis

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ABSTRACT

The purpose of the paper is to analyse the impact of ethical leadership on faculty and student satisfaction measuring organization effectiveness in Higher education institution.

This paper is based on qualitative study and in-depth exploratory semi-structured interviews in higher education institute. Total of 20 academicians at different hierarchical levels purposefully selected participated in the study. Conventional qualitative content analysis is used to analyse the data.

After analysis of interview data, two main categories and nine sub-categories emerged. Main categories were faculty satisfaction and student satisfaction. Sub categories includes role modelling, creating healthy environment, professional development, communication, fairness, participation, student career development, student personal development and effective teaching methods.

Element of ethicality is crucial attribute of academic leaders in education institution for attaining organization effectiveness. The ethical behaviour of academic leaders elevates faculty & student satisfaction measuring effectiveness of organization.

Keywords: ethical leadership, organization effectiveness, qualitative analysis, education.

INTRODUCTION:

Concept of Organization effectiveness is universal and widely researched by various scholars. Organization effectiveness defines the organizational outcomes achieved by an organization. Every organization strives to achieve effectiveness be it manufacturing or corporate or educational sector. Most of researchers has developed effectiveness models in different sector but scanty research in educational sector has been conducted in context of effectiveness (Karagoz & Oz,2008). As the success or failure of organization is dependent on the leadership, this paper explores the impact of ethical leadership on organization effectiveness in higher education institutions (HEI). According to Brown et al. (2005), ethical leadership is defined “as the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision making”. The effectiveness in context of education sector is defined as the satisfaction levels attained by different stakeholders academic, non-academic and students for attaining organizational goals. This paper identifies the attributes of ethical leadership causing impact on satisfaction levels of faculty and students of institution. This study includes literature review and in-depth interviews of 20 key informants from Central University of Rajasthan to identify the factors responsible to provide the satisfaction to institution stakeholders. This paper has implications for education policy makers to device tools and policies to understand the importance and practice the ethics among educational leaders and faculties to achieve organizational effectiveness. Thus, the leaders are required to increase the commitment of faculties and students to achieve effectiveness.

REVIEW OF LITERATURE:

Ethical leadership:

Ethical leaders ensure two-way communication by creating comfortable environment for followers to express their views and opinions, to confess their mistakes in front of leaders and to get suggestions in any issue of ethical dilemma along with reporting ethical failure of their own leaders too (Driscoll & Mckee, 2007).

Ethical leaders possess right values and morally strong character, acting as role model for others (Freeman & Stewart, 2006). Such ethical orientation of leaders compiles them to attain the organizational goals by connecting them with employees as well as other stakeholders outside the organization. Ethical leader stresses on building healthy relationships with stakeholders of organization which act as important factor of organizational success, by exhibiting trust, honesty, respect, equity and justice in their behaviour. Such attributes are responsible for sustainable organization (Berghofer & Schwartz, 2011).

Trevino et al. (2003) studied that ethical leaders are trustworthy, honest and shows integrity. They also reward and discipline the ethical conduct of the followers, thereby showing overlapping with transactional leadership. Ethical leaders show ethical awareness, people oriented, motivating, empowering, shows integrity and are ethically accountable (Resick et al., 2006). Ethical leaders are fair enough, they avoid favouritism and can be trusted (Brown et al., 2005; De Hoogh & Den Hartog, 2008). Such leaders encourage open communication (Brown et al., 2005) with others, listen to their ideas and involve them in decision making. Ethical leaders communicate the importance of ethics in decision making to others and what organization expects from their role (Grojean et al., 2004; Piccolo et al., 2010). Ethical leaders guide followers by acting as role model and guide them ethically (Bedi et al., 2015). Ethical principles like honesty, integrity, concern for others and fairness prevent ethical leaders to harm others (Toor & Ofori, 2009). High performance levels can be achieved by ethical leadership behaviour (Piccolo et al., 2010; Walumbwa et al., 2011) and it also results in well-being of others (Li, Xu, Tu & Lu, 2014).

Organizational effectiveness:

The concept of organizational effectiveness has been widely researched in different sectors, but research on organizational effectiveness in area of higher education is limited (Cameron, 1978; Karagoz & Oz, 2008). The concept of effectiveness, its measurement criteria and theories used to predict effectiveness varies as the organization changes (Cameron, 2005). Anderson & Adams (2015) also studied that no single criteria is enough to measure effectiveness as it varies from organization to organization. Though, effectiveness can be used to measure anything within organization be it leadership, performances of employees, communication or accountability.

According to Yankey & McClellan (2007) organizational effectiveness is defined as the achievement of pre-established goals and objectives of organization and measuring it to know whether the goals have been achieved or not. While assessing the role of organization in achieving organizational outcomes is described as organizational effectiveness by Malik et al. (2011). They also provided consensus that there is no one way to achieve organizational effectiveness. Organizational effectiveness can also be defined as the success achieved by unique capabilities and values of human resources of organization (Jamrog & Overhold, 2004).

Effectiveness can be measured by various conceptions like multi stakeholder satisfaction, profit making etc (Chakravarthy, 1986).

Organizational effectiveness can be defined as per the different models. In terms of goal model theory, organizational effectiveness is the accomplishment of goals and objectives of organization (Zammuto, 1987). System resource model or natural system approach considers effectiveness as the acquisition of useful resources from the environment and utilizing them by organization (Yutchman, 1987). Internal organization process defines organization effectiveness as the processes conducted within organization which are smooth enough rather than focusing on organizational outcomes (Steers, 1977). Strategic constituencies model means the effectiveness of the organization can be achieved by satisfying powerful internal and external constituency exerting influence on the organization. The interest groups include customers, suppliers, creditors, employees, community and government (Conolly et al., 1980). Competing value model suggests organization effectiveness is grounded in the competing values of the organization (Quinn & Rohrbaugh, 1983).

Organization Effectiveness in Higher education:

In context of HEI, no single model or criteria is enough to measure the notion of organizational effectiveness, since different criteria have been used to measure effectiveness in providing organizational outcome (Namitha & Baby Shari, 2013). They studied the methods and factors to enhance effectiveness among academic institutions.

In education sector, effectiveness can be measured by teacher, student and parent satisfaction, transforming students as responsible citizen and making them eligible for getting jobs to develop successful careers (Gun &

Holdaway, 1986). In line with this, this study tries to measure the organizational effectiveness with the satisfaction levels attained by the faculties and students. Balci (2001) also supports that effectiveness can be measured by student satisfaction. Other nine dimensions to measure effectiveness in higher education is given by Cameron (1978) including students educational satisfaction, student's academic, personal and professional development, faculty job satisfaction, professional development of teachers, resource acquisition, system clarity and organizational health.

In this study organization effectiveness can be defined as the satisfaction achieved by students, academic and non-academic staff as their satisfaction levels will induce them to invest more efforts willingly there by making effective institution.

Linking ethical leadership and organization effectiveness:

The impact of ethical leadership can be studied on organization effective through faculty and student satisfaction in Higher education Institution. The literature for linking ethical leadership and organization effectiveness is described into two sections. First section shows relation of ethical leadership with faculty satisfaction and second section shows the relationship of ethical leadership with student satisfaction.

Ethical leadership and faculty satisfaction:

It is imperative for organization to motivate employees to direct the efforts of the employees and enhance improved ways of working for employees for attaining success and efficiency within organization (Khan et al., 2010). Ethical element of leadership is essential for improving organizational performance as leadership directly or indirectly affects performance (Shin et al., 2015; Eisenbeiss et al., 2015). Highly committed employees with high performance are produced by motivation provided by ethical leaders, which inspires them to achieve organizational goals contributing to organizational success (Bouckennooghe et al., 2015). Ethical leadership promotes highly committed workforce resulting in success of organization (Hughes, 2012). Education leaders have wide range of stakeholders as compared to any business organization including students, teaching and non-teaching staff, parents, they need to be dealt individually via different policies by educational leader (Sathye, 2004). In line with this, in higher education also, academic ethical leader motivation for the academic and non-academic staff will provide a sense of satisfaction among them, in turn leading to enhanced organizational effectiveness.

Siddiqui et al. (2011) studied that autonomy provided to faculties inspire them to put in more efforts for accomplishing goals leading to satisfaction. Time to time conferences, workshops and seminars should be arranged for acquiring new skills and developing their personality. Training sessions should be organized for faculties for better performance. They should be motivated for more research and publications and be appreciated for the same. Motivated and satisfied faculties ultimately contribute to effective educational institution. The trust of faculties on leader would retain them in institution and they will be loyal to the institute. They would not switch to other institute and would not look for other employment opportunities. They also studied that academic leader shows concern for others which is an ethical aspect and assist faculties in their personal development. The leaders act as role models for other faculties by setting up his own research examples, acting as a guide and mentor for staff, inspire others to achieve their best and give their maximum efforts. Gives platform to faculties for open discussion, creates an environment of trust, is fair in his decisions, avoid discrimination.

Ethical leaders play role in providing professional autonomy to faculties in their work and decision making (Reed et. al, 1998). Thus, faculties feel more satisfied. Studies conducted by Quraishi (2010) revealed that democratic process in decision making, support in research, compensation and benefit schemes; equity in organizational culture, job relevant skills and abilities contributes to the faculty satisfaction.

One of the attribute of ethical leadership is to empower others (Resick et al., 2006), the empowered staff have increased autonomy in work decisions, increased motivation, hence high completion of tasks (Mani, 2010). Empowerment elevates motivation of employees leading to continuous growth of organization (Smith, 1997). Empowered and motivated employees are more dedicated towards the organization and they can be trusted to put their willingly efforts towards effective organization (Kuo et al., 2010). Thus, in context of academic environment ethical academic leaders can empower faculties to motivate them for achieving organization effectiveness. Leaders of higher education should set their own examples for guiding other staff or students, it may either be research examples or behaviour exhibited by them. Leaders should create better network and communication among all to provide clarity for role and goals. They should motivate and inspire others, create an open environment of trust, equity and fairness. They should appreciate work and innovation of others, help developing skills of other people, looks for others interest and give them proper feedback (Ramsden, 1998). Academic Leaders put in efforts to create an environment comfortable for faculties where they are accepted and

valued (Rowley,1996). Educational leaders empower faculties and tries to minimize the stress of faculties as they care for them (Noddings,2003).

For motivation of faculties, researchers have studied that intrinsic and non-monetary satisfaction is of prime importance as compared to monetary benefits including career development, recognition of work, appreciation and work autonomy (Hum,2000; Slaughter et al.,2002). Along with this suitable opportunity can be provided to faculties to develop new skills and earn more knowledge for satisfying them (McKeachie,1997). Monetary and financial rewards are of least concerned matters for faculties (Rowley,1996).

The studies have shown positive impact of leadership within organization on the organizational health variable (Kafraj et al.,2013) among Iranian colleges of agriculture. They studied the effective communication & motivation provided by academic leaders within organization enhances organizational effectiveness. Effective communication is one of the attributes of ethical leader. Ali khatami & Javed Rashmeh (2012) studied multidimensional variable organizational health from perspective of faculty members in Islamic university and found that organizational health is affected by various factors including authorities taking decisions, role clearance by leaders, job security, healthy atmosphere of institution and social support provided by leaders.

Ethical leadership and Student satisfaction:

There is need to study implication of ethical leadership (Brown & Mitchell, 2010) in student faculty interaction context which is relatively new (schweigert, 2016). Interaction of lecturer with student is considered characteristic of quality learning. For learning purpose, the teacher-student interaction is essential (Picciano, 2002). This interaction is contributing factor toward effectiveness of education (Fresen, 2007). Student satisfaction is ensured by timely student-faculty interaction and also between student and course content (Young & Norgard, 2006). Shin et al. (2003) also studied that satisfaction of students requires discussions and interaction among students and lecturers. Lecturers motivates students and enhances their knowledge and maintain healthy relationships with regular communication with students (Long et al., 2013). They also give feedback to students and assist them in learning (Brophy, 2001). Umbach & Porter (2002) also studied that faculties contact with students on continuous basis and more emphasis on research also contributes to student satisfaction.

Siddiqui (2011) also studied that academic leader pays attention for student acquisition of important skills, help students grow, uses effective teaching methods to increase student learning, prepare students to develop professionally for moving in markets and help them in getting good jobs, helps in their personal development, groom them as responsible citizens. Umbach (2005) studied that faculty provides interpersonal support for learning, engage students in effective educational practices. Faculties also used active and collaborative learning techniques for those students are academically challenged.

The moral identity of students is shaped is developed by ethical teachers who are honest, hardworking and compassionate (Arain et al.,2017). Students moral identity developed by ethical teachers inspire them to have concern for welfare and interest of the community at large (Reed & Aquino,2003). Ethical academic leaders influence student's behaviour by role modelling. Such influence transforms students into socially responsible citizens (Wright,2015). Role modelling of academic leaders have ever lasting impact on framing personalities of students (Wright,2015).

Fairness value of leaders allows them to focus on equal treatment of all and considering individual rights at the same time (Shapiro & Stefkovich, 2011). Educational leaders ensure fairness among everyone be it faculties, administration or students. Educational leaders follow utilitarianism theory, according to which leaders focuses on the good of all (Strike et al.,2005) and majority of students (McCray & Beachum,2006). The value care of leaders reflects the empathy, responsibility for well-being of others, considering the needs of every individual. Ethical educational leaders show combined obligation for all institutional stakeholders including students, faculty and administrative staff, as well as society. This behaviour defines the ethic of profession by educational leaders (Shapiro and Stefkovich,2011). While Stefkovich & Begley (2007) studied that ethics of profession stresses more on student best interest.

Ethical educational leaders discipline the conduct of student by rewarding the positive behaviour and punishing for exhibiting negative behaviour (Arain et al.,2017). Ethical academic leaders also exhibit behaviour such as fair treatment of students, helping them, and their selfless service towards community. This behaviour is highly valued by students, elevating satisfaction among students. Educational leader's supportive behaviour for the faculty creates trust and high engagement of faculties within institute. Such faculties are more committed to students (Tarter et al.,1989). Key factors contributing to student satisfaction includes faculty, advising staff and class room facilities. Satisfied students from the educational institute tends to remain in the same institute (Keaveney & Clifford, 1997).

One of the attribute of teaching staff leading to student satisfaction is effective teaching (Theall &

Franklin,2001). Student achievement is one of the outcome of competent faculty having complete subject knowledge and effective quality teaching methods (Matzler & Woessmann, 2010). The positive relationships have been studied between service quality dimensions and student satisfaction in higher education including responsiveness, reliability, tangibility, assurance and empathy (Fitri et al., 2008). Out of these five dimensions, responsiveness and empathy reflects characteristics of ethical faculties. Hence, the concern of faculties for students and their quick responsiveness elevates satisfaction among students.

CONCEPTUAL FRAMEWORK:

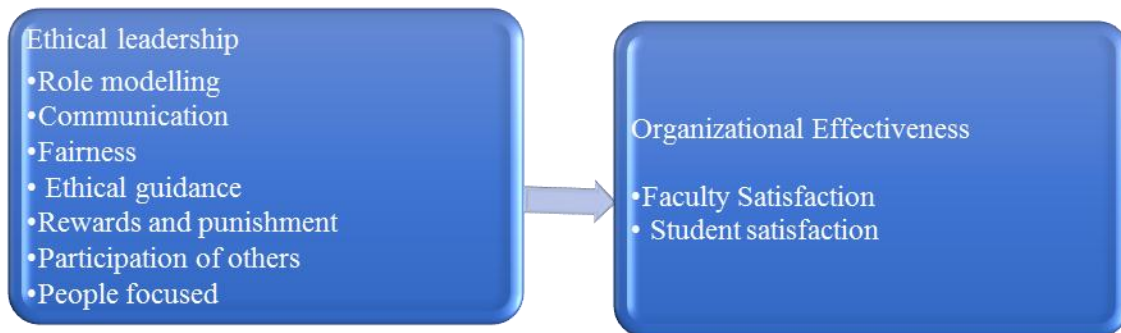


Fig. 1: Impact of ethical leadership on faculty and student satisfaction measuring organizational effectiveness in Higher Education Institution

RESEARCH METHOD:

To study organization effectiveness as outcome of ethical leadership, the combination of descriptive and qualitative research method is used. Extensive review of literature was conducted for descriptive research. The search strategy includes keywords examining the literature related to ethics, ethical leadership, organizational effectiveness, faculty satisfaction, student satisfaction, students, academicians and non-academicians, and related issues in different organizational contexts.

This study applies qualitative in depth exploratory interviews from 20 participants in their natural environment condition which is higher education institute. Exploratory study is employed to generate information about ethical leadership which cannot be collected by questionnaire (Murphy & Enderle,1995). This study reveals the impact of ethical leadership on organization effectiveness in education sector by indirectly affecting faculty and student satisfaction. For this purpose, 20 semi structures qualitative interviews were conducted in Central university of Rajasthan to gain insight on impact of ethical leadership on faculty as well as student satisfaction leading to organization effectiveness of the institute. The key informant includes top management members such as deans (05) and departmental heads (05) and middle management level members such as assistant (06) & associate professors (04) having background of mathematics, humanities, culture & media, English, sciences and social sciences summarized in table 1. The information generated from participants were divided into themes and subthemes by content analysis.

Data was collected through participants through semi structures interview for which purposeful sampling was used to better understand both the research question and problem (Creswell,2009). By establishing some criteria in advance participants are chosen selectively through purposeful sampling (Patton,2002). Participants were chosen on their willingness to give interview, having minimum two years of academic experience. The responses of informants were hand written and ensured to maintain confidentiality by not revealing names.

Table 1: Details of key informant’s position

Position	Frequency	Percent	Valid percent	Cumulative percent
Dean	5	25.0	25.0	25.0
Department Head	5	25.0	25.0	50.0
Associate Professor	4	20.0	20.0	70.0
Assistant Professor	6	30.0	30.0	100.0
Total	20	100.0	100.0	

DATA ANALYSIS:

Qualitative research has simultaneous data collection and data analysis. In contrast to quantitative research focusing on numbers, qualitative research focuses on text which can be further analysed qualitatively (Auerbach & Silverstein, 2003). The hand-written text was carefully converted into word document. Qualitative content analysis was used to analyse data into two stages. Preliminary stages include dividing text into different categories based on differences of opinions and information. This stage involves careful reading of text several times. In second stage, the divided text was categorized into themes to identify relevant items. Redundancy was data removed by eliminating repeated items.

1. Results and Discussion

The data collected from 20 informants is reported in this section. The demographic profile of the informants is summarized in table 2. Further summarization of themes and subthemes is described in further tables.

Table 2: Demographic profile of participants

AGE	Frequency	Percent	Valid percent	Cumulative percent
Below 30	4	20.0	20.0	20.0
31-40	12	60.0	60.0	80.0
41 years & above	4	20.0	20.0	100.0
Total	20	100.0	100.0	
Gender				
Male	13	65.0	65.0	65.0
Female	7	35.0	35.0	100.0
Total	20	100.0	100.0	
Educational Qualification				
Doctoral Degree	18	90.0	90.0	90.0
Master Degree	2	10.0	10.0	100.0
Total	20	100.0	100.0	
Work Experience				
Below 5 years	3	15.0	15.0	15.0
5-10 years	11	55.0	55.0	70.0
11 years & above	6	30.0	30.0	100.0
Total	20	100.0	100.0	

For theme of understanding behaviour of academic ethical leadership resulting in faculty satisfaction, subthemes consist of role modelling, healthy environment, professional development, fairness, participation and communication. Table 3 highlights the attributes of ethical leadership leading to faculty satisfaction.

Table 3: Ethical leader behaviour for faculty satisfaction (Theme)

Subthemes	Codes
Role modelling	Maintain ethical values Fulfils his promise Brings his personality in function Inculcate ethics in own and other’s behaviour Deals ethically in dilemmatic situation Able to control anger Openly admits his mistake
Creating Healthy environment	Open to suggestion of faculties Create Win-win situation Putting trust in capabilities of faculties Resolving conflicts Handling grievance

Subthemes	Codes
Professional development	Organizing conferences and workshops on campus Allowing them to attend conferences and workshop outside the campus Allow faculty to pursue other professional courses Permit them to attend faculty development programs Organizing training sessions for faculties
Fairness	Equal treatment of faculties No biasness on basis of caste and creed Procedural justice Avoids favouritism No gender discrimination
Communication	Encourage two-way communication Make interactions by breaking hierarchy Willingly listen to others Creating clarity in guidelines and behaviour Motivator Counsellor
Participation	Involvement in decision making Encourage for feedback Empowering others

The attributes of academic ethical leader leading to student satisfaction are depicted in table 4. The subthemes include student career development, student personal development and effective teaching methods.

Table 4: Behaviour of ethical leadership towards Student satisfaction (theme)

Subtheme	Codes
Student career development	Assists student for moving into market Solving career related queries Guiding them for future career opportunities Arranging on campus placement Allocating sufficient time
Student personal development	Acquiring new skills & knowledge Encouraging students Supporting them in personal problems Ensures confidentiality Problem solver Equal treatment of students
Effective teaching methods	Command over the subject Ensure student faculty interaction Used technologies like projector Providing complete handouts and documentations

CONCLUSION:

The framework presented in this paper shows the effect of ethical leadership in attaining organizational effectiveness by providing satisfaction to faculties as well as students in context of higher education. Based on extensive literature review and in depth exploratory interviews, the findings reveal that ethical leader behaviour of academic leader is the key to organizational effectiveness of higher education, as ethical leaders can maintain satisfaction level of faculties by motivating and supporting them. Ethical academic leader’s effective communication, fairness, participation of others, role modelling, professional development opportunities for faculties and creation of healthy environment results in faculty satisfaction. Ethical leader’s concern for student career and personal development, effective teaching quality leads to student satisfied. Along with this, satisfied faculties also willingly put in their efforts for engaging students in better learning by having quality faculty-student interaction contributing to both personal and professional development of students.

IMPLICATIONS OF THE STUDY:

The model presented have certain implications for the education policy makers and administrators to make organization effective by serving best to students and faculties who are the most important stakeholders of the institution. Ethical academic leader should be conscious of faculty and student's perception of ethical behaviour and should exhibit those ethical behaviours and responsibility. Since faculties are role models for students placing ever lasting impact on student personality (Wright,2015), the ethicality of faculties is crucial. So, special attention should be paid on the ethicality of prospective faculties by creating ethically dilemmatic situations in front of them and judging them on basis of presence of ethical dimension. Educational policy makers should introduce policies for recognition of academic leaders for the best academic efforts for faculties as well as students in terms of both professional and personal development contributing to effective organization. Motivational policies should be introduced for academic leader to retain and attract competent faculty for the institute as they are highly committed to institute and contribute in effectiveness. Ethical training session can be organized by policy makers for inculcating ethics in behaviour of faculties with a goal for accomplishment of organizational goal leading to effectiveness of institute.

LIMITATIONS AND FUTURE RESEARCH:

This study has certain limitations. First, the respondents are limited to only one public university restricting access to large number of informants. Thus, this study cannot be generalised. The finding for ethical behaviour of academic leaders were reported by the dean, department head, associate & assistant professors only, student's perception of ethical academic behaviour were neglected by not including them as respondents. The results were specific to public higher education institute, which may be contrasting from the private higher educational institute. The responses are qualitative in nature leaving scope for further scale development, testing and quantitative studies indicating future research directions.

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