

An Existing Leadership Styles Among Scholarly Leaders in Nepalese Higher Education

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Abstract

A leadership style and its practice can be considered as the foundation of overall nations development. So, this paper majorly aims to explore the leadership style among academic leaders in his/her education sectors in overall. For this, a semi-structured interview questionnaire was applied to investigate and obtained opinion from the respondents. The results of this study exposed that extraordinary collaboration, responsibility, correspondence, and nurturing and strengthening are the major things that leads to the efficient academic operations. Thus, the paper concludes that academics of Nepal were favor of five leadership methods besides the task-oriented authority in Nepalese context. Finally, the finding of this research would anticipate a more extensive sense of direction towards successful academic's sectors operations.

Keywords: Leadership Style, Social Development, Efficient Operations, Higher Education, Nepal.

Introduction:

The foundation of sustainable economic and social development is laid at educational institutions. Colleges and universities have a significant role to prepare individuals for their occupational and societal advancement. For the sake of individual and societal good, education is a necessity. The academic system possesses a number of anomalies. A traditional senior executive role (e.g., Vice-Chancellor) resembles the role of executive roles in other sectors. Meanwhile, academic leadership roles (such as Deans or Heads of School) are bound with the time limit (Black, 2015). Also, there is a provision for assigning an academic role to the senior or established professor on an honorary basis (Davies, Hides, & Casey, 2001). Faculty standpoints usually interweave the role of teacher, scholar, researcher and institutional citizen all of

which have leadership responsibility in some explicitly or implicitly specified role. There could also be additional external leadership roles within subject discipline peer-groups, research collaboration project teams and external professional bodies (Astin & Astin, 2000).

The study on Leadership has a long history which dates back to the 1940s and 1950s when a study on behavioral theories was conducted by the Ohio State University and the University of Michigan (Northouse, 2015). The job of administration in an association is fundamental as far as building up a dream, mission, assurance and foundation of goals, planning systems, strategies, and techniques to accomplish the authoritative targets in a reasonable way (Xu & Wang, 2008). Superior leadership is indispensable to accomplish the mission and vision along with coping with the changes prevailing in

the external environment (Harris, et al., 2007). Based on the mention literatures, it can be observed that a leadership style can be considered as the basis sustainable and social development. Hence, for the seek of country, the education is an inevitable phenomenon. However, leadership style and its practice in higher education in Nepal has been considerably an unexplored area of research in Nepalese education settings. Therefore, This study seeks to explore the leadership styles among academic leaders in Nepali Higher Education Institution.

Nepalese Higher Education and its context

The legacy of higher education in Nepal began with the establishment of Democracy in the 1950s. Modern higher education began with the establishment of Tri Chandra College in 1919. It was first affiliated with Calcutta University followed by the affiliation with Patna University of India. When the Rana rule was overthrown in 1951 A.D, the favorable environment for expansion of higher education started taking place. Higher Education (in T.C. College) was offered to the SLC graduates along with the reasonable fee structure. To attain the Masters Degree, students had to travel all the way to India. Before the Tribhuvan University came into existence, some classes used to be conducted in Kathmandu under the prescribed courses at India's Patna University. The University used to confer degrees to successful students from the examination conducted with their own question papers (Upadhyay, 2018).

According to the data provided by the Ministry of Education in 2074 BS, provided by the Ministry of Education, There are about 1407 colleges in Nepal. Among them, 1161 as such run under an affiliation of Tribhuvan University. Currently, there are currently 11 universities in Nepal.

List of universities in Nepal

1. Tribhuvan University
2. Kathmandu University

3. Pokhara University
4. Purbanchal University
5. Nepal Sanskrit University
6. Lumbini Bouddha University
7. Agriculture and Forestry University
8. Mid-Western University
9. Far Western University
10. Nepal Open University
11. Rajarshi Janak University

1. Tribhuvan university (TU)

Established in 1959 AD, the oldest public university of Nepal is Tribhuvan University (TU). It is located at Kritipur 44618. In the context of enrollment, it is the 10th largest university in the world, With the help of its affiliated colleges around the country, the university offers 2,079 undergraduate and 2,000 Post graduate' programs. So far, its affiliations with private colleges within Nepal has reached 1161.

2. Kathmandu University (KU)

As the nation's third oldest university, Kathmandu University was established in 1991 AD. It's motto is "Quality education for Leadership". Its location is about 30km East of Kathmandu in Dhulikhel. The University is recognized for its strict code of conduct and Kathmandu University is well known for its strict rules and well managed system with quality education. It provides affiliation to 21 colleges in Nepal.

3. Pokhara University (PU)

Pokhara university envisions itself "to be a leader in promotion of education through quality education and community service", and was established in 1997. It runs from the partial funds provided by the Government of Nepal (GON) and those from its affiliated colleges and students. So far, it has affiliations with 62 colleges within the country.

4. Purbanchal University

Purbanchal University was set up in 1993 AD by the Government of Nepal with the goal of refining, concocting, saving, receiving, expanding and communicating information. It is situated in Biratnagar and as of now gave affiliations to 131 schools in Nepal.

5. Nepal Sanskrit University

Nepal Sanskrit University was set up in 1986 AD with the objectives of giving training in Sanskrit language, to secure Sanskrit Vidya, religion and virtues. Its main office is situated in Dang. About 18 colleges in Nepal are running under its affiliation.

6. Lumbini Buddhist University (LBU)

Inaugurated on June 17 in 2004, Lumbini Buddhist University is situated at Lumbini in Nepal, also known as the birthplace of Lord Buddha. It offers a 4 years course for Bachelors in Buddhism along with MA and PhD courses. A total of 6 colleges are affiliated with this University.

7. Agriculture and Forestry University

This is a public college formed in 2010. The Agriculture and Forestry University marks itself as the first technical university of Nepal. specialized college in Nepal. Its main objective is to form a talented and effective human resource dedicated to the field of agriculture in terms of research and development. Only two colleges are currently affiliated with it.

8. Mid-Western University

Being run by the territorial headquarters of Karnali, Mid Western University was established on June 17 of 2010. With about 3,000 students, it is located in Campus Road in Birendranagar. So far, only one college is under its affiliation. The University focuses on providing qualitative education and grants.

9. Far Western University

Far-western University (FWU) was inaugurated in August, 2010 with the aim of overall advancement of its students' careers through research and grants. It is situated in Mahendranagar, kanchanpur.

10. Nepal Open University (NOU)

Newly established in 2016 AD, Nepal Open University (NOU) has the equal legal status as that of other universities. Based upon contemporary concepts, it has a mission to offer qualitative education with the help of the Internet and online mediums.

11. Rajarshi Janak University (RJU)

It marks itself as an autonomous corporate entity and Rajarshi Janak University (RJU) was established in Oct, 2017. Located in Province 2 Janakpur, it covers a wide range of education such as: Agriculture, The Arts, Ayurveda, Philosophy, Forestry, Law, Management, Medical Science, Tourism and other technical subjects.

Literature Review

For the sake of this research, various forms of leadership are considered as the underlying ideals for this particular topic. They comprise several theories coined and elaborated by experts and theorists alike. Some of such excerpts and the types of this classification are discussed below:

Affiliative Leadership

Affiliative Leadership promotes positivity among individuals and revolves around people-its proponent's value individuals and their feelings more than stakes and objectives (Goleman, 2000). It is usual for affiliative leaders to keep their employees motivated through ensuring harmonious workplace and team building (Xie et al., 2011). Description of this style according to Goleman. (2000) states 'building relationships, close communication, showing empathy' in order to allow a collaborative style creates a pious atmosphere when working through tense

conditions and situations. People feel encouraged because there is a sense of togetherness and the leader displays an understanding of the wants of the team via that emotion related bond-formation. It guarantees the help to the group when required.

Task-Oriented Leadership

The task-oriented leadership ensures the completion of tasks irrespective of the way it is done. The leader focuses on the task that needs to be conducted in order to meet desired goals, or to achieve a certain output level. The task-oriented leadership method covers some qualities of work or task management. Task management requires synchronization of work-related activities, emphasizing administrative activities, coordinating product quality and making financial reports. Thus, it can be considered that the leaders who follow task-oriented leadership methods focus on finishing necessary activities in order to reach organizational objectives. Such leaders show small concern about the workers who are assumed to be one of the major members of any organization. On the other hand, they are more focused on following a devised path in order to obtain specific targets of the association (Forsyth and Donelson, 2010).

This style however confirms that works are finalized orderly and are timed accordingly. Hence, workers are required to have a suitable time management to get well aligned with the management. Moreover, work-oriented leaders resemble as an example for employees by prioritizing on the important workplace methods, in the understanding of how the responsibilities are achieved. Thus, they can execute work and confirm that duties are done in a timely and ideal way (Anzalone and Chris 2012).

Laissez-faire Leadership

Laissez-faire leadership ensures the delegation of authority towards the subordinates. It is a type of leadership style in which leaders allow team members to make the decisions. Many researchers suggested that this leadership results the lower

productivity among team members (S. Anbazhagan, 2014). Meanwhile, Muhammad & Usman (2012) reflects that laissez faire style of leadership provides more opportunities and least possible guidance to workers in decision making in an organization. Laissez faire leadership style gives the less guidance to their subordinates, and tries to achieve control through less obvious means. They believe that people progress on their own. They tend to respond to their responsibilities and obligations in their own ways.

Democratic Leadership

The democratic leadership style encourages employees to be a part of the decision making. Hence, it is also known as a Participative leadership. This leadership is an element of path goal theory, which is valuable when there is a requirement for more noteworthy clarity to accomplish objectives, and normally a vague undertaking is available. With appropriate correspondence, followers come up with viable choices and leaders typically offer incredible endeavors to encourage involvement of followers (Northouse, Ch7, 2012). According to House and Mitchell (1974), the participative leader reflects consultative practices like beseeching subordinates for thoughts before settling on an extreme choice, in spite of the fact that they hold official conclusion authority.

Visionary Leadership

The visionary style is otherwise known as an authoritative style of leadership. The fundamental highlights of visionary leaders is that they have vivid visions or convey the organizational visions to their subordinates clearly. The primary aim is inspiring others by providing long-term direction and vision for people. Visionary leadership style is described as moving and rousing people through shared dreams (Goleman et al., 2002). Visionary leaders inspire devotees, articulate a convincing vision, construct group pride and draw out the best in individuals (Goleman et al., 2002).

Methodology:

The population for this study are academicians (lecturers and coordinators) working as full day and part time at various colleges and Universities in Kathmandu valley as it hosts the largest number of scholarly institutions in the country.

An aggregate of 500 reviews were conveyed to teachers and coordinators working in various universities of Nepal. Out of them, 226 were used for the purpose of the study. 226 academics from the various universities were selected purposely for in-depth interviews in this qualitative study. Academic leaders perceived leadership styles were obtained through academics working for the respective academic leaders. Interviews were used in order to observe emotions, musings and impressions. Reports included field notes taken during the interview and right after the interview.

The primary respondents were academics from various universities. The entire respondents were program organizers and lecturers who have been working in the advanced education areas for at least five years. Interview permitted academics to share their understanding regarding the authority styles of the scholarly leaders. A semi structured interview questionnaire was set up to permit further questioning to arise and to investigate further thoughts during the process. Moreover, the interview protocol helped in the structure which facilitated the information arranging and examining. Also, their experience, their capacity to communicate their discernment towards academic leaders' authority style and their capacity to reflect and analysis were an enormous positivity for guaranteeing the nature of the information. Each interview was recorded and transcribed precisely.

In this qualitative study, content analysis was used to break down the information obtained through interviews. Content analysis is useful when analyzing detailed interviews (Berg, 2001). According to Merriam (1998), content investigation includes the simultaneous demonstrations of

distinguishing considerable focuses in the crude information, coding them and building classes for arranging the coded snippets of data. Codes are names or names doled out to these significant snippets of data. Accordingly, codes were distinguished and relegated to meaningful chunks simultaneously (Patton, 1990).

Results and Analysis

From the interview questions, the responses were categorized under themes and coded. These responses were collapsed and grouped into five main categories and ranked in order of highest to lowest and were summarized as in Table 1. Most prevalent leadership styles practiced among academic leaders in higher education institutions were distinguished as affiliative leadership, task-oriented leadership, laissez-faire leadership, democratic leadership and visionary leadership style.

Table1: Academic Leader's Leadership Style in HEIs

	Leadership style	Frequency	%
1	Affiliative	74	33.04
2	Task oriented	52	23.21
3	Laissez-faire	50	22.32
4	Democratic	35	15.63
5	Visionary	15	5.8

Source: Field survey 2020

The most prevalent leadership styles as expressed by 74 academics (33.04%) were affiliative leadership styles. From the interview with the Participant, the academic leader seems to focus on the needs of the staff. 52 academics (23.21%) perceived their academic leader as a task-oriented leader. From the interview with participants and some other participants, it seems that their academic leaders are less concerned for their staff, instead, are more involved in planning, directing and controlling the work of the subordinates.

Similarly, 50 academics (22.32%) perceived their academic leader as a laissez-faire leader. Participants articulated that their leaders are laissez-faire leaders and it is not the least favorable or entirely awful leadership style. 35 academics (15.63%) perceived their leader as a democratic leader who focuses on leading through collaboration with the staff. Least mentioned leadership style among academic leaders was found to be visionary leaders. Only 15 academics (5.8%) perceived her leader to be a visionary leader. Visionary leader plans where a group is going, but not how it gets there, thereby setting people free to innovate, experiment and take calculated risks.

Discussion and conclusion

In the Nepalese context, advanced education areas a more significant level of commitment towards the rise of the social and monetary part of individuals. Studies in advanced education initiative show that transformational leadership and transactional leadership have a positive influence on the effectiveness of organizations (Bateh and Heyliger, 2014). As per Bryman (2007), According to Bryman (2007), barely any examinations have pushed the positive effect of free enterprise initiative style in laissez faire leadership style in the advanced education sector. Meanwhile, some researches have shown the effectiveness of participative leadership components in the higher education sector (Kiplangat, 2017; Spendlove, 2007). Components of these leadership methods encourage review of advanced education leadership that recognized 13 aspects of leader conduct associated with effectiveness at higher education department levels (Brymans, 2007).

In this research, academic leaders were supposed to have affiliative, task arranged, laissez-faire, democratic and visionary leadership methodologies. These authority styles are a sign of compelling administration which is predictable with the discoveries from Amey, 2006; Goleman, et al., 2004; Bryman 2007; Kouzes and Posner,

2007; Spendlove, 2007 and Bashir and Khalil, 2017. Academic leaders having comparable initiative style can impact foundation adequacy with systems that support staff involvement (affiliative and democratic leadership), staff empowering (laissez-faire leadership), result oriented (task-oriented leadership style) and motivate to be innovative and risk-taking (visionary leadership). Such academic leaders agree to extraordinary collaboration, responsibility, correspondence and strengthening which may lead to the successful academic operations.

In this study, the vast majority of the academic leaders saw to utilize affiliative administration style. An affiliative leader centers around the feelings of the staff and is worried about making cordial associations (Goleman, Boyatzis and McKee, 2004). Respondents communicated the genuine worries of their academic leaders towards their staff. Leaders need to show a concern towards the sensitive individual just as professional issues of staff. Bass and Avolio (1993) recognized 'individual consideration: behavior that pays close attention to follower's individual needs for achievement and growth' as a significant part of groundbreaking leadership. Bashir and Khalil (2017) likewise found that employees see their leaders as affiliative leaders. Likewise, there were no critical contrasts in their impression of affiliative authority styles by head of offices themselves as they saw affiliative leadership.

Task-oriented leadership style is least favorable yet more rehearsed authority style of scholastic leaders as seen by academicians. There is less concern for individuals, instead, the leader's duty to to design, direct and control crafted by the subordinates in task oriented leadership. Bryman (2007) suggests that when scholastics are firmly directed it isn't successful and features that scholastics are experts who are more liable for what they do. According to Amey (2006) academic leaders need to appropriate command-and-control leadership and enable more groundbreaking learning approaches. Laissez -faire

leadership is one of the three components of full range leadership style by Bass and Avolio (1993). They are passive/avoidant leaders who try not to decide, abandon duty and regularly don't practice their position (Bass and Avolio, 1993). Such leaders are not involved unless a problem arises. Discoveries from this study are recognized by academic leaders that focus on laissez-faire leadership styles. Some academic leaders were less involved and often gave the authority to the academics. The finding of this study implies that laissez faire leadership isn't altogether that awful indeed some academicians discover this initiative style positive as it improves their certainty and makes them more engaged. Essentially, research features that experts, for example, University workers need an alternate or more unobtrusive type of leadership than non-experts.

Democratic leadership centers around leading through support of the workers. Leaders need to communicate with a solid and provoking vision and feeling of mission to individuals in the association. They should have a capacity to convey, arrange and guarantee the cooperation of their workers in decision making (Spendlove, 2007). As per Yang and Islam (2012), Leadership coordinated towards group harmony and intuitive connections as in just administration style impacts workers work fulfillment. The initiative style that was seen to be least displayed by Nepalese scholarly leaders was the visionary authority style. Visionary initiative has comparable qualities of the 'intellectual stimulation' and 'inspirational motivation' component in part in transformational leadership style. As per Bass and Avolio (1993) a leader is viewed as mentally stimulating when he ingrains practices that urge supporters to be imaginative and inventive by scrutinizing the presumption, rethinking issues and moving toward old problems in modern ways. Moving inspiration is the point at which the leader provides significance and challenges to their followers to imagine alluring future conditions of their work units (Bass and Avolio, 1993).

This research explores the existing leadership styles among scholarly leaders in Nepalese Higher Education Institutions (HEI). This study revealed that academic leaders practice affiliative, task situated, laissez faire, democratic and visionary leadership styles in their faculties. Academics were in favor of the five leadership methods besides of task-oriented authority. With regards to Nepal, the interest for advanced education is expanding quickly as the public authority pushes for an information based economy. This investigation is a key for the Nepalese setting where the advanced education is at an infant stage and where the private schools are attempting to update their status to private colleges. Moreover, for the non-industrial nations, this research would project a more extensive sense of direction towards upgrading advanced education leadership.

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