

Academic Leadership for Professional Competency of Institution

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ABSTRACT

The purpose of this research is to gauge the academic leadership skills of administrators in a subset of India's higher education institutions (SSHEIs). The study also hopes to learn more about the gender gap in SSHEIs' ALC (academic leadership competencies). The data for this research was gathered using a quantitative approach. The questionnaire utilized by the researchers has 29 questions. Although there is a correlation between the background factors of college location and elective choice, there is a substantial variation in academic performance among pre-service teachers in colleges of education affiliated with Kerala University. Those who majored in the arts at college scored higher than those who majored in the sciences at college (67.90 vs. 65.60), while those who majored in the sciences at college scored higher than those who majored in the arts (68.10). Staff at SSHEIs in Kerala Province were sent the survey at random. The results also showed that the average ALC score varied considerably by gender among college students. This data suggested that men academic leaders had higher levels of LC than their female counterparts.

KEYWORDS: Academic, higher education, leadership development, professional competency

INTRODUCTION

Leadership in higher education is the guidance given by professors and administrators with the goal of making the campus a fertile place for both individual academic progress and the growth of the institution as a whole. For additional information on the need for emotionally intelligent leadership for 21st-century university administration, see *Emotionally Intelligent Leadership and Its Imperative for Governing Developmental Universities*. In order to successfully adapt to the ongoing shifts in the workplace, today's leaders must acquire new information, skills, and techniques. The success of a university or college in performing its primary function—providing students with the excellent education they deserve—depends on the caliber of its administrative leadership. Despite the fact that "only a few studies have asked senior academic administrators about what they do, what they need to know, and what characteristics or attitudes they need to possess," Blair (2000) found that deans were increasingly expected to secure external funding in order to be considered an effective leader. Deans are ultimately accountable for implementing educational policies and procedures, which play a vital part in the success of IHL's purpose. Most leadership models treat workers like automatons that blindly follow orders. One reason for this is the widespread belief among followers that only established leaders can be trusted to make sound judgments. "Command and control" is the term for this style of management. Ineffectiveness is the result of a lack of communication between upper management and those doing the work on the ground. Managers are preoccupied with issues that directly touch them, while those at the front lines go unnoticed until they boil over.

LITERATURE REVIEW

Johanim Johari et.al (2022) This research looks at how certain skillsets held by institutional leaders may foretell how well they will do in their jobs (namely, how well they will accomplish set objectives and results, how well they will lead change, and how justly they will treat others). The study also intends to determine whether proactive character traits have a moderating role in the suggested connection. A total of 103 Malaysian university presidents participated in the

survey. The data analysis and hypothesis testing were performed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method implemented in Smart PLS 2.0. The results show that leadership and leading change capabilities, as well as integrity and justice, have substantial and favorable effects on professional success. There was a strong moderating effect of proactive personality on the connection between leadership and leading change dimension and performance at work. It is hoped that this research would provide the field of leadership capabilities with more hard data. Empirical evidence in partial support of the role of leadership qualities and proactive personality in predicting job success was uncovered by the study's research approach.

Stefan Niewiesk et.al (2021) American universities in particular manage their daily operations via a plethora of separate, walled programs and procedures. More attention should be paid to the various methods of academic administrative leadership. For the purpose of assessing and bettering university administrative procedures, we present a straightforward framework. The purpose of the proposed framework is to provide a structure to harmonize administrative work across the university, afford consistency while allowing for unit-specific adjustments, and offer a basis for defining and measuring ongoing improvement based on an examination of the literature on academic administration and input from participants in academic leadership programs at Ohio State University. The framework is structured into six categories of competence with associated capabilities, providing a common vocabulary for administrators to discuss their job. We compare this framework to existing methods for assessing academic administration performance, and we make some broad conclusions regarding its use.

Ismie Roha Mohamed Jais et.al (2020) In order to solve the problem of finding qualified administrators in Malaysian universities, this article details the steps taken to create a leadership competence framework for academic institutions. This research use qualitative and exploratory case study methodology to provide five clusters of leadership competencies that should be included in the framework. Personal efficiency, knowledge, leadership, influence and effect, and accomplishment and activity make up the remaining five categories. These groups then establish the topics for competence, which are in accord with prior research. Based on the goals of the Malaysia Education Blueprint, this study sheds light on potential replacements for the current leadership competence framework for maintaining an outstanding culture inside an organization (Higher Education 2015-2025).

Darshna V Banker et.al (2019) Despite India's vast population, just a few of its universities have achieved world-class distinction in international rankings. We require knowledge of the specific difficulties faced by India's higher education industry, as well as the strategies used by the academic heads of top-tier universities throughout the world. The purpose of this in-depth interview research was to tease out the many facets of leadership. The interview transcripts of twelve top professors from universities all around the world were analyzed using Nvivo Pro. Using a 'six-step thematic analysis approach,' this study examined the four latent categories of academic leadership roles: crossing boundaries, nurturing human talent, making a social contribution, and running the institution. These latent categories included visioning, fundraising, protecting, managing intellectuals, attracting bright students, social inclusion, social responsibility, engaging into academics, and administration. Regarding the difficulties encountered by India's higher education system, these functions are examined in the "Results and discussion" section. In this study, we highlight the importance of a new topic—"social inclusion"—to the reputation of Indian universities throughout the globe. Moreover, we provide some suggestions for fostering and strengthening academic leadership in India.

A. Skarbalienė et.al (2017) Preparing students for the leadership at a higher school level is one component of taking a methodical approach to this topic so that more professionals may assume leadership roles. Although there are numerous evidence demonstrating the value of cultivating leadership skills in higher education, there is a dearth of study on the topic of students' perspectives on leadership education in Lithuania and elsewhere. Therefore, this subject warrants fresh and cutting-edge scientific study. The purpose of this research is to provide insight into how college students feel about the importance of gaining leadership skills throughout their time in school. This was accomplished by a study conducted in 2015 and 2016 with 857 graduating seniors from several Lithuanian universities. According to studies, students place a high priority on acquiring leadership skills, yet this goal is only partly met. Additionally, the findings supported the assumption that an interdisciplinary approach rather than a focus on a single topic was required to foster leadership competence development. Some suggestions for universities were also developed based on the results.

The Current Status of Studies Related to Academic Leadership Competencies and Gender Differences in India Higher Education

The aforementioned literature assessment indicates that ALC has been largely ignored by academics in the context of formal learning. In India's higher education sector, research on LC in terms of the attributes and abilities of its leaders is in its infancy. Gender inequalities in ALC studies at Indian universities were also underrepresented. There is a lack of systematic techniques, rules, or a framework for ALC at India's universities, which the researchers deemed to be a gap in the existing literature. To address this knowledge gap and learn more about the LC of India's academic leaders, the current research was carried out. The theoretical basis for this investigation is shown in Figure 1.

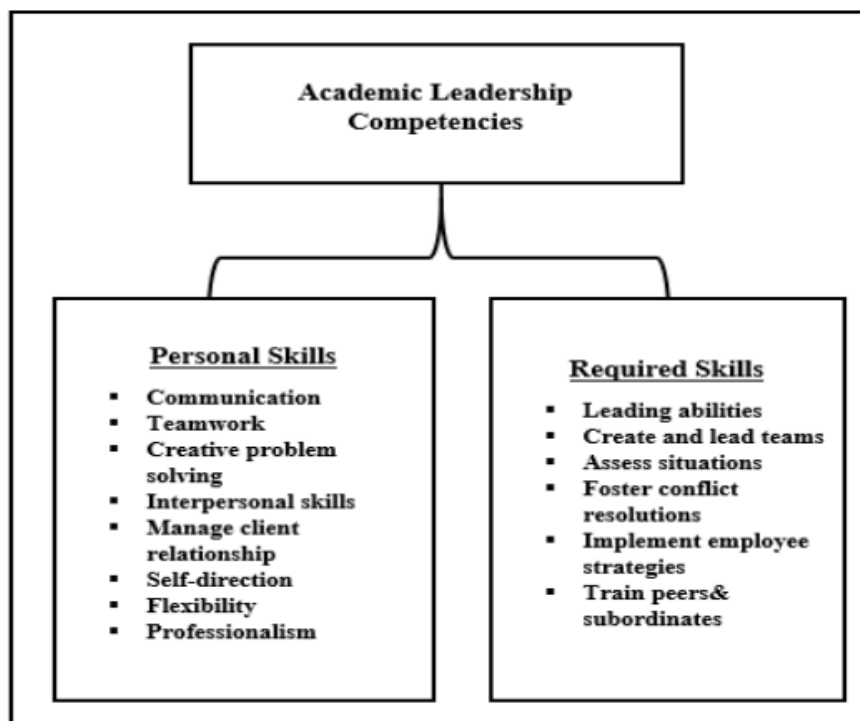


Figure 1. Conceptual framework of the study.

The preceding conceptual framework demonstrates how the LC is measured via the evaluation of the individual and institutional competences of academic leaders. Several accepted questionnaires were utilized to assess the leadership abilities of academic

METHODOLOGY

A quantitative approach was used in this investigation. More information on this approach, including the study's design, demographic, sampling strategy, and instrument development, including discussions of validity and reliability, may be found in the following section. This was then followed by an examination of the data in SPSS, the Statistical Package for the Social Sciences (V. 23). This research used a cross-sectional survey design to gather information from its sample group through questionnaire. It was said that opinion, belief, and attitude data were collected using cross-sectional designs. The cross-sectional methodology is ideal for this study because it allows researchers to gather information on the existing state of leadership abilities while also taking into account the opinions and viewpoints of faculty members. The information was gathered from the viewpoints of college teachers in the Kerala area. The researchers chose Kerala province in comparison to others in India for this study for a number of reasons. A research university and technical colleges (Technical and Vocational Training Corporation, or TVTC, with 397 faculty members) are available there. A total of 30 colleges, 111 departments, and 3 institutes may be found throughout both campuses. The intended audience consists mostly of professors (3,828). It's anticipated that the city's booming economy will create 500,000 new job openings for recent college grads, making it stand out even among the provinces.

Therefore, the province of Kerala economic development may be directly attributed to the province's excellent graduates from the province's institutions of higher learning. The success of Kerala higher education system depends on the appointment of strong academic leaders who possess the requisite set of abilities and experience to steer the institution to its targeted goals.

DATA ANALYSIS

Demographic Information

Table 1: Demographic Information

Demographic Item	Categories	Frequency	Percentage %
Institute	JU	339	68.3
	TVTC	157	31.7
Gender	Male	228	46.0
	Female	268	54.0
Age	20-30	101	20.4
	31-40	257	51.8
	41- 50	107	21.6
	Over 50	31	6.3
Years of Work	Less than 5 Years	187	37.7
	From 6-10 Years	177	35.7

Experience	From 11-15 Years	67	13.5
	Over 15 Years	65	13.1
Field	Technical Training	154	31.0
	Engineering	40	8.1
	Social Science	30	6.0
	Arts & Humanities	65	13.1
	Science		
		79	15.9
	Health Science	50	10.1
	Applied Science	31	6.3
	Others	47	9.5

Table 1 reveals that between the TVTC and Kerala University, 68.3% of respondents were students at JU and 31.7% were students at TVTC. There were more women than men that filled out the survey (54% vs 46%). Between the ages of 31 and 40, the vast majority of responders (51.8%) fall. The majority of those who filled out the survey had been employed for more than five years. Finally, the technical training sector had the greatest rate of responses (31.0%) from TVTC, while the scientific area acquired the highest proportion of respondents (15.9%) at JU. The results showed that the vast majority of participants were junior high schoolers, and that women made up the majority of survey takers.

Level of Academic Leadership Competencies

Academia leaders' skill sets were the primary focus of the first aim. To this end, descriptive statistics were used in SPSS, with a focus on the average response. An overwhelming majority of responders apparently agree, as shown by the mean. Distinctive statistical findings are shown in Table 2.

Table 2: Descriptive Statistics of ALC

LC		SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	StD
	PS1	0.2	1.2	5.2	32.7	60.7	4.52	.672
	PS 2	0.4	3.0	10.3	51.4	34.9	4.17	.762
	PS 3	0.2	4.4	11.3	40.9	43.1	4.22	.831
	PS 4	0.0	1.2	4.2	55.2	39.3	4.33	.615
	PS 5	0.2	2.4	10.7	47.2	39.5	4.23	.751
	PS 6	0.0	1.8	5.6	52.8	39.7	4.30	.659
PS	PS 7	0.0	1.6	6.3	41.3	50.8	4.41	.682
	PS 8	0.0	4.0	11.9	43.8	40.3	4.20	.802
	PS 9	0.2	2.2	9.1	46.6	41.9	4.28	.735
	PS 10	0.0	3.2	6.3	47.2	43.3	4.31	.729
	PS 11	0.0	1.2	4.8	43.3	50.6	4.43	.645

	PS 12	0.0	0.8	9.9	44.4	45.0	4.33	.685
	PS 13	0.0	0.0	2.2	48.0	49.8	4.48	.543
Total of PS							4.32	.700
RS	RS 14	0.8	2.2	12.5	32.9	51.6	4.32	.837
	RS 15	0.2	1.6	5.8	55.8	36.5	4.27	.660
RS 16		0.2	1.6	9.7	45.4	43.1	4.30	.724
RS 17		0.0	1.8	7.9	54.0	36.3	4.25	.673
RS 18		0.2	2.6	11.1	42.9	43.1	4.26	.773
RS 19		0.2	2.6	12.5	49.4	35.3	4.17	.757
RS 20		0.2	1.4	8.1	46.6	43.8	4.32	.700
RS 21		0.0	0.6	13.9	48.8	36.7	4.22	.696
RS 22		0.4	3.4	13.9	43.5	38.7	4.17	.820
RS 23		0.0	2.6	10.3	50.4	36.7	4.21	.729
RS 24		0.6	3.2	10.9	43.1	42.1	4.23	.814
RS 25		1.8	5.4	12.7	43.8	36.3	4.07	.931
RS 26		1.0	5.2	15.3	41.9	36.5	4.08	.902
RS 27		6.9	13.7	10.7	37.1	31.7	3.73	1.232
RS 28		4.4	10.1	12.1	37.9	35.5	3.90	1.127
RS 29		0.4	2.0	8.9	49.6	39.1	4.25	.732
Total of RS							4.17	.819
Total of LC							4.25	.477

Note: LC = Leadership Competencies; PS = Personal Skills; RS = Required Skills

Academic Achievement Of Teacher Trainees In Colleges

Teachers-in-training in colleges of education associated with Kerala University vary significantly in terms of academic performance, depending on a number of contextual factors.

Table 3

Difference in academic achievement of teacher trainees in colleges of education affiliated to Kerala University

Background variables	Categories	Count	Mean	SD	Remark
Sex	Male	85	68.34	8.93	NS
	female	915	66.71	12.33	
Locality	Urban	536	67.09	12.70	NS
	Rural	464	66.57	11.34	
Marital status	Married	424	67.53	11.33	NS
	Unmarried	576	66.34	12.60	
	Urban	625	68.10	11.21	S

Locality of the college	Rural	375	64.76	13.16	
Optional subject	Arts	542	67.90	11.95	S
	Science	458	65.60	12.14	
Residence	House	650	66.86	12.54	NS
	Hostel	350	66.82	11.20	
Teaching experience	Yes	237	65.74	11.72	NS
	No	763	67.19	12.18	
Qualification	UG	646	67.25	10.99	NS
	PG	354	67.66	9.95	

The above table 3 shows the average GPA of preservice teachers in colleges associated with Kerala University broken down by gender, place of residence, marital status, major, optional field of study, and number of years of experience and education. Teacher education students' performance at schools connected with Kerala University's education department, contextualized by factors such as college's geographic location and major choice.

CONCLUSION

The results show that there was widespread agreement among the professors at the sample of Indian universities and colleges on the topic of leadership competence. Results showed that academic leaders had a high degree of LC, including both soft and hard leadership abilities. There is a considerable gender gap in the ALC, with men academic leaders having more LC than their female counterparts, as seen by the results. Results from a study of teacher-in-training programs at institutions connected with Kerala University show no statistically significant differences in outcomes by gender, place of birth, marital status, place of residence, years of experience in the classroom, or level of education.

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