

An Empirical Study of Impact of Leadership in Success of Higher Educational Institutions

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ABSTRACT

In today's modern era of growth and development of IT, use of the technology for teaching processes has become an important necessity for instructors. The development is related directly to the updating of latest skills and knowledge in the domain of education. The technique used by managers and leaders of any organisation for doing things collectively for achieving their end goals is a style based management. Technology is empowered and has the potential of transforming professional educational environment. For being successful in the field of education it is important for institutions to fulfil a number of demands. However, the multiple complexities and multiple objectives to fulfil certain conflicting obligations, motivational attributes of education are important. Since the educational institutions have become autonomous, they are encouraged for being market oriented. They are also expected to have knowledge about labour market as well as the local economy. Sample of 175 respondents was collected from female respondents through, a "standard questionnaire," which was created on five-point interval scale.

Keywords: effective leadership, leadership in higher education, impact of leadership in HE, leadership and higher education

INTRODUCTION:

Leadership development, its effectiveness and its importance is being explored in detail. Talking about leadership in higher education, it has become a matter of research. However there is a need to study the concept and effectiveness of leadership and its impact on the development of higher education institutions. With new demands coming in on the leaders of universities and emerging policies, it needs to be explored further.

Higher education institutions have somehow managed to maintain their financial growth in terms of global economic slowdown. They have invested in exchange of knowledge and they are also increasingly collaborating and joining hands with different institutions.

However, studies emphasise the need for higher educational institutions as well as their tip management to adapt themselves and become more focused. Policies alter the funding mechanism of the universities and other educational institutions. They also explicitly encourage these institutions to generate an economic impact. (Black, 2015).

Some of the researchers even consider universities to be drivers of the economic growth. Thus, the higher education organisations could be considered to be progressively entrepreneurial. These developments give birth to a number of interesting questions as to how to measure the effectiveness of universities effectively across different dimensions. These may be research, educational, economic and social. Also, the ability of the educational leaders for responding towards the re-configuration of the objectives as well as mission of the organisations are subject of discussion.

One important implication of the shifting context could be that the higher education managers might be engaged

in a wide range of prominent approaches towards leadership. The recent researches on the effect of social science for instance suggests that the academic influence can be related to stages of career, particular engagement practices as well as external repo.

The academics which are effective influential or communicators or experts who have strong linkage with external organisations or government organisations would have a huge impact. This impact might be greater than even the less prominent peers especially on comparing with the early to mid-career researchers.

Therefore, it's important to understand if the different types of leadership development schemes in higher education are customised as per career goals or not. It also needs to accommodate the professional spectrum covering the engagement of general public and different activities related to publication and research. (Hofmeyer, 2015).

LITERATURE REVIEW:

In the research papers, leadership has been defined as the process wherein the person sets the directions as well as goals for the group of people. With the help of persuasion and competitiveness, it defines them for acting together for achieving the proposed goals.

Leadership as conceived in the form of management monitor status, manifests itself once the individual influences achievements of the goals by others. It plays an important role on being confronted with some new problems. Leader is one who offers a better solution and creates a safe environment leading people to the new form.

Manager is known to rule and leader us the one who is followed by people. A true leader holds strength and exercises it represents attributes which are expected as well as sought after by the organisations. Leader trusts his own strengths and generates confidence through it in others too.

A leader is efficient enough in guiding the students. He develops a vision that is communicated to them. He is self-confidant and inspires confidence in others. He has a good amount of experience for finding mistakes as a detour from road towards success. People feel strong when they are around leaders. They find activities for being more challenging as well as interesting (Schuetz, 2016).

The academic institutions present different setting than public or private sector organisations. The private institutions are guided by the considerations to maximise the value of the shareholders. Therefore, the shareholders in the academic organisations are diverse. These are some of the special attributes of the academic institutions which pose different type of challenge for leadership. This signifies that although the academic leadership has certain common things with leadership, there are certain challenges. Researches about academic leadership are evolving. A model has been created which defines the attributes which influences efficient academic leadership.

The contextual focus on the concept of leadership in educational sector is quite evident. But so is the conceptual clarification of the definition of leadership. As space of educational policy evolved, so has the theory of leadership. It approaches towards the development of leadership as well as research on leadership. The essence lies in the ability of first understanding the theory as well as concept of leadership and applying hem thereafter. The landscape of scholarship about leadership is being explored. There is some kind of confusion as well as ambiguity for defining leadership and leaders (Meraku, 2017). Further, a number of theories about leadership are based on the studies which raise questions regarding extent to which the findings are relevant to everyday leadership of professionals and managers in the highly politicised, public sector institutions.

The focus in context of leadership on the educational sector is absolutely valuable. But so is the conceptual clarification of explanation of leadership.

In the comparative analysis done to assess the relation between leadership and management, it may be highlighted that managers are people who administer and leaders are those who innovate. Managers act in the transformational manner and leaders act in the transactional one (Solomon, 2016).

Leadership can be said to be psychological leadership and management is all about administrative style of leading. The former relates to imaginative, cognitive level as well as anticipation. While the other related to action. Leader is a person who scans the future, sets the goals and prepares plan of action. Manager implements these plans (Steyn, 2018).

Leaders in higher education institutions need to examine the process of leading their organisations. They need to look for approaches that best fit into the context of higher education. They need to follow the approach of effective leadership. However, it's not straightforward as there's no consensus regarding leadership and how it is defined. Sometimes, the process becomes even more complicated with interweaving of ideologies of leadership. In the past few decades, several philosophies and ideologies have evolved and may be seen to be persistent in different guises in the modern day educational organisations.

The theories of behaviour emerged from 1950s on the basis of complete considerations of motivation and human

nature. Situational leadership known for the adaptation of the style of the competence of the staff and the tasks. While some more considerations of the dynamics of the team in the same context need to be analysed.

The model of transformational and transactional in 1970s include the reinforcement of the transactional behaviour along with understanding the followers and constructing their focus as well as self-worth. Values, credibility, vision, judgement, engagement experimentation and competence are focussed upon (Aymoldanovna et al., 2015). Transformational leadership and focus of the transformational behavioural attributes have become the primary dominant component for the past few decades.

Leaders are seen as heroes and they are encouraged for transforming loyalties. They are also expected to encourage their colleagues through the culture of shared organisation. Negative impact could arise, dialogues might become stifled, no techniques of solving problems may be persistent and people might be perceived as primary source for problems. The coercion amongst individuals is reminiscent of the structures of control and command (Nichodemus, 2015).

The approach of systems thinking was applied in the management principles during 1920s. It was developed further in 1940s. A leader who follows the systems thinking approach aims at optimising the links between the rules, behaviour of the manager, skills, results, methods, etc.

Leaders aim at working on systems that are fundamental changes from control and command mantra. The transformational leaders who emphasis working on the people consider this to be the fundamental change. For examining the relevance of the concept of leadership for education constructs along with contemporary leadership theories and practices. Thereafter, where the comprehensive style of leadership frameworks are already present, they might be tested considering the demands of higher education institutions (Katun et al., 2015).

A recently structures sector specific leadership model in the conservation of biodiversity offers a competitive comparator. The decision helps in examining after a suitable translation of the terminology, subsequently developed framework of leadership for higher education institutions remain to be valued, relevant and robust when analysed in context of the challenges of leadership (Cohen & Olsen, 2015).

It is considered that leaders require a more globalised view. They need to be strategic and they need to look outwards. Leaders ask precise questions and go deep into the issue. Leadership is all about a willingness to become a champion in the interest. He needs to bring others for supporting the interest. Therefore, encouragement as well as inclusion underpins efficient relationship between leader and others for engaging in some common goal. It is also said that leader does not need to be into a formal role of leadership. It is possible to become a leader without becoming anyone's boss. Thus, you may become a peer but could become the leader of the group. Researchers emphasise that the leaders to be successful need to invest their time for knowing people they need to lead. They need to help everyone to concentrate on their work. Creating relationship is the very first step for developing as well as inspiring others. An efficient leader is one who promotes others. An overlap is also noticed between leadership and management in the context of higher education. There's some kind of managerial component in leadership. Ideally manager is considered to be a decent kind of leader. Manager is seen as categorising, organising the work. People often confuse management with leadership (Michael, Brizek and Weitz, 2016).

OBJECTIVE OF THE STUDY:

- To know the impact of leadership in the success of higher educational institutions.
- To identify how an effective leadership can make a successful institution.

METHODOLOGY:

The present study is exploratory in nature. A survey method was used to collect the primary data for which a structured questionnaire was developed and used to validate the hypothesis of this study. A survey was conducted to collect the data from sample of 175 respondents through the circulation of a standard questionnaire. The sampling method was purposive sampling. Demographic and Chi-test was adopted to find appropriate results of the study.

FINDINGS OF THE STUDY:

Table 1 demonstrates the general profile of the respondents that have the questions regarding their Gender, Age, and position / level. 56.57% males and 43.43% females filled the forms. With reference to age of respondents, respondents of 25 to 35 years of age group were 28%, 36 to 46 years of respondents were 34.86% and those who

were 47 years & above were 37.14%. Regarding the position & level of respondents 44% were managerial leaders and 56% were Institutional leaders.

Table 1: Demographic profile of the respondents

Variables	Number of respondents	%age
Gender		
Male	99	56.57%
Female	76	43.43%
Total	175	100%
Age group		
25 to 35 years	49	28%
36 to 46 years	61	34.86%
47 years & above	65	37.14%
Total	175	100%
Position / Level		
Managerial Leaders	77	44%
Institutional Leaders	98	56%
Total	175	100%

Table 2: Chi Square Test to check the impact of leadership in success of higher educational institution

Position / Level	Effectiveness			Total
	Highly effective	Less effective	Not effective	
Managerial Leaders	39	13	25	77
Institutional Leaders	57	25	16	98
Total	96	46	33	175
Value of Chi-square				6.7168
Degree of freedom				2
p value				.03479

Null Hypothesis: There is no significant impact of leadership in success of higher educational institution.

Alternate Hypothesis: There is significant impact of leadership in success of higher educational institution.

Alternate hypothesis is accepted as it shows that there is significant impact of leadership in success of higher educational institution.

CONCLUSION:

Effective leadership approach is key to the success of the organisation. A number of studies have proved that there are positive effects of development of leadership on different variables of an organisation like commitment, satisfaction of the followers as well as performance. All these components are important constant for leadership irrespective of the context. However emphasis could differ. Leadership in the higher educational institutions is complex and more diverse as compared to leadership in the other private as well as public sectors. This kind of difference emerges from this fact that the concept of leadership in higher education is only concerned with maximisation of the values of the stakeholders as staff, students, public and the government at large. This emphasises that the leaders in the academic setup need to be much more competent as well as effective for satisfying the diverse stakeholders. However, the development of leadership in the higher education institutions is still under investigated for research and applications. Till date, the faculty is generally appointed at senior ranks on the basis of their subject knowledge, scientific accomplishment as well as experience. However, there are certain challenges that these leaders face due to this. Demographic profile and Chi-square test was applied to find the result of the study, Alternate hypothesis is accepted as it shows that there is significant impact of leadership in success of higher educational institution.

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