

REDUCING GAP BETWEEN INDUSTRY & ACADEMIA THROUGH TRANSFORMATIONAL LEADERSHIP

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Abstract

Paradigm shift is inevitable in all kinds of businesses across globe in sustaining market share, profitability and shareholder interests. The external competitive forces are highly dynamic and complex while internal forces are becoming multifaceted and Industries find difficulties & challenges to come up with relevant & acceptable solutions. By the time Industries find a solution they lose market and capital. Education is not an exception. The growing demand of industries and their fast changing standards of operations to remain competitive put a pressure and a question mark on the education system particularly in professional education. Every year lakhs of graduates are being churned out of these educational institutions who do not have the requisite skill set as desired by industry resulting into very few being offered jobs in the industry and a major chunk remaining unemployed or underemployed. This lacklustre performance has resulted into taking away the sheen from various prestigious programs. Researchers through this paper try to find a gap and see the possibility filling such gap through seamless leadership. The seamless leadership is an inspirational practice to look for the roots of the attributes of leadership that enable leaders to do what others may consider to be the impossible. It focuses on positive energy, engagement, respect, adaptability, humbleness, listening, challenging of status quo, accountability and innovation.

Keywords

Transformational Leadership, Industry-Academia Gap, Professional Education, leadership .

Introduction:

In India, management education did make a noticeable growth from 1950s, and till 1970s, India emerged as one of the frontier along with US & Europe in the post graduate management education; at present in the year 2020, India is the one of the largest destination having number of Management Institutes in the world. However, the mushroom growth of management institutions in India and quest for global standard has resulted in an intense competition among the management institutes and hence

giving rise to many contemporary issues in the changing scenario affecting its quality in the country. This also resulted in closer of institutions which failed to impart quality education and could not match with quality standard. The analysis revealed that although the number of management institutes did increase significantly in India but the quality measures did not get due attention. The management institutes had been facing a many problems and challenges which we did address in this paper. Moreover,

management institutes have been unevenly distributed across states and zones in India.

Business Schools or Institutions are practicing the dynamic syllabus and continuously striving to match with changing demand of businesses & Industries not only nationally even globally. It is important for management institutions to make every effort on continuous basis to make management education context specific. But the recent increase in no of management institutions is a serious question on the quality imparted. Where these growths of management institutions will take India? The quality of managers produced by these management institutions would be acceptable by industries? The rapid growth has directed to a significant decrease in the quality of management education. Today what we see Best in India, is not the best internationally. Even the IIMs can't be kept outside from this where almost all IIMs regularly being ranked as top management institutes by all surveys in India. When India's top ranked management institutes are compared with others in Asia pacific, they fail to find a place in top ranking.

Literature Review

Indian higher education system witnessed a drastic change in last few years in number of institutions & students enrollment. Higher education has grown drastically in India in past one decade or little more. In year 2020, India has 821 universities and 48647 higher education colleges. It is double digit growth both in no of colleges and Universities. This is only possible because government has supported and promoted privatization of education to meet the growing demand. In last 12years private state Universities have grown by 20 times.

On the one hand the student's intake crossed 129 million in 2007- 08 and in the year 2019-2020 the students is about 170 million.

However, enrollment is declined by up to 40% (depending upon the program) in the recent in the couple of years. In some of the program if enrollment is not declined then certainly the quality of intake has reduced significantly, however the quality here means a student possesses analytical and interpersonal skills set. The change in the scenario was also been reflected reduction in management and technical institutions by around 20 % & 10 % respectively as shown in the table 6.

1. Rajlakshmi(2011) the root cause for poor employability in India is poor school and college education. Every year 3.9 million college graduates seek jobs after passing out their course and 8.3 million people vanishing from formal education and scout for jobs. This in total becomes 12 million candidates getting added per year without vocational skills and look for jobs.
2. Mittal(2011) By the financial year 2015 the Indian IT- BPO industry is expected to create about 14.3 million employment opportunities.ⁱ
3. (Kashyap& Martinez 2011) It is an irony that, despite being labor surplus, there is an apparent talent deficit in India. Estimates suggest that only 25% of the 4.5lakh engineering graduates every year are considered employable by IT/ ITeS companies.
4. India Skills- Survey (2018), affirms that the existing gap in available skills which is compelling industries to opt innovative ways to make entry level employees productive on the job. The survey tells that 52% of the interviewee established that there is insufficient number of candidates available when hiring for entry level

positions, while 75% established that there is a problem in finding quality prospective candidates. Apart from it 52% interviewee agreed that entry level attrition is mainly due to inadequate skills with job demands.ⁱⁱ The report has further confirmed that 83% of the interviewee confirmed that the current education system does not meet the required level of quality candidates demanded by the industries. The critical issues in the current education system are obsolete curriculum, lack of infrastructure & IT & other facilities to provide the required exposure and practical knowledge, quality of instructors, and lack of project work, in depth skills development both functional, IT and soft skills.

Objectives of the study

1. To identify various dimensions of deliverables of higher education and test their reliability and validity.
2. To interface derived dimension and integrating with role of transformational leadership
3. To find out the possibility of articulating transformational leadership in higher educational system.

Research Methodology

The research is descriptive in nature. The researchers have taken a sample size of 250 professional courses students from various management and engineering colleges from Delhi NCR, Out of which only 210 individual's responses were usable. The primary data has been collected through convenience sampling using a questionnaire, while for secondary data various journals and magazines have been referred.

After literature review and in depth interviews with academicians, industry professionals and students. The researchers developed various dimensions and items in it as follows;

Dimensions

	No. of Items
Institutional overall deliverables	10
Students' attitude towards extracurricular activities	10
Students' attitude towards academics	16
Students' attitude towards institute brand	8

Data Analysis

Scale reliability Test: The overall scale reliability was checked using cronbach's alpha and the value is 0.796. The value above 0.7 is considered to be good for the scale.

Table 1-Factor Analysis for Institution Overall deliverables:

Item	Factor Loading	
Administration	0.742	Intrinsic Deliverable
Faculty	0.694	
Academics delivery	0.671	
Extracurricular activities	0.659	
Syllabus	0.654	
Personality development	0.630	
Guest lecture	0.708	Extrinsic Deliverables
Placement	0.763	
Infrastructure	0.794	
Industry exposure	0.554	

Bartlett's test of sphericity and Kaiser-Meyer-Olkin (KMO) measured the sampling adequacy were used to study the appropriateness of factor analysis. The estimated chi-square statistic is 947.979 with 45 degrees of freedom, which is noteworthy at 0.00 level. The KMO's statistic (0.826) is also big (greater than 0.05). Accounting such outcomes, factor analysis is

considered to be a right technique for further analysis of data.

Two factors have appeared based on Varimax Rotation with Kaiser Normalization, and with factor loadings greater than 0.4. Factor 1 elucidates 47.417 per cent of variance; however 10.927 per cent of variance is explained by Factor 2. Both two factors combining together will contribute to 58.344 % of Variance. The researcher has conceptualized the factors identified as: Intrinsic Deliverables (Factor 1); Extrinsic Deliverables (Factor 2).

Intrinsic Deliverables

During study the researchers found that there are certain factors known as intrinsic factors that govern the student's attitude towards learning these factors include the fundamental or inherent of any institutional set up such as faculty, syllabus, academic delivery, and personality developmental activities.

Extrinsic Deliverables

The researchers found that there are certain extrinsic deliverables which have its influence on students learning and attitude towards their institute such as guest lectures, placement and industry exposure etc. These extrinsic deliverables also play a very important role.

Discussion

After an in depth study of students' attitude towards higher education and role of transformational leader into the same, the researcher's propose the below mentioned hypothetical conceptual model of transformational leadership.

The research study revealed that there is a significant change in attitudes & expectations of students and Industries towards the higher and professional educations. The study also finds that educational institutions/ apex bodies/ councils/ universities/ state agencies have not tuned their policies & practices and hence they

failed to match up the requisite change both at government and private level. Thus the gaps exist.

The researchers identified 4 subsets which would act as deliverables in the process to fill the requisite gap and in order to meet the expectations of students & industries as well. Further the researchers have created an interface between these 4 subsets and 4 I's (dimensions) of transformational leadership.

The above conceptual model depicts that the 4 subsets are accountable and tool to measure the development of managerial skills (as required by Industries in different domains) and interests among students to imbibe, develop and hone their knowledge and various skills. If expectations of students are met, it drives satisfaction among them and students will demonstrate higher degree of commitment towards their learning & development and a sense of association and ownership build up. According to researchers these subsets would only be effective deliverables when the Leader (organization head) has a focus on vision and able to showcase as a role model for ethical and transparent practices. This will infuse a trust among team members and in leadership.

The dimensions Inspirational motivation and Intellectual stimulation would create an open & creative work environment and will encourage faculty, staff and students to look upon the issues holistically and also come out with creative solutions and ideas to meet the changing and growing demands of Industries and students. Another aspect of the transformational leadership is that, the leader should not deal every one with uniform approach. He should be able to tailor his handling style to an individual. Besides this the researchers also feel that the leader should also practice the appreciative leadership to

encourage and making communication effective and impactful.

Conclusion

The researchers believe that here the transformational leadership is required not only at the level of policy making rather at the level of Institutions as well. The Institutions should find the possible ways to involve its students in various functional activities. This will lead to increase their emotional and social orientation towards institution and they would involve themselves for better outcome later on.

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