

# Apprehending Leadership Styles to Appraise Organisational Effectiveness at the Higher Educational Institutions

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## Abstract

Leadership styles play an imperative role in the organisation's development and its inefficiency also. Stout leadership style entices reputed market value, organisational competitiveness, effective and efficient organisational climate and change, roaring image and ultimately boosts organisational development. So, the development of any organisation depends upon its leadership styles. The present research article examines the impact of leadership styles on organisational effectiveness at higher educational institutions in Jammu and Kashmir. Primary data were collected from the seventeen postgraduate colleges of Jammu and Kashmir to check the impact of leadership styles on organisational effectiveness. The result of regression analysis showed a positive correlation between the dependent and independent variables which shows that leadership styles are related to organisational effectiveness. The study is conducted in the postgraduate colleges of Jammu and Kashmir only.

**Keywords:** Leadership, Organisation, Effectiveness, Education, Institutions

## Introduction

Education in the contemporary era is considered as the basic foundation of a civilised society. A lot of attention is required to be paid to education in a developing Nation otherwise it will be slowly committing suicide until disaster overwhelms it. It is very much a fact that education and its efficient administration depend upon technical competence, administrative ability and understanding of

the educational development. Change is an indispensable component for the education system of any Nation. Changing trends in politico socio-economic patterns of societies necessitate the importance to re-orient or re-structure the patterns and styles of education consonant with the emerging needs and aspirations of ever changing societies. The reformation of the educational system is required to meet adequately the present needs of the hour and the direction which requires changes in self-development and helpfulness in the spirit of individual observation and reasoning as opposed to the traditional style of the past. It is the time that administrators of the institutions strive to cut themselves free from their leading strings (Stead, 1983).

Research and Teaching are the basic goals of educational institutions. Teachers play an important role in educational institutes for the development of effective and efficient human resources. Further, it requires value based effective leadership which is a product of an effective education system.

The higher education system in India has grown remarkably, particularly in the post-independence period, to become one of the largest systems of its kind in the world. In the higher education system of India, we have 537 universities which include 130 deemed to be universities and 33 institutions of National importance. As many as 16885 colleges are affiliated with these universities, which together enrol 99.54 lakhs students for graduate, postgraduate, research degrees and diplomas and employ 4.57 lakhs teachers for teaching and research (Association of Indian Universities).

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Poor management, forbidden vision and lack of stout leadership qualities of the people at the managerial level had led to the crisis in higher education in the country. To create organisational effectiveness and ensure sustainability leaders need to focus their attention on aligning their people, the systems, the structure and the rules with the organisational strategy while engaging their employees with their jobs and with the organisation.

## Leadership in Organisations

A leader is a person who leads the organisation to higher levels, he possesses various and adequate personal attributes that marks upward growth and impart welfare to the employees and owners. He has the right to command and enforce obedience by the authority of his position. In the absence of sufficient personal competence, a manager may be confronted by an emergent leader who can challenge his role in the organisation and reduce it to that of a figurehead. Transformational and transactional leadership styles are the two main leadership styles a leader must have.

Transformational leadership is a relationship of mutual encouragement and attitude that replaces followers with leaders and leaders with moral agents. This leadership style aims at innovation and motivating people. Transformational leaders motivate followers how to excel amid competitors. Such type of leader is more concerned about taking competitive advantage through investing in human capital, and enhancing their skills and abilities through training and developmental programs. He fosters a collaborative environment in the organisation through team-building, open communication, participative decision making, and employees' involvement. Transformational leaders encompass different leadership behaviours.

- Attributed Charisma leadership style focuses on purpose, and values and assists in building trust among followers. This leadership style infuses confidence and commitment among followers through an attractive or magnetic catchy personality. Employees imitate their leader's behaviour and values and are committed to vision. Specifies the importance of a strong sense of determination.
- Inspirational motivation leadership style inspire followers towards achieving organisation mission

and vision, motivates followers and builds confidence.

- Intellectual stimulation leadership style encourages followers to decide with non-traditional style, suggest innovative ways to complete assignments and resolve issues.
- Individualised consideration transformation leadership style is towards employee orientation and employee goals, needs and values are given more importance. Investment in self-development of employees through teaching and coaching is mostly done.

Secondly, the Transactional leadership style is a system of treating employees through rewards and penalties – Rewards in terms of recognition, enhanced pay advancement etc. Employees who fail to meet organisational expectations and purpose are penalised. The transactional leadership style takes the way of treating followers to perform predefined tasks and focusing towards planned goals.

Transactional leader's characteristics are:

- Transactional leader establishes contracts to provide rewards for efforts; encourage achievements through enhanced pay structures and foster advancement for employees.
- Active management by exception is a transactional leadership style in which the leader takes corrective action earlier if he analyses variance from standard rules, regulations and policies. Such leaders actively watch and monitor the work of employees and take corrective actions immediately if see a variance.
- Passive management by exception is a leadership style that involves leaving employees to do their job without interfering with them. It means leaders intervene only when standards or performance are not met.
- Laissez-faire style of leadership gives more opportunities and the least possible guidance to employees in decision making. The leaders perceive that employees perform extraordinarily when they get the chance to respond to responsibilities and duties in their ways.

Leadership styles are better concerned with return on assets and handsome revenues (Kim, 1999). The

leadership styles of the leaders enhance cooperation and collaboration among workers Chander and Kumar (2000) and Whipple (2002) stated that leadership styles ensure competitive advantage as it make easy availability of market information and strengthen the organisation network.

## Organisation Effectiveness

Organisational effectiveness is how effectively an organisation achieves its goals and objectives. This concept is of utmost importance for non-profit enterprises as the people who donate money and charities to these enterprises are interested to know the organisation effectiveness in accomplishing its goals. Some studies related to organisational effectiveness acknowledge that the concept has multiple dimensions. For example, most non-profit leaders define organisational effectiveness as ‘outcome accountability,’ or the extent to which an organisation achieves specified levels of progress toward its own goals, a minority of non-profit leaders define effectiveness as ‘overhead minimisation,’ or the minimisation of fund raising and administrative costs. The term Organisational Effectiveness is often used interchangeably with organisation.

## Review of Literature

Cavallo and Brienza (2012) have conducted a detailed study to find out if there is any relationship between emotional competence and leadership excellence. The study was conducted on 358 managers across Johnson and Johnson consumer companies globally to assess if there are specific leadership competencies that distinguish high performers from average performers. The study revealed a strong relationship between superior performing leaders and emotional competence, supporting that emotional intelligence is a distinguishing factor in leadership performance. High performing managers at Johnson and Johnson consumer and personal care group were seen to possess significantly higher levels of self-awareness, self-management capability, social skills, and organisational savvy.

Caan (2020) explored the perceptions and expectations of primary school teachers towards the leadership and supervision skills of their principals. The study was

conducted in 17 primary schools which differ in terms of socio-economic level. Cluster sampling technique was used to collect the data wherein 124 male and 212 female Level I teachers; and 162 male and 245 female Level II teachers responded. The results indicated that the expectation levels of the primary school teachers related to their principals’ supervisory skills are higher than their perception levels.

Bono and Judge (2019) investigated why followers of transformational leaders exhibit increased motivation, job satisfaction, organisational commitment and job performance. The study was conducted on 247 leaders and 954 individuals who reported directly to them in nine industries ranging from advertising to aerospace. The results showed that followers of transformational leaders reported greater self-concept engagement with their work. This study is significant because it makes the connection between performance and the transformational leader’s ability to align employees’ values with the work they do.

Dinham (2018) explored the role of principals in producing outstanding educational outcomes in the years 2007–2010 in New South Wales (Australia) government schools using primary data including performance in standardised tests, public examinations; various value added measures and nominations from various stakeholders. A total of 50 sites across NSW from 38 secondary schools were studied. With both subject departments and teams responsible for cross-school programs, leadership was found to be a key factor in the achievement of outstanding educational outcomes. The research has implications for principal selection, training, appraisal and professional development.

Kelley (2019) in his research established relationships among leadership, school climate, and effective schools. Relationships between the dimensions of leadership and measures of school climate were compared in 31 elementary schools. Further, principals’ perceptions of their leadership styles were compared with teachers’ perceptions of their principals’ leadership styles. Results indicate that teacher’s perceptions of their principal’s effectiveness are related to school climate.

## Research Design and Methodology

Based on the above review of literature, the following objective and hypothesis have been formulated:

- To analyse the impact of transactional and transformational leadership styles on organisational effectiveness in higher educational institutions.

*Ho: Leadership styles don't affect organisational effectiveness.*

The present study investigates the impact of transactional and transformational leadership styles on organisational effectiveness in the higher educational institutions of Jammu and Kashmir. The proposed variables for the study are as follows:

- *Transformational Leadership Styles:* Attributed charisma, idealised influence, inspirational leadership, intellectual stimulation and individual consideration.
- *Transactional leadership Styles:* Contingent reward, management by exception (active), management by exception (passive), laissez-faire, extra effort.
- *Organisational effectiveness:*
  - Student educational satisfaction.
  - Student academic development.
  - Student career development.
  - Student personal development.
  - Faculty satisfaction.
  - Personal development of the faculty.
  - System openness and community interaction.
  - Ability to acquire resources.
  - Organisational health.

## Sample Design

The postgraduate colleges of Jammu and Kashmir are taken for the smooth conduct of the study. Presently there are eight universities and seventeen postgraduate colleges affiliated to these universities (As of 31<sup>st</sup> October, 2023). Multistage sampling is used for selecting the representative sample. The official list of all the seventeen postgraduate colleges was collected via personal visits to some of the colleges and some were taken via the official website of the college including all the faculty members (academic and non-academic: including the chairman, principal, vice-principal, HOD of each teaching department, librarian and in charge

of co-curricular activities). Further, all the higher educational institutions were categorised based on the number of staff members as institutions with the highest, moderate and lowest number of staff members. Then after, the top three colleges from each category were selected, finally, ten or thirty percent (depending on the number of the staff members) of the staff members from each college were selected randomly for the study purpose which stood as the final sample of the study.

## Sources of Data Collection

Both primary and secondary data were used in the study. The primary data were collected with the assistance of standardised questionnaire. The primary data further is supplemented by secondary data which were taken from published reports, International and National reputed journals, manuals, circulars, notifications, publications and relevant literature related to the topic of the study.

- *Assessment of Organisational Structure and Effectiveness in Colleges & Universities:* For assessing this dimension a standardised questionnaire was used. This standardised questionnaire was developed by KIM.S.CAMERON in 1976 and the scoring is done with the key developed by Cameron.
- *Reliability and Validity:* The internal consistency for these dimensions ranged from 0.72 to 0.92 with a mean reliability coefficient of 0.82. Further, the loaded value of 0.35 is generally accepted as cut-off value for each item.
- *Multifactor Leadership Questionnaire:*
  - This five point scale questionnaire was developed by BERNARD.M.BASS. & BRUCE. J. AVOLIO in 1991 which contains eighty seven questions that represent the ten dimensions of transformational and transactional leadership.
  - *Reliability and Validity:* Beta values ranged in the high 70s and 80s for the transformational factors and low 70s and 60s for transactional factors. The loaded value of 0.35 is generally accepted as cut-off-value for factor item.

## Results and Discussion

The data collected from the responses were analysed with the help of suitable statistical tools. Responses

were grouped under nine organisational effectiveness dimensions and 10 dimensions of leadership factors. Standard deviation will be computed for each factor of

organisational effectiveness and leadership dimensions. Multiple regressions test was used for studying the effects and magnitudes of the selected variables for the study.

**Table 1: Regression Equation, Standard Error of Estimate Multiple R and F-Value**

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.687	.472	.463	8.141

Multiple regression equation was used for prediction of Organisational Effectiveness from various independent variables of transformational leadership and transactional leadership and the Enter method enticed results as multiple

R = 0.687, R square = 0.472 and a small difference in Adjusted R square = 0.463 with minimum Standard Error = 8.141 as shown in Table 1.

**Table 2: ANOVA**

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	P-Value
Regression	11416.656	3	3805.552	57.420	.000**
Residual	12791.222	193	66.276		
Total	24207.878	196			

\*\*p-value<0.01= highly significant.

*Null Hypothesis (H0):* The data does not fit well to the multiple regression models against the alternate hypothesis (H1): the given data fit well to the model that

has been tested using the ANOVA test, which indicates a good fit if the significance value is < 0.01 in Table 2.

**Table 3**

Coefficients						
Model	Unstandardized Coefficients		T	P-Value	95% Confidence Interval for B	
	B	Std. Error			Lower Bound	Upper Bound
(Constant)	92.879	19.323	4.807	.000**	54.769	130.990
Transformational Leadership	.107	.053	2.015	.045*	.002	.211
Transactional Leadership	.522	.137	3.795	.000**	.251	.793
Dependent Variable: Organizational Effectiveness						

\*\*p-value<0.01= highly significant and \*p-value<0.05 = significant.

The table can predict the Organisational Effectiveness and the following multiple regression equations were obtained for the same. The value of Y can be written as:

$$Y = 92.879 + 0.107X_1 + 0.522X_2 \tag{1}$$

Where Y is the dependent variable (Organisational Effectiveness), X<sub>1</sub> and X<sub>2</sub> are independent variables (X<sub>1</sub>= Transformational Leadership, X<sub>2</sub> = Transactional Leadership).

Transformational Leadership and Transactional Leadership two variables chosen by the model show significant changes in the t-test as shown in Table 3 i.e. p-value is <0.05.

The intercept term α = 92.879, regression coefficient β<sub>1</sub> = 0.107 and β<sub>2</sub> = 0.522 with minimum standard error (0.053 and 0.137) are significant as the p-value is less than 0.05. The predicted (Y) can be obtained from Equation (1), by substituting the value from Equation (1) after specifying the values of two predictors (Transformational Leadership and Transactional Leadership).

Overall, for testing the hypothesis regression was applied in which organisational effectiveness was the dependent variable and transformational and transactional leadership styles were the independent variables. The result of regression analysis showed a positive correlation

between dependent and independent variable  $r = .687$ .  $r$  square values are .472 states that 47% of the variance in the dependent variable could be explained from the independent variable. T-value for both transactional and transformational leadership styles quoted significant values as connoted by respective values  $p=.045$  (transformational),  $p=.000$  (transactional) leadership styles. This shows that leadership styles are related to organisational effectiveness.

## Conclusion

The research brings new insights into the existing literature as it connotes that both transactional and transformational leadership styles are imperative for organisational effectiveness and gradation. The research paper divulges the impact of leadership styles on organisational effectiveness at the higher educational institutions in Jammu and Kashmir with the assistance of primary data collected from the seventeen postgraduate colleges of Jammu and Kashmir which exhorted the use of transformational and transactional leadership styles to develop and embrace organisations with its excellent grooming and becoming competitive at the marketplace. The result of regression analysis showed a positive correlation between the dependent and independent variables which shows that leadership styles are related to organisational effectiveness. The organisation should organise training programmes to build and nurture leadership styles among the leaders. Moreover, some nascent leaders should be imbued with leadership assistance styles so the new styles may be cultivated and ultimately the organisations are benefitted.

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