"A Study of Leadership Qualities among Administrative and Teaching Staff All Over Maharashtra."

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Abstract:

In today's competitive and evolving market, Teaching and Administrative Staff are lacking leadership quality. Before these people assume leadership responsibilities, proper training ought to be provided since leadership qualities are talents that can be improved. The strataplex model of leader behaviours developed by Mumford, Campion, and Morgeson (2007) serves as the theoretical foundation for this study's investigation of the competencies necessary for effective leadership in higher education in hospitality management from the viewpoint of faculty and academic administrators. Following business skills in importance for leadership were cognitive skills, interpersonal skills, personal values, and strategic skills, according to both academics and administrators. Particularly, they all agreed that communication was the most crucial skill. This study will help us different comparative qualities among administrative and teaching staff. Also, to understand the difference in perspectives of leadership attributes between teaching and administrative staffs. To understand the term leadership as Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization.

Keywords: Attitude, Behaviour, Skills, Motivation, Leadership

INTRODUCTION

In today's competitive and evolving market, management education leaders must overcome a variety of obstacles. Administrators must succeed in a challenging environment that is characterised by changing expectations from superiors, budgetary difficulties, professors, and students. one of the essentials to applying the appropriate leadership abilities in this circumstance is what makes a leader effective.The majority of faculty members who work as leaders in educational institutions, however, lack formal leadership experience. As a result, their formal preparation and skill development is almost nonexistent and consists mostly of on-the-job training. Before delegating administrative responsibilities, proper training should be in place since leadership qualities are talents that can be improved. This study's goal is to investigate the competencies needed to be an effective leader in managerial higher education.Leadership is frequently believed to be based on innate personality characteristics, skills, or talents (e.g., Kenny &Zaccaro, 1983; Lord, Devader, &Alliger, 1986; Weber, 1947). But around the middle of the 20th century, leadership researchers started to think of leadership as This review topic will help to understand us what is leadership and their qualities. Leadership is one of the most important topic many sectors .How the leadership qualities are differed in teaching and administrative staff. In any organization role of leader is very important. As a leader he should know how to deal with peoples. In an organization he needs to perform many responsibilities. Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization.

Historically, leadership research has adopted a range of guiding frameworks that strike a balance between lasting, person-specific attributes and context-specific actions or abilities. This assortment of methods has been mainly complimentary (Bass, 1990).However, others have stated that leadership abilities should be emphasised more (Kanungo and Misra, 1992). As opposed to personality traits or intellectual abilities, skills are behaviours that can be learned and developed; and focusing on skills ensures that we are examining leadership within a specific context, with the explicit understanding that a required leadership skill in one context may be less relevant in a different context (Mumford, Campion, &Morgeson, 2007).

Attributes of leadership

Integrity: Individual and organisational leaders must have integrity. It's crucial for senior executives who plan the organization's direction and make other vital choices. Integrity may be a blind area for companies, so make sure yours emphasises honesty and integrity to executives at all levels.

Delegate :Delegating is a leader's essential responsibility, but it's not always easy. The objective is to help your direct reports improve, foster cooperation, offer autonomy, and lead to better decision-making. Best leaders develop trust by delegating well.

Communication: Leadership and communication go hand-in-hand. Best leaders are great communicators who can convey knowledge, inspire others, and train subordinates. You must be able to communicate and listen to individuals from different jobs, locations, and social identities. The quality and efficacy of leader communication influences your company strategy. Effective communication may enhance your company's culture.

Self-knowledge: Self-awareness and humility are key leadership traits. You may be a better leader if you know your talents and flaws. Do you know how others regard you or how you work? Learn how to enhance the 4 self-awareness components.

Gratitude: Being appreciative may improve self-esteem, mood, and sleep. Gratitude improves leadership. Few individuals say "thank you" at work, even though most would work more for a grateful employer. Best leaders are grateful at work.

Adaptability: Learning agility is knowing what to do when lost. If you're a "fast learner" or flourish in new situations, you may be agile. Practice, experience, and effort may boost learning agility. Leaders are amazing learners.

Influence: "Influence" seems nasty to some. Effective leaders may persuade others using rational, emotional, or cooperative arguments. Influence must be honest and open to be effective. It takes EQ and trust. Influence may affect the game.

Empathy: Empathy is a key component of emotional intelligence and leadership. Our study reveals that inclusive leadership and empathic conduct toward direct reports make you a better performance. Empathy and inclusion improve employment circumstances for others.

Courage: It might be difficult to speak out at work, whether you want to share a new idea, provide feedback, or raise a concern. That's why leaders need bravery. Courage allows leaders to face challenges and resolve disagreements instead of avoiding them. High psychological safety and good conversational skills develop a coaching culture that fosters boldness and truth-telling.

Respect: Leaders should treat individuals with respect every day. It reduces stress and conflict, builds trust, and boosts productivity. Respect is more than the absence of disrespect. Respect may be expressed in many ways, but it frequently begins with being a good listener.

LITERATURE REVIEW

Molina, (2018). The purpose of the study lies in determining the visionary leadership manifest in the administrative staff of the Guapan Educational Unit, with the research taking the form of a positivist descriptive research study that will deepen the knowledge of the variable that concerns us: visionary leadership. Through the application of field designs, the information was obtained directly from interaction with the subjects, who made up a population of (62) subjects, among whom were (07) administrators and (55) educational professionals, with the sample consisting of 38 instructors. The instrument used was an 18-item multiple-choice questionnaire (Almost always, Sometimes and Almost never), which was validated by three experts, with a reliability of 0.97, which demonstrates that it is highly reliable. The consolidation of this research showed with its results that the administrative staff engages in visionary leadership in the Guapan Educational Unit. The opinion of the instructional staff, however, shows just the opposite, judging that the administrators show weakness in visionary leadership. For this reason, guidelines are offered to the administrators of the state-funded private school located in the Cañar province, Azogues district, Guapan parish.

Fook et al, (2009).Excellent principals are sense makers of schools that help create a sustainable school climate that will enhance students' and teachers' productivity. Hence they are not only the Chief Executive Officers (CEOs) but also the instructional leaders and motivators for their teams. In exploring the leadership characteristics of an excellent school principal in Malaysia, findings indicated that the principal demonstrated characteristics outlined by literature and used a variety of educational strategies and situational leadership styles. Nevertheless some felt that the principal was too ambitious, result oriented, and had little time for teachers and students.

Kalargyrou et al, (2012). Leaders in management education face diverse challenges in today's competitive and changing environment. However, educational administrators are often faculty members with little direct leadership experience, formal preparation, or skill development. Since leadership skills are abilities that can be developed, formal training should take place before these individuals enter leadership roles. This study examines the required skills that lead to effective leadership in hospitality management higher education from the perspective of faculty and academic administrators using Mumford, Campion and Morgeson's (2007) strataplex model of leader behaviors as a framework. Both faculty and administrators ranked business skills as the most important skills for leadership; this was followed by cognitive skills, interpersonal skills, personal values, and strategic skills. Specifically, they unanimously ranked communication as the most important individual leadership skill and indicated that the method of communication depends on the audience and the content of the message. Ethics and fairness were prevalent personal values, as well as recognition that leadership should be able to understand faculty's interpretation of fairness.

Naidoo, P. (2019). One of the reasons attributed to the continuous decline in student performance and low educational outcomes in public schools is the poor leadership displayed by many principals. Despite the fact that there are no stringent criteria for the appointment of school principals or prerequisite qualifications, principals do have the potential to lead and manage efficient and successful schools. In this paper, I argue that principals can develop exemplary leadership practices when subjected to sound training and professional development programmes. The Department of Education and Higher Education institutions have emphasised the importance of formal qualifications for enhancing career development programmes for practicing and aspiring principals in South Africa. Using questionnaires, I explore the perceptions of teachers and school management team (SMT) members of the leadership qualities exhibited by principals who acquired the professional qualification referred to as the

Advanced Certificate in Education: School Leadership and Management (ACESLM). Findings revealed that leadership development for principals is crucial for school improvement because of active teaching and learning. Leadership capacity requires principals to participate with relevant stakeholders skilfully, and where there is high leadership capacity, instructional leadership develops into sound leadership practices.

Wasserman et al, (2016) The purpose of this study is to examine the relationship between the principal's leadership style and the motivation of the teachers in their work. The research was conducted using the Quantitative Method and included questionnaires for the teachers relating to leadership style and motivation. The questionnaire was given to 137 teachers who teach in elementary and secondary schools in 2014. The research findings indicate a number of significant correlations: a significant correlation was found between the principal's styles of leadership and the teacher's perception of the teaching profession as positive. A significant correlation was found between the teacher's willingness to actively devote himself and the teacher's initiatives related to teaching. In addition, a significant positive correlation was found between the teacher's perceptions of the profession as being positive and between the teacher's initiatives relating to teaching.

OBJECTIVES OF THE STUDY

To understand the difference in perspectives of leadership attributes between teaching and administrative staffs.

RESEARCH METHODOLOGY

To understand the difference in perspectives of leadership attributes between teaching and administrative staffs. A pilot study was conducted among teaching and administrative staff by framing a survey questionnaire focusing on leadership attributes. The questionnaire survey was sent to all teaching and administrative employees unanimously. In total we received 66 responses, out of which 18 were administrate staff and 48 were teaching staff. A simple random sampling technique was used for the data collection process. In order to analyze the data collected, we used Cross Tabulation for understanding their preferences and opinions.
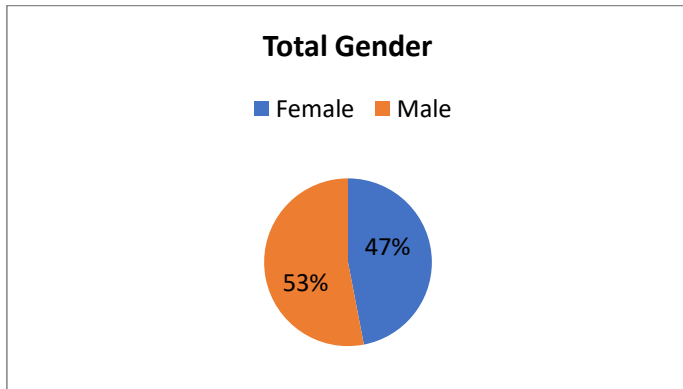
Analysis and Interpretation

Table & Chart 1: Category of the Respondents

Respondent's Category — Administrative 27%, Teaching 73%
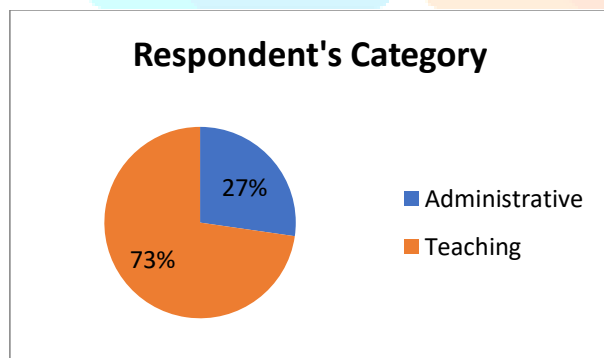
Labels	Count of Category
Administrative	18
Teaching	48
Grand Total	**66**

With regards to respondent's status, Out of 66 Respondents 18 respondents are Administrative staff and 48 respondents are teaching staff.

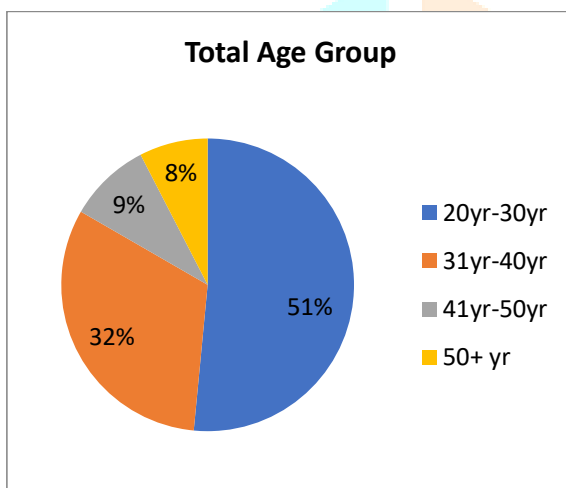**Table & Chart 2: Gender**

Labels	Female	Male	Grand Total
Administrative	4	14	18
Teaching	27	21	48
Grand Total	**31**	**35**	**66**

With regards to Gender of the respondents, out of 18 administrative staff, 4 were female and 14 were male respondents and in case of teaching staff 27 were female respondents and 21 were male respondents.

Table & Chart 3: Age Group

Labels	20yr-30yr	31yr-40yr	41yr-50yr	50+ yr	Grand Total
Administrative	3	6	5	4	18
Teaching	31	15	1	1	48
Grand Total	**34**	**21**	**6**	**5**	**66**

With regards to age of the respondents, out of 18 administrative staff 3 were within 30 years, 6 were between 31- 40 years, 5 were between 41-50 years and 4 were more than 50 years of age. With regards to teaching staff 31 were between 20-30 years and 15 respondents were between 31-40 years.

Table & Chart 4: Work Experience
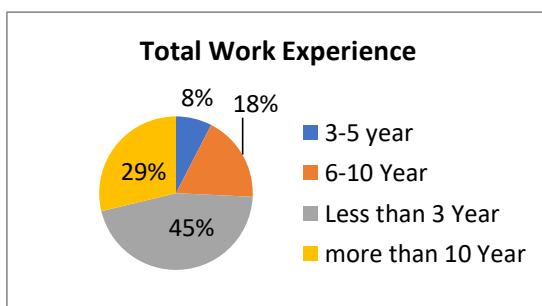
Labels	3-5 year	6-10 Year	Less than 3 Year	more than 10 Year	Grand Total
Administrative	1	2	2	13	18
Teaching	4	10	28	6	48
Grand Total	**5**	**12**	**30**	**19**	**66**

With regards to Work experience, 13 administrative staff had more than 10 years of experience and 28 teaching were less than 28 years who were maximum respondents.
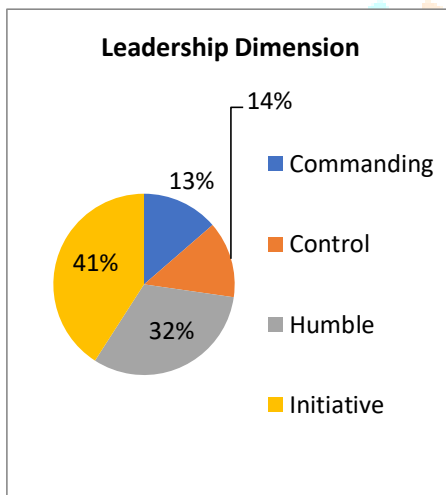
Table & Chart 5: Leadership Approach
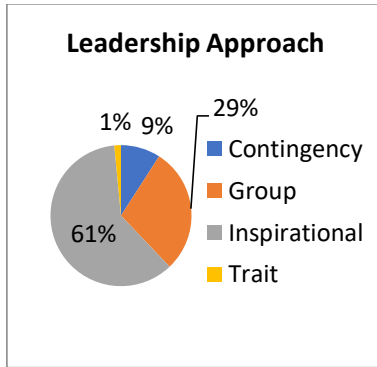
Labels	Contingency	Group	Inspirational	Trait	Grand Total
Administrative	1	5	11	1	18
Teaching	5	14	29		48
Grand Total	**6**	**19**	**40**	**1**	**66**

With regards to leadership approach, most of the administrative staff chose Inspirational while 14 teaching staff chose group as well as 29 chose inspirational.
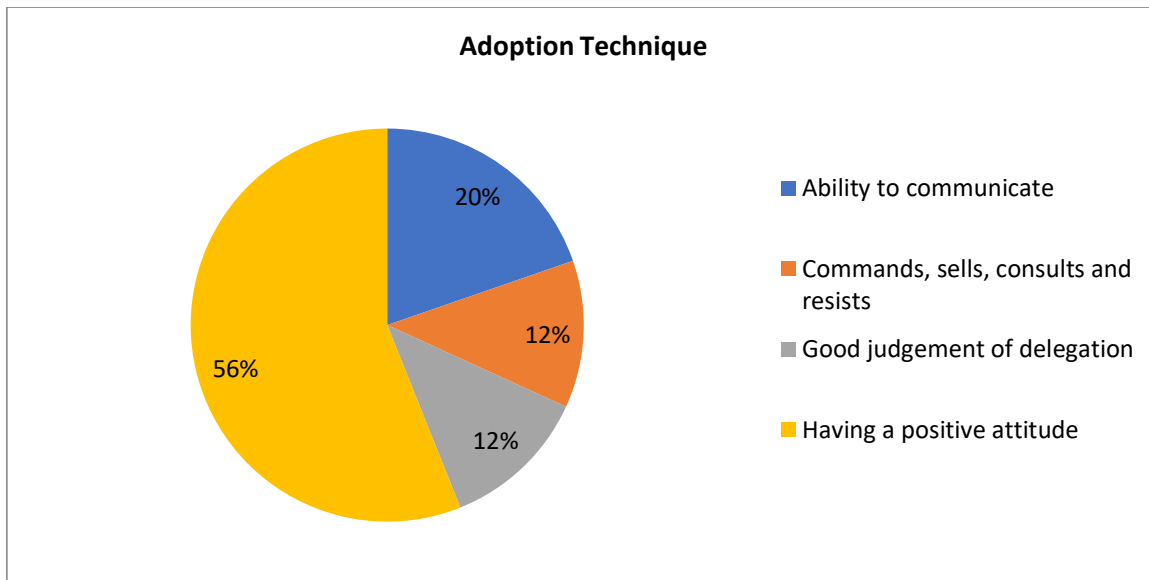
Table & Chart 6: Leadership Dimension

Labels	Commanding	Control	Humble	Initiative	Grand Total
Administrative		1	5	12	18
Teaching	9	8	16	15	48
Grand Total	**9**	**9**	**21**	**27**	**66**

With regards to Leadership dimension, most of the administrative staff chose Initiative while with regards to teaching, 16 chose Humble and 15 chose Initiatives.
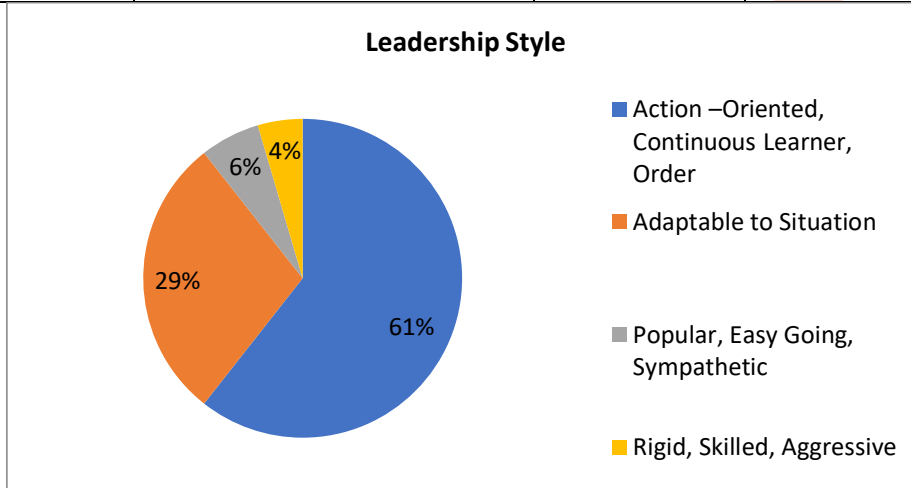
Table & Chart 7: Adoption Technique

Labels	Ability to communicate	Commands, sells, consults and resists	Good judgement of delegation	Having a positive attitude	Grand Total
Administrative	3	3	3	9	18
Teaching	10	5	5	28	48
Grand Total	**13**	**8**	**8**	**37**	**66**

Adoption Technique

- Ability to communicate
- Commands, sells, consults and resists
- Good judgement of delegation
- Having a positive attitude

With Regards to the adoption technique, most of the administrative staff and teaching staff chose Having a positive attitude

Table & Chart 8: Leadership Style

Labels	Action –Oriented, Continuous Learner, Order	Adaptable to Situation	Popular, Easy Going, Sympathetic	Rigid, Skilled, Aggressive	Grand Total
Administrative	12	5	1		18
Teaching	28	14	3	3	48
Grand Total	**40**	**19**	**4**	**3**	**66**

Leadership Style

- Action –Oriented, Continuous Learner, Order
- Adaptable to Situation
- Popular, Easy Going, Sympathetic
- Rigid, Skilled, Aggressive

Both the administrative staff and teaching staff chose 61% Action – Oriented and Continuous leadership style and 29% chose Adaptation to situation
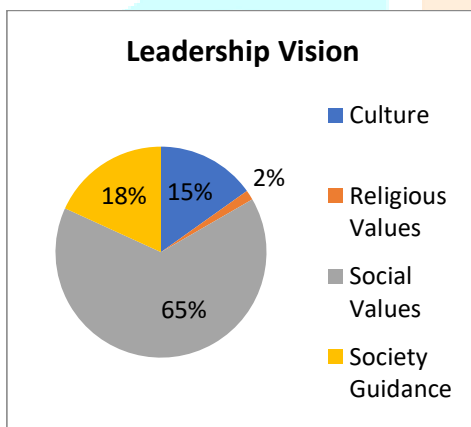
Table & Chart 9: Paths and plans
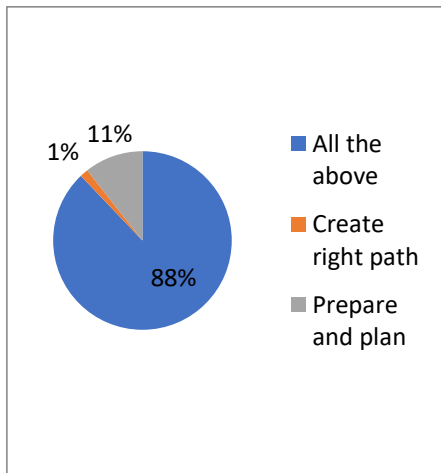
Labels	All the above	Create right path	Prepare and plan	Grand Total	
Administrative	16	1	1	18	
Teaching	42		6	48	
Grand Total	**58**	**1**	**7**	**66**	

Both Administrative and teaching staff choose Creating right path and planning as technique.
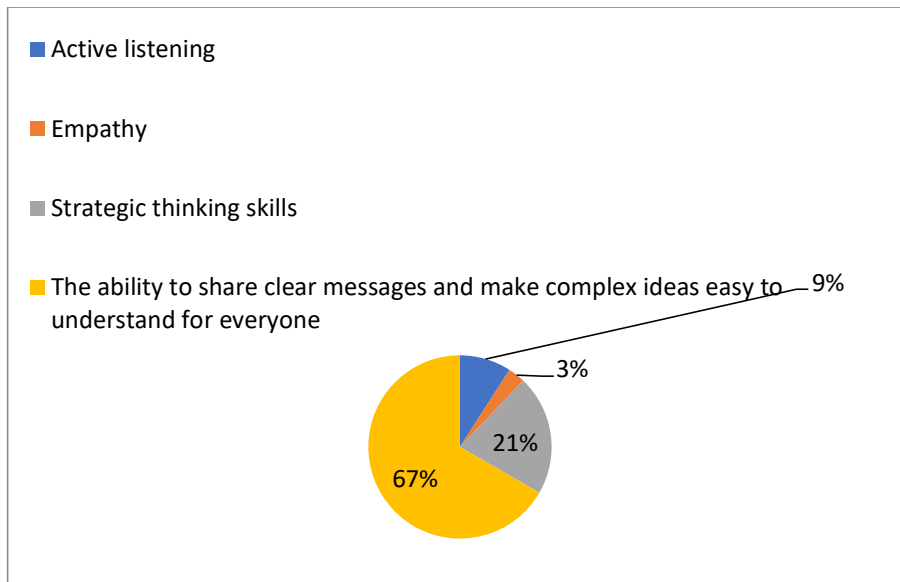
Table & Chart 10: Leadership Vision

Labels	Culture	Religious Values	Social Values	Society Guidance	Grand Total
Administrative	2		13	3	18
Teaching	8	1	30	9	48
Grand Total	**10**	**1**	**43**	**12**	**66**

Both the administrative staff and teaching staff maximum chose Social Values as leadership vision

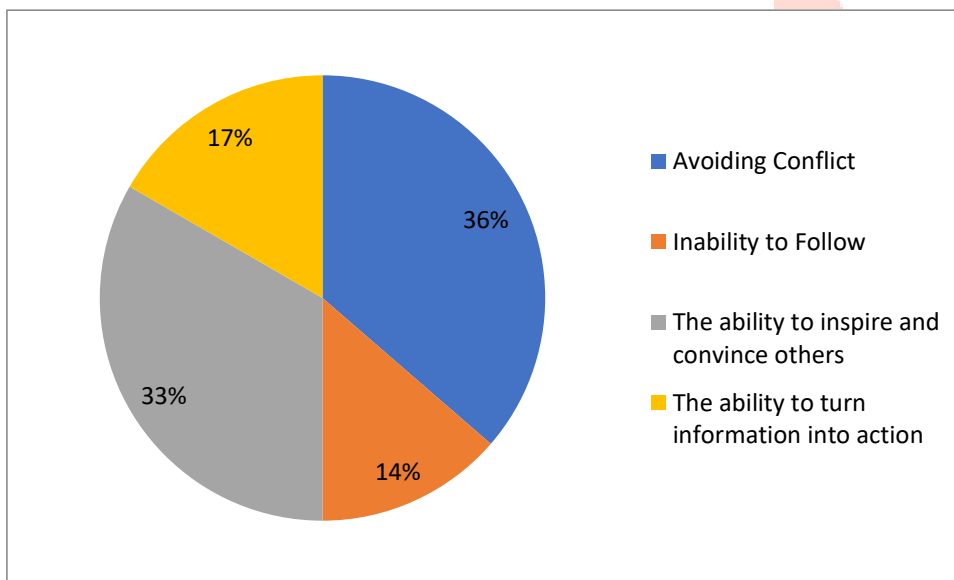**Table & Chart 11: Leadership Skills**

Labels	Active listening	Empathy	Strategic thinking skills	The ability to share clear messages and make complex ideas easy to understand for everyone	Grand Total
Administrative	2		7	9	18
Teaching	4	2	7	35	48
Grand Total	**6**	**2**	**14**	**44**	**66**

Both the administrative staff and teaching staff maximum chose **The ability to share clear messages and make complex ideas easy to understand for everyone**
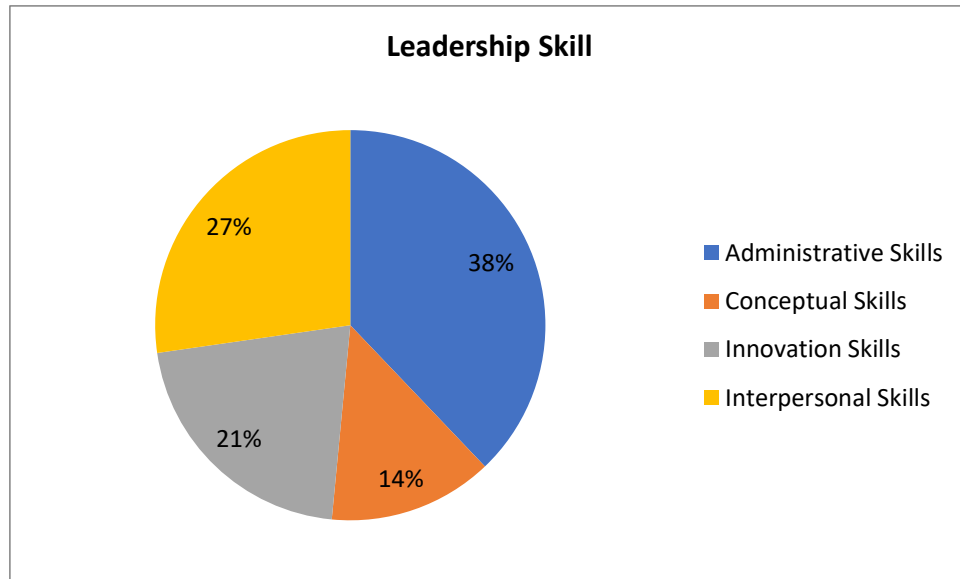
Table & Chart 12: Leadership Skills

Labels	Avoiding Conflict	Inability to Follow	The ability to inspire and convince others	The ability to turn information into action	Grand Total
Administrative	10	3	3	2	18
Teaching	14	6	19	9	48
Grand Total	**24**	**9**	**22**	**11**	**66**

Both the administrative staff and teaching staff maximum chose avoiding conflict and teaching staff chose ability to inspire and convince .
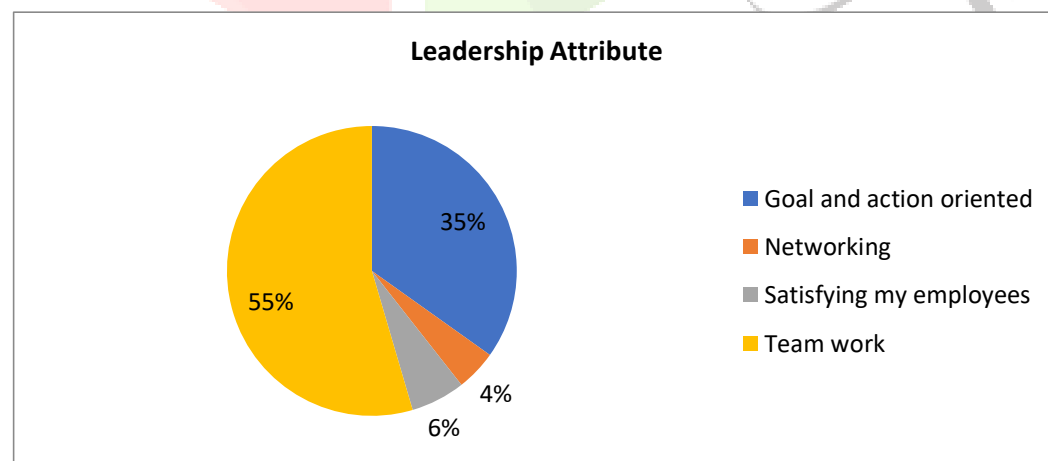
Table & Chart 13: Leadership Skills

Labels	Administrative Skills	Conceptual Skills	Innovation Skills	Interpersonal Skills	Grand Total
Administrative	14	1		3	18
Teaching	11	8	14	15	48
Grand Total	**25**	**9**	**14**	**18**	**66**

Leadership Skill

Both the administrative staff and teaching staff maximum chose administrative skill along with-it teaching staff chose Interpersonal skills

Table & Chart 14: Leadership Attributes

Labels	Goal and action oriented	Networking	Satisfying my employees	Team work	Grand Total
Administrative	5	1		12	18
Teaching	18	2	4	24	48
Grand Total	**23**	**3**	**4**	**36**	**66**

Leadership Attribute

Both the administrative staff and teaching staff maximum chose team work along with goal and action oriented.

Table & Chart 15: Leadership Quality

Labels	Dignity	Initiative	Moral qualities	Self Confidence	Grand Total
Administrative		7	6	5	18
Teaching	2	8	10	28	48
Grand Total	**2**	**15**	**16**	**33**	**66**
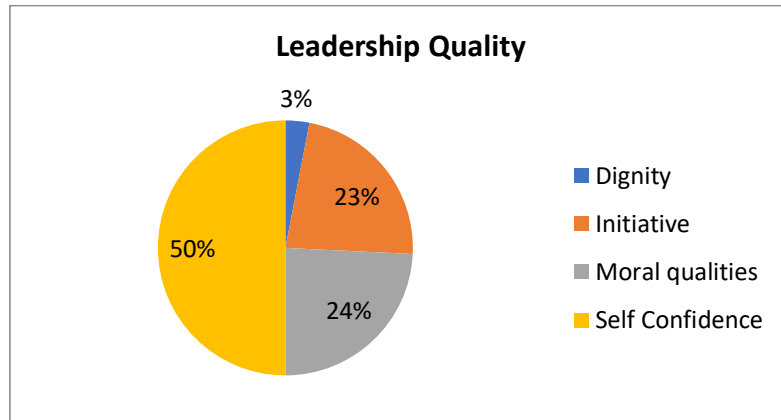
The administrative staff maximum chose Initiate and moral qualities and teaching staff maximum chose Self-confidence and moral qualities

Table & Chart 16: Leadership Style

Labels	Autocratic leadership	Bureaucratic Leadership	Democratic leadership	Silent leadership	Grand Total
Administrative	5	2	7	4	18
Teaching	6	2	21	19	48
Grand Total	**11**	**4**	**28**	**23**	**66**
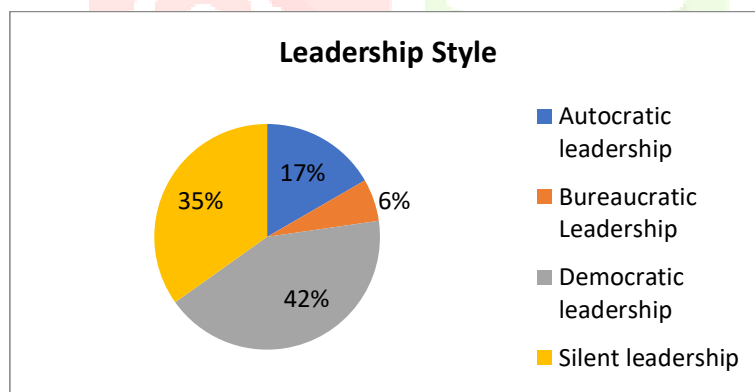
The administrative staff maximum chose democratic and teaching staff maximum chose democratic and silent leadership

Observations of the study:

Regarding leadership style, the majority of administrative personnel selected Inspirational, while 14 teaching staff selected Group and 29 selected Inspirational. Regarding the Leadership component, the majority of administrative personnel selected Initiative, while 16 teachers selected Humble and 15 selected Initiative. Regarding the adoption strategy, the majority of administrative and educational staff selected a favourable perspective. The leadership style chosen by both the administrative and instructional personnel was Action-Oriented and Continuous. The majority of both the administrative and instructional personnel choose Social Values as their leadership vision. The administrative staff and teaching staff selected avoiding confrontation as their top priority, while the teaching staff selected the capacity to inspire and persuade. The majority of the administrative personnel and teaching staff selected administrative skills, while the teaching staff selected Interpersonal skills. The administrative personnel most frequently selected Initiate and moral characteristics, while the teaching staff most frequently selected Self-confidence and moral values. The majority of administrative and instructional personnel voted for democratic and quiet leadership.

Findings of the Study:

Demographic Study:

With regards to Gender of the respondents, out of 18 administrative staff, 4 were female and 14 were male respondents and in case of teaching staff 27 were female respondents and 21 were male respondents.

With regards to age of the respondents, out of 18 admirative staff 3 were within 30 years, 6 were between 31- 40 years, 5 were between 41-50 years and 4 were more than 50 years of age. With regards to teaching staff 31 were between 20-30 years and 15 respondents were between 31-40 years.

With regards to Work experience, 13 admirative staff had more than 10 years of experience and 28 teaching were less than 28 years who were maximum respondents.

Leadership Preferences:

With regards to leadership approach, most of the admirative staff chose Inspirational while 14 teaching staff chose group as well as 29 chose inspirational. With regards to Leadership dimension, most of the administrative staff chose Initiative while with regards to teaching, 16 chose Humble and 15 chose InitiativeWith Regards to the adoption technique, most of the admirativestaff and teaching staff chose Having a positive attitude. Both the admirativestaff and teaching staff chose Action – Oriented and Continuous leadership style. Both the admirativestaff and teaching staff maximum chose Social Values as leadership vision. Both the admirativestaff and teaching staff maximum chose avoiding conflict and teaching staff chose ability to inspire and convince. Both the admirativestaff and teaching staff maximum chose administrative skill along with-it teaching staff chose Interpersonal skills. The admirative staff maximum chose Initiate and moral qualities and teaching staff maximum chose Self-confidence and moral qualities. The admirative staff maximum chose democratic and teaching staff maximum chose democratic and silent leadership.

CONCLUSION:

Education sector employees including faculty and Administrative executives face several challenges in today's competitive market. Administrators face shifting demands from supervisors, fiscal issues, instructors, and students. Effective leadership in this situation is vital for success. Most academic leaders lack formal leadership experience. Their formal preparation and skill development depends largely on on-the-job training. Before delegating administrative tasks, thorough training is needed since leadership skills may be strengthened. This research examines the leadership skills required in education management.

Overall the from the analysis the following are strongly proved:

1. Both the administrative staff and teaching staff chose Action – Oriented and Continuous leadership style.
2. Both the administrative staff and teaching staff maximum chose Social Values as leadership vision
3. Both the administrative staff and teaching staff maximum chose avoiding conflict and teaching staff chose ability to inspire and convince
4. Both the administrativestaff and teaching staff maximum chose Administrative skill along with it teaching staff chose Interpersonal skills
5. The administrative staff maximum chose Initiate and moral qualities and teaching staff maximum chose Self-confidence and moral qualities.
6. With regards to Leadership dimension, most of the administrative staff chose Initiative while with regards to teaching, 16 chose Humble and 15 chose Initiative.

Limitations of the Study: The study is pilot study and focused on small number of respondents and location of the respondent's is limited to only some schools in Maharashtra. Hence for proving the leadership behaviour more samples have to be collected from many schools.

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