

Impact of Leadership Styles on the Professional Growth of Administrators

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ABSTRACT

The administrator having appropriate leadership styles will be more competent to handle their jobs. The administrators will be professionally more competent by possessing the suitable leadership styles. The productivity of the institutions depends on the efficient management by the administrators by implementing the suitable leadership styles. Therefore, this study is an endeavour to specify the influence of leadership styles on the professional growth of administrators. The sample size consisted of 500 administrators selected through simple random sampling. In this study, academic administrators from colleges and universities gave information of their leadership styles and professional growth by employing the instrument of Shyji, p. (2014) and Nadeem & Tariq's Professional Development Index Scale (2016). In the study, the results reveal that the leadership styles predict the change in the professional growth of academic administrators. The professional growth of administrators show positive and significant relation with the leadership styles of administrators and thus different skill development programs and workshops should be organized to further exalt the leadership behaviour in administrators and thus improve their effectiveness as administrators which in turn influence their professional growth.

Keywords: Leadership Styles, Professional Growth, Administrators, Higher Education.

Introduction

Education is assumed to be a basic welfare pillar in any society (Muneera, 2015, p. 1). It is the process of acquiring knowledge to interact with the society. Education is essential in fostering knowledge, skills, attitudes and values in an individual that enable him to become active, responsible and civilized citizen. With education people can think, feel and behave in a way that leads to perfection of an individual and also the community. It develops those habits and attitude that help to face the future challenges of life competently. It improves our

vision of observing the society and increases the understanding of one's determination and privileges in life. The education we achieve help us to hold a good status in a society. Education is the key to success in the future and offer many opportunities in our lives (Al-Shuaibi,2014, p. 1). It is necessary for economic growth and social prosperity and is helpful in eradicating poverty, creating peace and harmony. Every culture and nation give importance to education because it is considered as a panacea for all evils. The social, cultural and political aspects of a country greatly influence education and vice versa. The primary goal of education is not to educate individuals but to integrate them for doing work along with the norms and values of the society.. Education as a dynamic process fulfil the changing needs of society and thus develop overall personality of an individual. Quality education is a prerequisite for empowerment of socially excluded, economically backward and educationally disadvantaged sections of the society (Ahmad & Garg, 2007). Therefore, in order to transform in a well-developed society, it is important to strengthen the foundation of education in schools, colleges and Universities

Leadership Styles

Leadership is the influencing act, leading group activities in an organized way or achieving organizational goals through human assistance. This influence between the leaders and followers is leadership and it is this influence which enables managers to make people willingly work for accomplishing tasks. Leadership is influencing individual or group activities in a given situation (Pratap & Srivastava, 1985, pp.94). Leadership is providing the direction to individuals or groups to gratify the common goals and elevate the work efficiency. In earlier times leadership is recognized as a position owned by an individual due to their high authority in an institution but now its concept is changed and is more flexible in nature to influence others in a positive approach. The qualities which are associated with the effective leadership behavior of an administrator includes confidence, genuineness, temperament, supremacy, sensitivity, intellect, and self-admiration. Therefore, good leadership in any institution leads to the improvement of its effective working and progress. Leadership style is a skill that helps the administrator to guide others in an institution to make the work environment more cooperative and supportive. "If the administrator is able to develop an effective leadership style and endure productive harmony with the colleagues and staff is better able to cope with the upcoming challenges of the institution" (Omari, 2005).

Professional Growth

Professional Growth refers to advancement made by the individual to progress in the profession and her contributions towards the growth of the profession thereby making improvements in nursing care rendered to patients and community, improving quality of students who are trained in the institutions. Professionalism is influential quality of an individual. It permits us to fulfil our role to the best of our capability. It helps to impress and encourage others. It provides a deep sense of gratification and self-confidence. Being professional is one of the key aspects that help to make a good impression and progress in our career. The professionalism in an individual develops overall personality characteristics and improve behaviour. A good professional always seeks to continue learning by doing the necessary research to grip new circumstances and difficulties as they ascend. It helps in ensuring good relationship with others, develop communication and thus the overall objectives of any institution can be achieved.

Review of Literature

Literature review displays the investigator the status of the research community in exploring that topic and highlight gaps in the current study.

Studies related to Leadership Styles

Nadarasa and Thuraisingam (2014) studied the influence of principal's leadership styles on job satisfaction of teachers. The study was conducted at higher secondary school level. The multifactor leadership questionnaire was employed for assembling the responses. Multiple regression, Pearson's correlation and percentage analysis were the statistical techniques employed. The findings displayed that, the autocratic leadership style had insignificant influence on the job satisfaction of teachers, while the democratic leadership style significantly influence teacher's job satisfaction.

Sakiru et al. (2014) examined the relation between leadership styles of HOD's and teachers job satisfaction. The results found high job satisfaction among teachers and transformational leadership style was frequently employed by the HOD's in universities. The findings displayed positive relation between HOD's leadership style and job satisfaction of teachers.

Bhuvanalatha (2013) studied leadership issues among female administrators in higher educational institutions of Tamil Nadu. The study identified the challenges confronted by the women administrators. The sample size consisted of 225 women administrators selected from

various institutions of higher education by using descriptive survey technique. The results revealed that the women administrators retaining good leadership abilities, self-confidence, problem solving skills and creative mind were more effective in academic leadership than males. The study further recommended that the government should take initiative for elimination of gender disparities which played an important role in women advancement in academic leadership.

Snaebjornsson and Edvardsson (2013) studied the role of leadership styles in improving the organizational performance of managers. For which 60 respondents were selected. The results displayed positive relation between leadership styles and organizational performance. The dimensions of leadership style predict the change in the organizational performance of managers. The study suggested to incorporate the democratic and transformational leadership style in the management of banks to keep global competitive environment strong.

Studies Related to Professional Growth

Sarmah (2017) investigated professional growth and professional capability of women administrators. The sample size comprised of 298 women teachers. The data was collected from 29 professional colleges. The findings exhibited insignificant difference in academic career between the urban and rural located colleges and equal facilities were available for both urban and rural colleges for their professional development. In the study it was further revealed that professional qualifications had minimum impacts on teaching competency skills of women administrators in higher education.

Nadeem et al. (2011) explored the factors influencing teaching performance of female secondary school teachers. Using descriptive survey method, 1020 students and 204 teachers from higher secondary schools were selected. The statistical techniques included t-test and ANNOVA. The results revealed that the female teacher performance was improved by manipulating different options by educational planners. In the study, the poor socio-economic background of teachers affects their teaching performance and decrease motivation. The undue political interference also influences the teaching performance of female teachers.

Porro, Yiga, Enon, Mwosi and Enon (2019) examined the influence of teacher's competence on their professional growth. The study investigated the role of teacher's competence in improving teaching performance. The findings revealed the poor performance of pupils in primary schools and a moderate association has been found between teacher competencies

and professional growth of teachers. The study further exhibited a significant positive correlation between teaching style and teaching competence.

Objectives of the Study

The objective and sub-objectives of the study are:

1. To study the relationship between Leadership Styles and Professional Growth in the academic administrators.
2. To examine the impact of Leadership Styles on Professional Growth in the academic administrators.

2.7 Hypotheses

H01: There is no significant relationship between Leadership Styles and Professional Growth in the academic administrators.

H02: There is no significant impact of Leadership Styles on Professional Growth in the academic administrators.

Instrument Development

Leadership styles Scale

Leadership styles Scale has been constructed and standardized by Shyji P., 2014. The scale consists of 4 dimensions including; Participative, Laissez-faire, Authoritarian and Situational Leadership styles. The scale reliability was estimated by calculating the value of Cronbach's Alpha. The value of Cronbach's Alpha came out to be 0.860 which is above the satisfactory level of 0.70 in social science research (Hair, Anderson, Tatham and Black, 1998).

Professional Growth

In the study, the investigator employed Nadeem & Tariq's Professional Development Index Scale (2016). The Professional Development Index Scale consists of various dimensions viz Professional Knowledge, Training and Development, Teaching competences and professional practice, Professional commitment and Professional Ethics. Professional development index scale (PDIS) has been developed to assess Professional Development of Teachers at Higher Education Level. The reliability of the scale has been estimated by the Split-half Method and the reliability value comes out to be 0.73 (after applying Spearman man-Brown prophecy formula)

Population for the Study

Population is the larger group from which the sample can be drawn. In selecting a sample, it is very essential that the researcher should define his/her population and estimate its characteristics. The research population consisted of academic administrators in the colleges and universities in the Kashmir valley.

Study Area and Sample Frame

The study area was the Kashmir Division and the data collection was done from the selected colleges and universities. It included government colleges as well as universities.

Sample Unit

The sampling unit is a critical component of the research process as it represents the entity which needs to be surveyed. The sampling unit should represent the population to make fair predictions about it. The college principal and the dean and head of the higher education institutes constitute the sampling unit for this research study.

Sample Size

The population in the present study encompasses the academic administrators. The academic administrators include college principals and dean and heads of universities. Based on the total population of the administrators, the investigator by using the flat criteria selected 50 % of the total population. Therefore, the final sample size selected for the study is 500. Further the investigator dispenses the questionnaires to extra respondents. The total numbers of questionnaires were distributed to 520 respondents to take into account any attrition rate (some of the questionnaires which may not be returned by the respondents). The sample size of 520 was divided equally amongst the districts of Kashmir region.

Sampling Method

The sampling method chosen was Simple Random Sampling. The present study was conducted in Kashmir valley which comprised 10 districts. The Kashmir division is divided into three geographical units as North, South, and Centre. The investigator first selected 2 districts from each geographical unit by employing random sampling technique. After that the investigator select the colleges and universities from each district again by employing simple random sampling. The investigator finally selects the required number of administrators from each department again by using the simple random sampling. Thereafter, using the flat

criteria 520 questionnaires were distributed in equal proportion among male and female teachers of the selected districts. It resulted in the distribution of 520 questionnaires.

Research instrument

The study instrument is a structured questionnaire which was meticulously developed for collecting primary data from selected higher education institutes in Kashmir valley. The measuring items employed in the study were sourced from existing literature and different scales. The items of the factors were derived from the past researches and existing validated scales of the managerial skills questionnaire developed by Shyji (2014) and Nadeem & Tariq’s Professional Development Index Scale (2016). Apart from the socio-economic variables which consisted of Nominal Scales, the responses were generated by utilizing a Five-point Likert scale (ranging from 1= Strongly Disagree to 5= Strongly Agree).

Data Analysis

Corelation Analysis

Table 1: Pearson’s Correlation between Managerial skills and Professional Qualities

		Leadership Styles	Professional Growth
Leadership Styles	Pearson Correlation	1	.464**
	Sig. (2 tailed)		.000
	N	500	500
Professional Growth	Pearson Correlation	.464**	1
	Sig. (2 tailed)		
	N	500	500

among academic administrators

****Correlation is significant at the 0.01 level (2-tailed).**

Regression Analysis

The regression analysis applied on the dependent variable and independent variables exhibited results as shown in Tables 4.7 (a-c) which summarizes our regression model.

Table 4 (a).... Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	0.68 ^a	0.569	.543	.41843

a. Predictors: (Constant), Leadership Styles.

The regression Table 4.7 (a) summarizes the regression analysis of the variables Managerial Skills and Professional Qualities. From the table, R represents the correlation coefficient, comprising value 0.68 which can be decrypted as Professional Growth has a positive relation with the variables Leadership Styles while as R² is the determination coefficient, comprising value 0.569, signifying that 56.9% difference in the variable Professional Growth is elucidated by the variable Leadership Styles.

Table 4.11 (b) ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	21.746	8	2.525	6.643	.000 ^b
	Residual	5457.781	297	.543		
	Total	5479.527	305			

a. Dependent Variable: Professional Growth

b. Predictors: (Constant), Leadership Styles

Table 4.7 (b) exhibits the model fit, a significant regression is found $F = 6.643$, $P < 0.01$ (Significant at 1 percent level) which can be understood that Professional Growth as the dependent variable is more reliable and the model of regression is statistically significant. Hence, means that the Leadership Styles have a significant impact on the professional growth of administrators.

Table 4.7 (c) Parameter Estimates of Multiple Regression Coefficients.)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	Constant	2.574	.321		5.395	.000
	Leadership Styles	1.322	.112	.216	3.854	.016

Table 4.7 (c) exhibits the parameter estimates of multiple regression coefficients. From the table it is displayed that the beta value is .216. Thus, it can be concluded that the leadership styles predict the change in professional growth of academic administrators.

Discussion of Findings

Relation between Leadership Styles and Professional Growth of Academic Administrators

The Leadership Styles and Professional Growth are corelated by employing Pearson product moment correlational technique. The results displayed a positive relation amongst Leadership Styles and Professional Growth of academic administrators. The correlational coefficient comes out to be .464 which signifies that the Leadership Styles and Professional Growth of academic administrators are positively correlated at 0.01 level. Hence, it can be inferred that Leadership Styles affects the Professional Growth of academic administrators

Impact of Managerial Skills on Professional Qualities of Academic Administrators

The result estimates of the multiple regression shows that the Leadership Styles significantly influence the Professional Growth of the academic administrators. The Professional Growth as the dependent variable is more reliable and the model of regression is statistically significant. Therefore, the Leadership Styles as an independent variable predict the change in the dependent variable viz, Professional Growth of administrators.

Implications

- The administrators should adopt appropriate leadership style in response to the changing trends and demands of educational institutions.
- This study will contribute to identify the knowledge, awareness and performance according to the indicators related to the leadership styles of the administrators.
- The administrators should be equipped with many professional qualities such as willingness to learn, positive attitude, conflict resolution, integrity, helpfulness, calm behaviour, self-motivated etc
- A positive relationship has been found out between the variable leadership styles with the professional growth of academic administrators. It therefore reveals that professional growth of administrators are related with their leadership styles and thus various skill development training activities should be organized for further development in their administrative behavior.
- In the study the Leadership styles of academic administrators have positive impact on the professional growth of administrators. Considering, the evolving environment within which the administrators are working, researchers have been calling for continuous assessment as far as the leadership styles of administrators are concerned which directly influence their professional growth.
- The Deans and HOD'S of the universities as well as colleges adopt different leadership styles to sustain good working environment in the institutions and to develop their professional growth.

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