

# ROLE OF LEADERS IN MANAGING HIGHER EDUCATION

# INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Senior Series Editor: Patrick Blessinger, St John's  
University and Higher Education Teaching and  
Learning Association, USA

Associate Series Editor: Enakshi Sengupta, American  
University of Afghanistan, Afghanistan

## Published volumes:

- Volume 28 Cultural Competence in Higher Education – Edited by Tiffany Puckett, and Nancy Lind
- Volume 29 Designing Effective Library Learning Spaces in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 30 Developing and Supporting Multiculturalism and Leadership Development – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 31 Faculty and Student Research in Practicing Academic Freedom – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 32 International Perspectives on Policies, Practices & Pedagogies for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
- Volume 33 International Perspectives on the Role of Technology in Humanizing Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 34 Humanizing Higher Education through Innovative Approaches for Teaching and Learning – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 35 Humanizing Higher Education through Innovative Approaches for Teaching and Learning
- Volume 36 Integrating Research-based Learning across the Curriculum
- Volume 37 International Perspectives in Social Justice Programs at the Institutional and Community Level
- Volume 38 The Role of External Examining in Higher Education: Challenges and Best Practices
- Volume 39 International Perspectives on Supporting and Engaging Online Learners
- Volume 40 International Perspectives in Online Instruction
- Volume 41 New Student Literacies amid COVID-19: International Case Studies
- Volume 42 Innovative Approaches in Pedagogy for Higher Education in Classrooms,
- Volume 43 Governance and Management in Higher Education
- Volume 44 Changing the Conventional University Classroom
- Volume 45 ICT and Innovation in Teaching Learning Methods in Higher Education
- Volume 46 Role of Education and Pedagogical Approach in Service Learning
- Volume 47 International Case Studies in Service Learning

INNOVATIONS IN HIGHER EDUCATION TEACHING AND  
LEARNING VOLUME 48

**ROLE OF LEADERS IN MANAGING  
HIGHER EDUCATION**

EDITED BY

**ENAKSHI SENGUPTA**

*American University of Afghanistan, Afghanistan*

And

**PATRICK BLESSINGER**

*St. John's University, USA*

Created in partnership with the  
International Higher Education Teaching and Learning Association



<https://www.hetl.org/>



United Kingdom – North America – Japan  
India – Malaysia – China

Emerald Publishing Limited  
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2023

Copyright © 2023 Emerald Publishing Limited

**Reprints and permissions service**

Contact: [permissions@emeraldinsight.com](mailto:permissions@emeraldinsight.com)

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

**British Library Cataloguing in Publication Data**

A catalogue record for this book is available from the British Library

ISBN: 978-1-80043-733-3 (Print)

ISBN: 978-1-80043-732-6 (Online)

ISBN: 978-1-80043-734-0 (Epub)

ISSN: 2055-3641 (Series)



ISOQAR certified  
Management System,  
awarded to Emerald  
for adherence to  
Environmental  
standard  
ISO 14001:2004.

Certificate Number 1985  
ISO 14001



INVESTOR IN PEOPLE

# CONTENTS

*Series Editors' Introduction*

vii

## PART I LEADERSHIP STYLES

- Chapter 1 Introduction to Role of Leaders in Managing Higher Education**  
*Enakshi Sengupta and Patrick Blessinger* 3
- Chapter 2 Empower Teachers Autonomy Under Ethics-oriented Culture in Autonomous Educational Institutions**  
*Lankoti Deepthi* 11
- Chapter 3 “Like King Like Subject”? The Conditions for Transformative Leadership in India and South Africa**  
*Dina Zoe Belluigi, Nandita Banerjee Dhawan and Grace Ese-Osa Idahosa* 25
- Chapter 4 Distributed Leadership in the UK Primary School: An Analysis of the Views of a Headteacher**  
*Gwadabe Kurawa and Salisu Gumel* 43
- Chapter 5 Leadership Styles in Higher Educational Institutions in India – “A Need for Paradigm Shift!”**  
*Vinod Sharma, Jeanne Poulouse and Chandan Maheshkar* 59

## PART II GLASS CEILING

- Chapter 6 Role of Afghan Women in Higher Education**  
*Enakshi Sengupta, Victoria C. Fontan and Nasiruddin Nezaami* 85
- Chapter 7 Stereotypical Barriers Affecting Women Aspiring High-ranking Leadership Role in Higher Education**  
*Anuradha R Tiwary and Tarakeshwar Gupta* 99

<i>About the Authors</i>	117
<i>Name Index</i>	123
<i>Subject index</i>	129

# **SERIES EDITORS' INTRODUCTION**

## **INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING**

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching-learning process.

The main objectives of this series are to:

- 1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries;
- 2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices; and
- 3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching-learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, Innovation is positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that leads to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with

implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural and organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and lifewide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

Patrick Blessinger  
Founder, Executive Director, and Chief Research Scientist,  
International HETL Association

Enakshi Sengupta  
Chair of the Business Department and Director- Centre  
for Teaching Learning & American University of Afghanistan

PART I

LEADERSHIP STYLES

*This page intentionally left blank*

# CHAPTER 1

## INTRODUCTION TO ROLE OF LEADERS IN MANAGING HIGHER EDUCATION

Enakshi Sengupta and Patrick Blessinger

### ABSTRACT

*Academic institutions are undergoing drastic changes in recent years due to dwindling funds, low enrollment numbers, and fierce domestic and international competition, along with a two-year closure of university premises due to the pandemic. Quality assurance of academic institution has also come under scrutiny with mounting criticism for its failure to adapt to current social and economic requirements. Incoherent and ad hoc reform system and hurried strategic vision have been blamed on the role of the leaders and their lack of engagement with the stakeholders. Students have been repeatedly asking for the necessity to focus on academic teaching along with learning activities, active participative strategies with a focus toward increasing acquired competence and capabilities that will enable their marketability, post-completion of their education. This book volume stresses the role of leaders in educational institutions. The collection of work by various authors talks about the autonomy of faculty members based on bonds created on ethics. The style of leadership and the concept of democracy and social justice also play a role in leadership. Authors have emphasized that higher educational institutions need to look beyond regular extrinsic motivators to ensure employee engagement to mentor students effectively as well as explore the concept of the glass ceiling and regressive cultures that poses impediments to women as leaders in universities and other educational institutions.*

---

**Role of Leaders in Managing Higher Education**  
**Innovations in Higher Education Teaching and Learning, Volume 48, 3–9**  
Copyright © 2023 by Emerald Publishing Limited  
All rights of reproduction in any form reserved  
ISSN: 2055-3641/doi:[10.1108/S2055-36412022000048001](https://doi.org/10.1108/S2055-36412022000048001)

**Keywords:** Leadership styles; transformational leaders; stakeholders; active participation; glass ceiling; motivators; autonomy; democracy

## INTRODUCTION

The role of leaders in higher education is not restricted to the running of the institution but involves several dimensions such as strategic decision-making, improvement of the quality of education provided to the students, professional development of faculty, delegation of responsibilities, regulation of centralized, and decentralized relationships and hierarchy. It also motivates members toward research and creative development and reinforces psycho-social wellbeing of all those who are involved with the institutions. The onus doesn't lie only with the leader but the team member who forms the core group.

Cole (2005) defined leadership activity as a process that is dynamic in nature in which an individual influences others in the group to contribute in a meaningful manner toward the fulfillment of a particular task in each context. Thus, in other words it talks about promoting an organizational focused behavior with motivation being the core essence by using a style that values interpersonal relationships and a collective and cooperative decision-making process. Leaders ensure that the organization is moving toward a guided path to reach toward a definite conclusion or goal. Drucker (1954) provided even a more simplified definition of leadership when he spoke that it is all about doing what needs to be done and of course guiding others to do it in the right manner.

Leaders ... shape the future and make it happen, always acting as role models for [the organization's] values and ethics and inspiring trust. They are flexible, enabling the organization to anticipate and react in a timely manner to ensure the ongoing success of the organization. (EFQM, 2013, p. 10)

While autonomy is desirable and is essential in running an institution it has also pushed organizations to become strategic actors vying for reputation and gaining a share of scarce resources in the global arena (Krücken & Meier, 2006). As a fallout much emphasis is now given on academic management and leadership styles (Paradeise et al., 2009) and research in this field shows that power, responsibilities and, at the same time, expectations have grown creating what could be known as managerial revolution or (Amaral et al., 2003) or a managerial turn in academia (Krücken et al., 2013).

When we speak about academic leaders, we collectively refer to vice-chancellors (Goodall, 2009), deans, and middle managers such as heads of department (Meek et al., 2010). Disciplinary-based departments were chaired by the leading professor from that department (Pechar, 2010). These formal leaders are selected based on their qualification, personality traits, and experiences. In some cases, there has been the classic rotating system where members from the scholarly community took turns in filling these positions (Nybom, 2007). There are several managers such as program leaders, director of studies, and research leaders whose position

has become prominent in the last decade with respect to coherence, progress, and constructive alignment of the objectives of the institution.

The concept of “leaderism,” described by [O’Reilly and Reed \(2010, p. 960\)](#) as

the belief that many core aspects of social life can and should be coordinated by one or more individuals who give direction and/or purpose to social activity conducted by themselves and others.

[Lumby \(2012\)](#) added different tasks and aspects to the concept of the role of a leader in a higher education institution which is bordered on creating a financial viability plan, developing public policy goals, apprehending changes in public policy and motivating staff to be independent, creative, and cognizant of the cutting-edge technology that is now an integral part of academia. Senior leaders are now actively engaged in designing and debating high level policy structures at their own institution as well as national and international levels. [Bolden et al. \(2008\)](#) argues that senior management team in educational institutions are now taking up more responsibility as was earlier thought to be under the domain of the corporate world.

The concept of academic leadership has different connotations for different institutions. The way to explore this is only through institutional logic and focus on the symbols and organizational practice that guides the institution ([Thornton et al., 2012](#)). Such practices, symbols, narratives, and signs are embedded in the history of the institution and its values. A higher educational institution (HEI) has different professionals working collaboratively based on their own professional logic, yet logic can sometimes become competitive and conflicting ([Greenwood et al., 2011](#)). Leadership should be based on the spirit of collegiality based on the platform of knowledge acquired from education, personal value systems, and training acquired in the professional arena ([Abbott, 1988](#)). Leadership and their role can only flourish if it is based on discretion, trust, autonomy, and a consensus decision-making process with collegiality and while welcoming new innovative ideas toward progress and enhancement of the institution.

## CHAPTER OVERVIEWS

“Empower Teachers Autonomy Under Ethics-oriented Culture in Autonomous Educational Institutions” by [Lankoti Deepthi](#) determines the impact of potential leaders in enabling professional independence to teachers in Autonomous Educational Institutions located in rural areas across the globe. The performance of students and institutions is majorly driven by the quality of teachers. Students perceive that a teacher should develop a responsible bond with students by sharing valuable knowledge following principles of ethics. Autonomous Institutions perceive that a teacher should commit toward their duties being a loyal person. Higher Education Commission of India governs and promotes same set of norms for regulation and academic standards ([University Grants Commission, 2020](#)). Teachers with content-focused teaching and experienced teaching positively impacted on the development and achievement of students. Teachers play a vital

role in the development of students' personality and build their abilities to overcome challenges in professional and personal life events (Harris & Sass, 2008). So, a teacher should be motivated to deliver their responsibilities with dedication and institutions should provide autonomy to both teachers and students for better growth of each individual. Quantitative research methodology is applied using Questionnaire as an instrument to measure three variables namely teacher-learner autonomy, values driven culture, and need of transformational leadership. Targeted population includes teaching, non-teaching staff, scholars, and students from autonomous HEIs located in rural and semi-urban areas. The outcomes detail about the need of autonomy to teachers and students in institutional environment and the type of culture that inculcates ethics and morals in the lifestyle of students and teachers for positive transformation.

““Like King, Like Subject”? The Conditions for Transformative Leadership in India and South Africa” by Dina Zoe Belluigi, Nandita Banerjee Dhawan, and Grace Ese-Osa Idahosa are concerned with academic citizenry in higher education, and the conditions created within institutions for transformative leadership. This central to the fitness-for-purpose of higher education institutions to drive the 2030 Agenda for Sustainable Development. Drawing from a mixed-method study, the chapter explores the patterns which emerged from literature, questionnaire responses, and semi-structured interviews about the problematics at play within six institutions in the post-colonial contexts of India and South Africa. The two upper middle-income contexts have strong constitutional commitments to democracy and social justice at the macro-level, with bold policy interventions undertaken at meso-level to address the legacies of exclusion and oppression in student enrollment and staff composition in HE. However, recent fraught dynamics and unrest within the sector in each country have brought renewed attention to the politics of participation and a breakdown in trust of governance and management. The standpoint of key stakeholders was prioritized, including those in assigned leadership positions and academic staff. Particular attention was paid to gender and intersectional inequalities, and what they revealed about the persistence of policy-implementation gaps and their relation to principle-implementation gaps. Concerns are raised about impoverished comprehensions of, and conditions for, sustainable ethical leadership which emerged across contexts.

“Distributed Leadership in the UK Primary School: An Analysis of the Views of a Headteacher” by Gwadabe Kurawa and Salisu Gumel explain that currently, leadership is a recurring theme in the field of education. There is also a number of research that examined school leadership from different perspectives. Some of these studies pay greater attention on school leadership policies while others focused on the key role of school leadership. Leadership is, as will be shown in this chapter, key to developing school practices that support schools to become effective organizations. Although, researchers usually defined leadership according to their individual perspectives and the aspects of the phenomenon which is of interest to them, some perspectives have been more influential than others. In this sense, these authors see leadership as a process which encourages staff at

variety of levels take on leadership role. This approach of leadership not only synthesizes distributed model but also provides an opportunity to capture how leaders encourage and manage school improvement in practice. With this mind, this chapter examines the nature of leadership in one school in the UK to see whether it facilitates distribution of leadership. The data were collected using semi-structured qualitative interview with the headteacher of the school. The data collected were analyzed by reading the interview transcript many times, highlighting what was considered important. From the headteacher's responses, recurring school practices – collaboration, shared leadership, learning culture, school connection with communities and school response to SEN children – emerged. However, these findings should be considered with caution because the study was carried out in one school. A reasonable number of schools would have possibly provided more corroborated evidence. However, the findings can possibly further think in other schools with similar situations.

“Leadership Styles in Higher Educational Institutions in India — “A Need For Paradigm Shift!”” by Vinod Sharma, Jeanne Poulouse, and Chandan Maheshkar write about the progress of a nation is quite closely linked with the quality of education it offers its citizens. The onus of nurturing future leaders, the students, lies significantly with HEIs and the academic staff associated with such institutions. Therefore, HEIs need to look beyond regular extrinsic motivators to ensure employee engagement to mentor students effectively. In this study, we attempted to investigate the influence of an important predictor of employee engagement, leadership, specifically servant leadership style mediated through job satisfaction. A structured questionnaire was administered to the academic staff of the top 25 universities in India. The data collected and the proposed hypotheses were tested using structural equation modeling (SEM). The results confirmed that job satisfaction mediates the relationship between servant leadership and work engagement. The study offers insights into the importance of servant leadership to foster employee engagement and thereby institutional effectiveness in the educational sector.

“Role of Afghan Women in Higher Education” by Enakshi Sengupta, Victoria C. Fontan, and Nasiruddin Nezaami speak about being born as a woman and that trying to establish oneself in a patriarchal male-dominated society has never been easy. Irrespective of boundaries and geographical context the glass ceiling has always been there, only the degree of its resistance may have varied. The cleavage of inequality is visible in all areas of life and the education sector has not remained untouched. Even today, there lies an imbalance between gender in the educational organizations both as enrolled students, faculty members or staff. In many countries, women have been able to overcome the bias, with ample support from the policy-makers who ensures reservation and equal representation of both. There have been less fortunate ones in countries that are yet to play their part on gender equity and equal representation owing to socio-economic or cultural issues. Afghanistan has witnessed a raging war for the last 40 odd years which has affected the country's wellbeing and more so of women. Restricted mobility, imposition of laws to stop educating women, security threats, and untimely

ending of the life of women who strive to achieve their position has pushed the plight of women behind by hundreds of years. Regressive culture has stopped women from accessing education resulting in deep-rooted inequalities and the disadvantageous position of women in society, exposing their vulnerabilities. This study uses a combination of qualitative interviews and an auto-ethnographical data to gain insights into the challenges faced by women in higher education institutions in Afghanistan. It also examines the roles such women are playing in their various professions. Thirteen women shared their experiences and how they were empowered through education to realize their potentials. The data were analyzed using thematic analysis to reveal their interpretation about leadership and education as an agency for social upward mobility among Afghan women. The study was done before the fall of Kabul on August 15, 2021, situation has considerably changed since then with most of the post-redundant and non-existent or not open for women.

“Stereotypical Barriers Affecting Women Aspiring High Ranking Leadership Role in Higher Education” by Anuradha R Tiwary and Tarakeshwar Gupta speak about the continuous growth in the number of women leaders in higher education globally. Since 2005, there has been close to 50% growth in women with doctoral degrees. However, this has not resulted in similar growth of women in leadership positions in higher education. Women in turn have struggled a lot due to assumptions about the male and female characteristics such as gender stereotypes. This chapter explores the various adversities experienced by women in leadership positions in higher education such as sexism, exclusion of informal networks, tokenism, lack of mentoring, abuse at the workplace, and wage inequality. Despite these adversities, some countries primarily in the European Union have been leading with some positive examples such as Sweden with 43% of women as Vice-Chancellors of universities. Another positive example is that the first authorship of women authors in medical journals has increase from 27% to 37% in two decades precisely from 1994 to 2014. The book chapter also explores the different ongoing good practices primarily in the EU to bring in a significant change in the gender inequality issues in academia. Some noteworthy mentions are the EU-funded LIBRA, University of Bergen’s work on gender equality since 1973, and the improvement in Glass Ceiling Index which is tremendous improvement in when compared to the GCI of 2013 and 2016. The book chapter considers the barriers women experience in academia and since work on gender is a work in progress situation; hence, it also highlights some noteworthy work done in bringing gender equality primarily in academia.

## REFERENCES

- Abbott, A. (1988). *The system of professions*. University of Chicago.
- Amaral, A., Oliver, F., & Ingvild, M. L. (2003). *A managerial revolution? In the higher education managerial revolution?* (pp. 275–296). Kluwer Academic Publishers.
- Bolding, R. Gosling, J. (2008). *Developing collective leadership in higher education*. Retrieved from: [https://www.researchgate.net/publication/29811105\\_Developing\\_collective\\_leadership\\_in\\_higher\\_education](https://www.researchgate.net/publication/29811105_Developing_collective_leadership_in_higher_education)