Techniques And Methods Of Enhancing Leadership Qualities And Standards Of Faculty Members In Educational Institutions

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ARTICLE INFO	ABSTRACT
	In this research article, the investigation about effective faculty leadership skill development approaches has been conducted while examining their effective standards and qualities in different educational institutions in this world. To consider the global perspectives, 150 participants from the educational institutes in the world have been selected to conduct the quantitative study. The findings of this study include the efficient methods of leadership development as mentorship, online training, workshops, and seminars. However, there is a gap between the expected leadership development methods and existing methods in different institutions. This study also acknowledges the significant limitation of generalizing the circumstances because of selecting small sample size in the world's perspectives. Different institutes can foster effective faculty leadership development to empower faculty members enhancing student learning experiences, driving innovation in educational curriculum, and contributing to the dynamic global educational landscape. **Key Words :** Educational Leadership, Mentorships, Leadership Development, Faculty Leadership, Higher Educatio

Introduction

In this interconnected world, all the government authorities and leaders in the world are concerned about the advancement of their educational system effectively. The leadership standards and qualities significantly impact the overall effectiveness of an educational institute. Around the world, faculty members have a crucial role in developing the learning environment of institutions from primary to higher education. However, many institutions fail to cultivate strong leadership skills among their faculties. In this research, a quantitative method of research is followed to explore effective methods and techniques to improve leadership abilities among the faculty members.

Research Background

Leadership in education refers to the significant process of influencing other academic staff and students to learn and run the existing curriculum. It is crucial to follow in the education landscape to follow the shared goals and objectives of the students. According to the detailed study of Leal Filho *et al.,* (2020), the school leaders including the principles of the institutes, administrative officers, and other academic staff play crucial role in managing the education facilities and infrastructures of education industry. As depicted in the detailed study of Brauckmann, Pashiardis & Ärlestig (2023), the leadership skills of these professionals are important in executing their assigned duties. Additionally, to embrace with the given opportunities to these education leaders, significant creativity and competencies are required. These adequate skills and competencies are essential to carry out different tasks increasing their abilities. The personal, interpersonal, and group

competencies are the significant requirement among the education leaders. The mental abilities, and self-awareness are the key skills in the faculty's personal competencies and effective communication and networking skills are the key interpersonal skills of faculty members. The group skills should consist of building successful performance, inspiring others, and leading the organization. Without adequate opportunities and support from educational institutes, faculty members might struggle to develop their leadership potential (Antonopoulou *et al.,* 2021). Many studies have reflected the significant gaps between the expected level of faculty leadership and the current situation in the educational system.

Research aim
This research is going to focus on the identification and analysis of various efficient techniques and methods for improving leadership qualities among faculty members. The global perspectives of educational leadership are considered to provide significant insights about leadership development approaches.

Research objectives
- To examine the existing leadership development programs which are generally offered in different educational institutions
- To explore the perceptions of faculty members in adapting the leadership opportunities and preferring effective methods for leadership skill improvement
- To analyse the significant relationship between educational leadership development and student learning or faculty satisfaction
- To identify the effective practices in the global educational landscape for faculty leadership development

Literature review

The importance of faculty leadership
Strong leadership traits among the academic staff and faculty are necessary for educational institutes to thrive in this current dynamic education landscape (Ngoc, Hieu & Tien, 2023). The staff and faculty members are effectively considered as the change agents in the higher education system. Significant support to the training for faculty leadership skills can provide different benefits including bench strength enhancement, empowerment of academic staff, enhancement of diversity and inclusion environment, and heightened awareness of their duties. In different academic institutions, the significant talent pool requires one to be ready to lead the recent global trend of education and build an effective leadership team (Caeiro-Rodríguez *et al.,* 2021). For administrative purposes, these leaders would take the responsibilities of the education task forces, governing bodies, and academic advisors as well as education instructors. With these responsibilities, they stand to achieve the common goal and mission of the institution.

In general circumstances, the academic staff and faculty members are doing the teaching or research work while involving with different scholarly activities, student career advancements, and advising (Abbas, 2020). However, in the professional development courses, the teachers are required to equip the students with significant leadership skills. With significant support from leadership skills training on university campuses, such leadership skills can be valued and desired by the faculties. While working as a professor at worldwide recognized universities, a lack of diversity can be observed among the faculty members and it is significant in university administration (Budiharso & Tarman, 2020). Often, coloured people and women are not appropriately appreciated for their professional and leadership positions. By providing effective training and fostering an inclusive environment, the diversity in teaching and inclusive messaging to the students can be spread (Vlachopoulos & Makri, 2021). Moreover, the networks with other universities and institutions can be extended by offering different mentorship programs to the junior faculties.

Effective techniques and methods for the development of faculty leadership
For the extensive benefits of faculty leadership, there can be considered effective strategies to make a leadership culture in different education organizations. In-house leadership training for the faculty members can be an efficient option for emerging professionals in education rather than replacing the external education leadership institutes like the American Council on Education and Higher Education Resource Services (Jamali *et al.,* 2022). By considering the national perspective of education, these in-house training and mentoring facilities can facilitate the peer-mentoring network effectively. The development of such local leadership training can make skills development more inclusive and accessible for all teachers who might not afford external training facilities. For instance, at Wayne State University, the Academic Leadership Academy is effectively established enabling the faculties to diversify their networks and communication within the university as well as the partnering institutions (Zubaidah, Haryono & Udin, 2021). By fostering such networks in the current education landscape, professional development skills and collaboration skills can be fostered enhancing the overall performance of the faculties.

Effective mentoring practices and information sharing can be fostered in academic development by pairing junior faculties with senior colleagues through significant promotions and tenure extension (Kumar, Shukla & Passey, 2020). In the current evolving education systems, the need for senior professional and mid-career

personnel with more than 10 years of experience in the industry is considered to guide their potential leadership paths. To provide significant leadership information, effective mentoring processes, meetings, and panels can be formed transparently (Albrahim, 2020). By inviting potential leaders from the senior level faculties and recognizing their significant traits to different programs, their confidence in their skills can be developed.

Variable Name	Variable Type
Leadership Style	Independent
Organizational Culture	Moderator
Faculty Performance	Dependent

Table 1: Different variables and its types in faculty leadership development (Source: Guided by Jamali *et al.*, 2022)

Moreover, the recognition of the faculty's efforts and contributions to the institutions, research work, and teaching is crucial for enhancing their skills. These recognition processes can be utilized in promoting their leadership traits through giving awards and engagement in new education processes (Amelia *et al.*, 2022). However, the recognition should not only be limited to financial awards but also it should be extended to their recognition of educational contributions. According to Sahito & Vaisanen (2020), the in-house university publication, the social media page of the university, and other communications platforms can be effectively utilized to recognize the faculty leadership enhancing their self-awareness across the campus.

Global perspectives on the leadership development of faculty members
Although the significance of leadership of faculty members is recognized in the world, the perceptions of their leadership styles and development methods are varied across different educational contexts (Díez *et al.*, 2020). Due to varying educational characteristics and cultural norms, leadership expectations and traits have changed dramatically in the global landscape. In some renowned cultures, directive and hierarchical leadership styles are preferred while other cultures consider more collaborative and student-oriented leadership approaches. For instance, in the Confucian traditions in China and South Korea, educational leaderships are highlighted as the top-down process of emphasizing authoritarian education systems. Within such a hierarchical structure, strong communication and decision-making skills are efficient in the development programs (Alzahrani *et al.*, 2021). Different countries like Finland follow a decentralized educational system where distributive and collaborative faculty leadership is prominent.

Moreover, the particular institution types require significant development approaches that might differ for the primary, secondary, and tertiary education facilities. For the primary and secondary schools, the education leaders are required to prioritize their leadership skills focusing on effective classroom management, curriculum development, and a positive student learning environment for younger students (Antonopoulou *et al.*, 2021). The universities emphasize their program development, research writing, granting, and managing various academic departments. However, different educational reforms and government policies are influential factors in shaping the programs for faculty training (Komalasari, Arafat & Mulyadi, 2020). For instance, the STEM (Science, Technology, Engineering, and Math education) National Coordinating Conference of the US Department of Education is focused on promoting collaboration and innovation in the key subject areas.

However, significant opportunities are available for different educational institutions worldwide to share their findings of learning approaches and best practices for faculty leadership. Despite these variations in global education, different core leadership principles and universally relevant practices including problem-solving, collaboration, and communication can be considered (Kaso, 2021). The programs can be effectively designed based on these core principles while applying the flexibility training criteria in the application process. Moreover, the institutes can utilize these global education experiences to design their respective faculty leadership programs.

Theoretical underpinning of this research

Social learning theory
The theory of social learning emerges from the attitude of the human beings in learning new works and things through the behaviour of the others and direct experiences (Alayoubi *et al.*, 2020). This theory suggests that the education professionals learn through the interaction with their friends, seniors, and family members. By understanding this theory, the teachers can implement it in the classroom to help students in achieving their academic success. The faculty leaders should be aware of the incorporation of social learning principles in building self-efficacy among them.
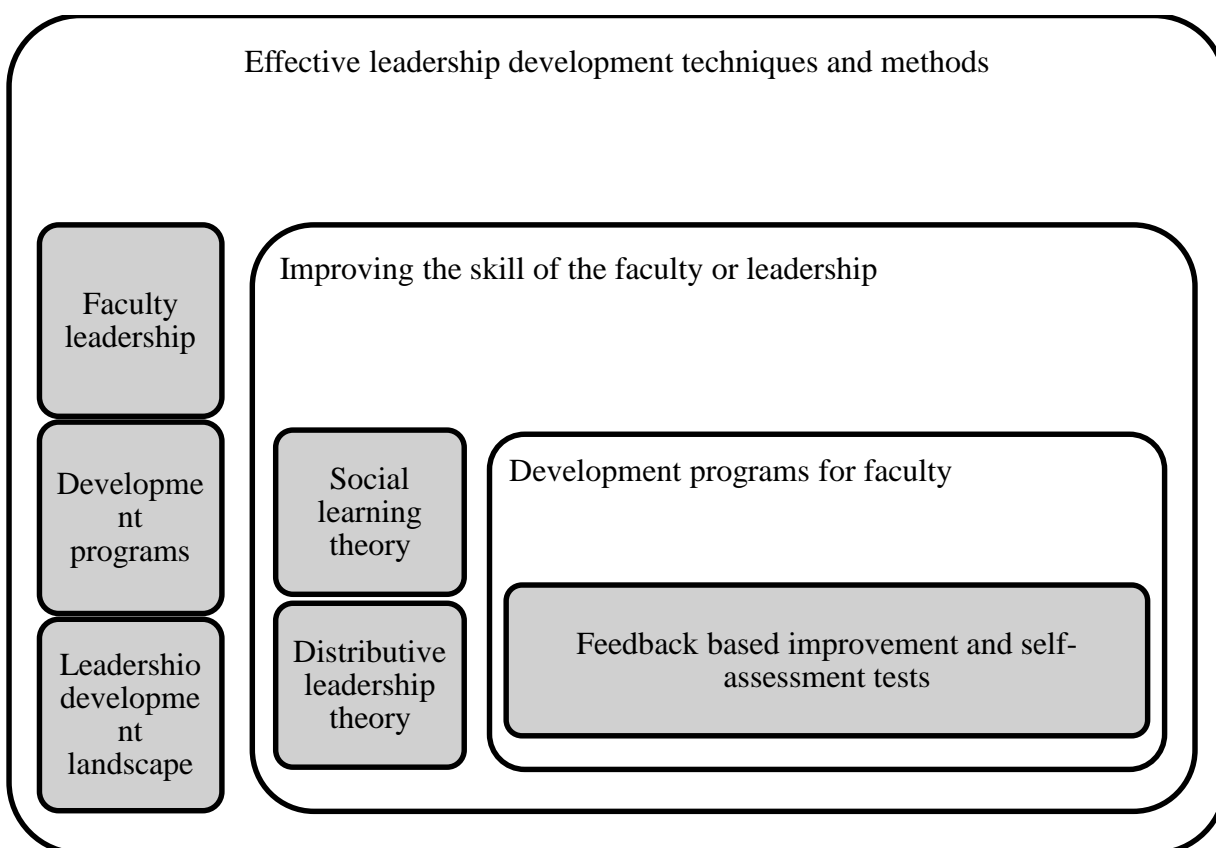
Distributed leadership theory

The significant concepts of this theory is based on the faculty leaders' responsibilities to work with the administrative department and principles. By developing collaborative leadership traits, the faculty members can work effectively with the administrators and colleagues while participating in decision-making processes (Amelia *et al.,* 2022). By incorporating the traits of distributive leadership, well-designed leadership programs can empower the educational faculties to contribute to the leadership development of their institutions.

Literature gap

While various research about the research context is available for the specific regions of Europe and America, this research is going to explore leadership development techniques from global perspectives (Jamali *et al.,* 2022). By incorporating the research, this research ensures the understanding of the perspectives and experiences of worldwide faculty members on education leadership.

Conceptual framework

Research Methodology

The quantitative approach is followed in this research process to examine the crucial techniques for faculty leadership capabilities enhancement. Research has been conducted to gather the views of global education professionals on their preferred leadership training methods (Kumar, Shukla & Passey, 2020). The survey is shared through different social media platforms including Twitter, Facebook, and other regional platforms to gather the perspectives of 150 professionals from different regions. These 150 participants are considered as the sample size of this quantitative research and they are chosen from various educational institutions.

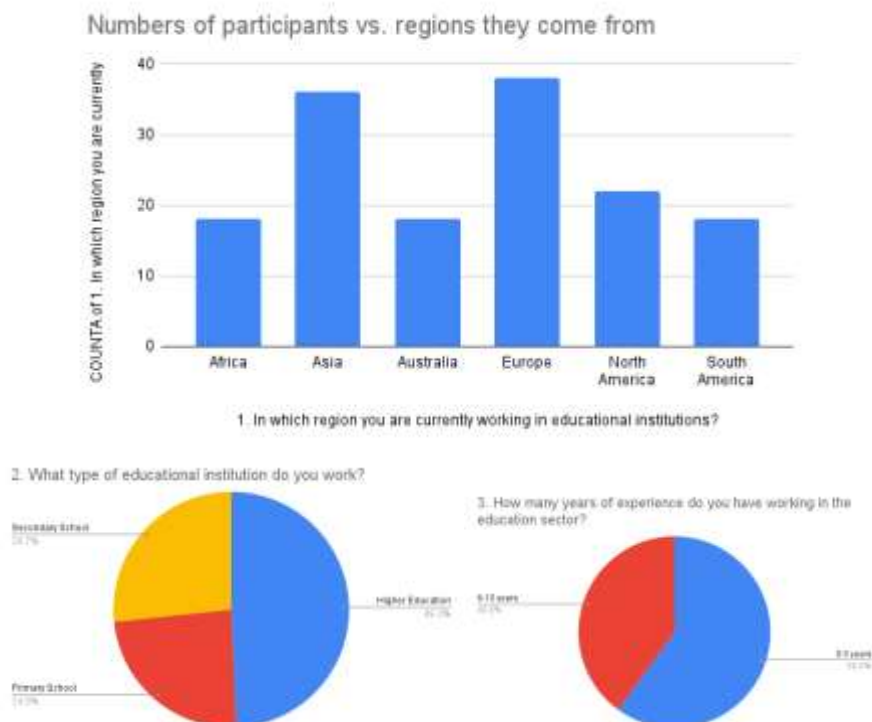| Data gathering instrument	Pro	Con
Self-review report	Engenders internal self-reflection, essential for sustainable improvement	Risk of 'two sets of books': one for internal consumption, one embellished for external consumption (especially if linked with funding)
Site visit and survey	Necessary follow-up on the self-evaluation reports	High cost of the preparation for the visit and the preparation of the required documents
Performance indicators	The use of performance indicators leverages improvement	Performance indicators are reductionist and offer inaccurate comparisons. Risks of manipulation of data by HEIs
	Objectivity and comparability: accountability and policy tool	The links between performance indicators and quality is not evident. Necessity of interpretation

Table 2: Different data gathering methods instruments and their pros and cons (Source: Influenced by Ngoc, Hieu & Tien, 2023)

The survey consists of 10 questionnaires asking the participants about their demographics, leadership development, opportunities, preferred development methods, and their impact on their enhancement. In the first three demographic questions, the participants are asked to provide their region, years of experience, and institution types. Further questions were asked to understand the participants' preferences and views of different training and development programs. Moreover, all the ethical considerations for surveying and conducting this research have been maintained and informed consent have been granted before gathering the report.

Data analysis
The gathered responses from the Google form have been recorded significantly and it has been included in the Google sheet. By integrating the collected responses in the table, the analysis is made based on the participant's view of faculty leadership training.
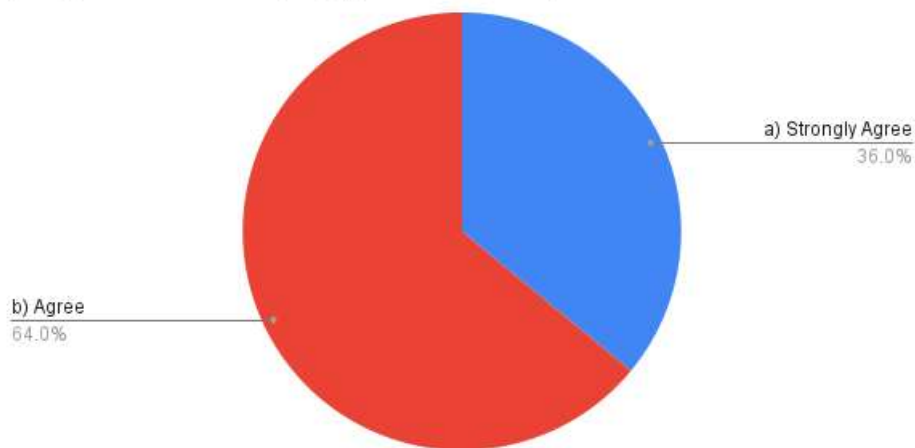
Demographics

1. In which region you are currently working in educational institutions?

From the above diagrams, the demographics of the participants can be effectively understood. From the charts, it can be observed that the maximum number of participants are from the regions of Asia, Europe, Australia, and North America. There are small numbers of participants from Africa and South America. Moreover, most of the participants are associated with higher educational institutions and they have significant experience of 0-5 years.

The effectiveness of leadership programs for faculty's leadership skills enhancement
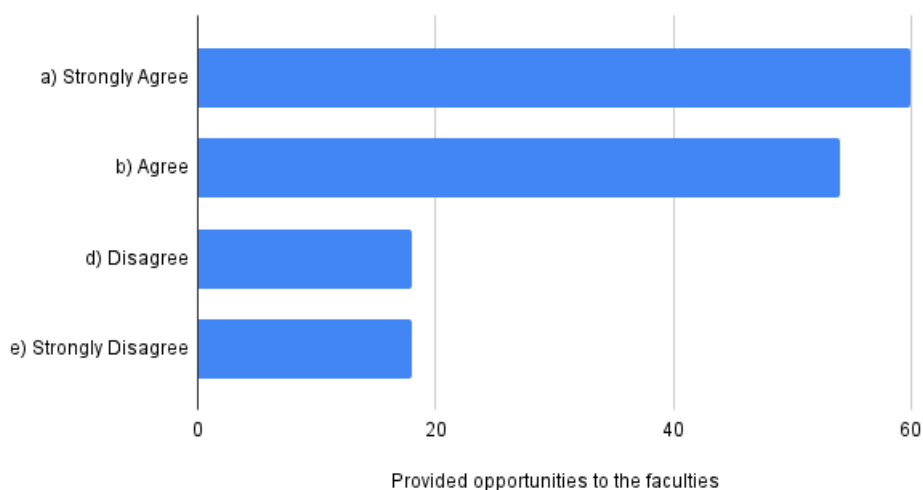
4. Do you feel how effective were the leadership development programs in developing your leadership skills?

64% of participants have agreed to the efficiencies of leadership programs in influencing leadership development and another 36% of participants have strongly agreed to this effectiveness. Thus it is clear that there are significant influences of these programs in enhancing leaders' skills and experiences.
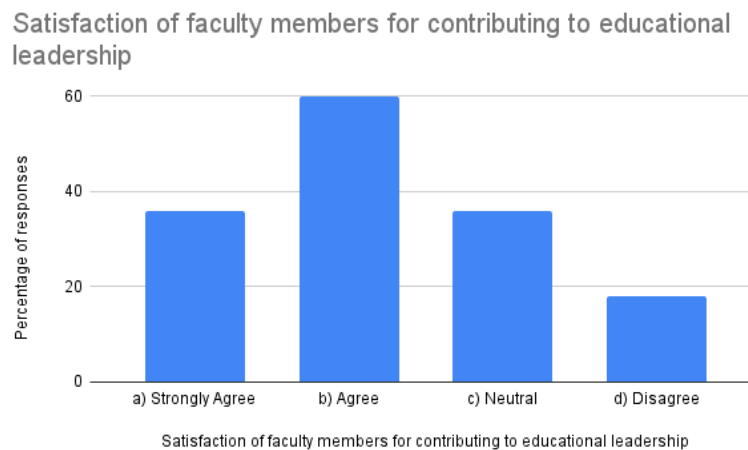
Provided opportunities to the faculties

Provided opportunities to the faculties
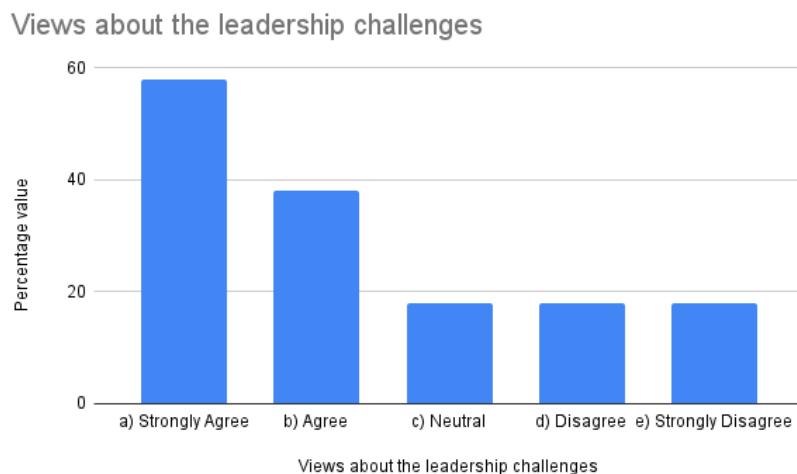

Provided opportunities to the faculties

While assessing the provided opportunities for the professionals, most of the people have agreed to have leadership opportunities in their professional life as faculty in the educational institute. However, 12% of people are dissatisfied due to not having significant leadership opportunities in their career and most of these professionals are from many underdeveloped nations of African and South American region.

Satisfaction of faculty members for contributing to educational leadership

Satisfaction of faculty members for contributing to educational leadership

A total of 64% of participants have responded that they are satisfied with the influence of leadership programs in their workplace satisfaction as leaders in educational institutes. While 24% of participants kept their neutral responses, 12% showed their dissatisfaction with leadership experiences. Overall, these programs have significantly contributed to the faculty's satisfaction in their leadership positions.

Views about the leadership challenges
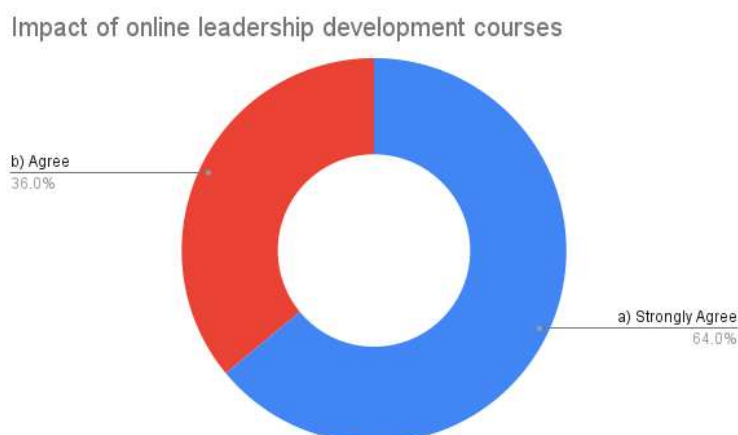
Views about the leadership challenges

While 64% of participants believe that the emerging challenges in faculty development can be mitigated easily, 24% of professionals raise their concerns about the existing mitigation strategies. The rest of the people decided to stay neutral in expressing their views about these challenges. Therefore, the evolving challenges are required to be addressed effectively in adapting significant methods of faculty development.

Influence of workshops in developing leadership traits

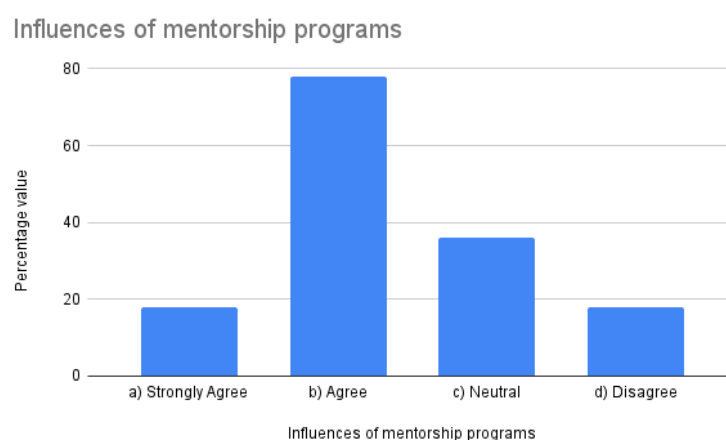Influence of workshops in developing leadership traits

While 37.3% of participants strongly agreed to the impacts of leadership development seminars and workshops, 50.7% of professionals agreed to the influences. However, 12% of participants have not mentioned any influence of these seminars or workplaces on leadership development. In conclusion, effective seminars and workshops can significantly impact interpersonal skills enhancement.

Impact of online leadership development courses

Different online courses and materials are effective in gaining significant knowledge and efficiencies in leadership as all participants have agreed to the influences. As the online materials are easy to access and affordable for professionals, they can extend their knowledge about faculty leadership in education significantly.

Influences of mentorship programs

Effective mentorship programs are considered one of the significant approaches for in-house leadership efficiency development. However, 12% of participants doubted the efficiencies of mentorship programs possible because of bad experiences and relations with the seniors while 24% were neutral. Other participants are well-versed about the importance of leadership development through mentorships.

Discussion and Conclusion

Effective workshops for enhancing the faculty leadership skills
From the survey findings, the workshops can be conducted through educational role-playing, group discussions, and analysing case studies. By participating in different workshops, faculties can enhance their significant leadership skills including strategic planning, conflict resolving, communication, delegation, and decision-making. These workshops also help in establishing a significant network with different education leaders.

Online leadership development courses
The flexibility in online courses provides significant convenience to leadership learning of the faculty members. By engaging with different interactive learning modules from different online platforms, the education leaders

can pursue effective learning and engagement. Moreover, from the experts' lectures and opinions through interactive videos, the faculty members can gain significant knowledge about real-world case studies and examples.

Mentorships programs

The experienced mentors in the education landscape significantly contribute to faculty members' learning through effective guidance, feedback, and support. By actively engaging with the seniors cum mentors in different institutions, the faculties can address their leadership skill requirements. Furthermore, the significant advice and provided opportunities from the mentorships enable the faculties to navigate through their career progress and development.

The above research has focused on investigating effective leadership qualities development methods in the global education systems. By surveying 150 faculty members from the global institutes, their experiences on the leadership programs, approaches, and opportunities have been explored. The survey outlines a gap in finding expected faculty leadership programs. Although different institutes provide significant leadership opportunities to their faculties, they often perceive it as promotion rather than leadership responsibilities. However, effective methods of leadership development emerge as different workshops, seminars, online training or materials, and mentorship training.

Limitations

Although this study has provided significant insights into the significant techniques of leadership development, it limits the generalization of the findings due to the limited number of participants in such a research (Vlachopoulos & Makri, 2021). The dependence on the self-reported questionnaire and data might cause significant biases in this research.

Future scope

Despite the limitations in the research, it opens significant landscapes for future exploration in different studies in this direction. Based on the findings of this research, different longitudinal studies, and mixed approaches can be followed (Abbas, 2020). Moreover, the significant impacts and outcomes on specific student groups can be considered to evaluate the impact of effective leadership development approaches.

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Appendix 1: Survey Questionnaire
Demographics questions
1. In which region you are currently working in educational institutions?
a) Europe
b) North America
c) South America
d) Asia
e) Australia
f) Africa

2. What type of educational institution do you work?
a) Primary School
b) Secondary School
c) Higher Education (College/University)
d) Others

3. How many years of experience do you have working in the education sector?
a) 0-5 years
b) 6-10 years
c) 11-15 years
d) 16-20 years
e) More than 20 years

4. Do you feel how effective were the leadership development programs in developing your leadership skills?
a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

5. Do you believe that your institution has provided significant opportunities for leadership opportunities as faculty?
a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

6. Do you feel that faculty leadership development programs significantly contribute to satisfaction among faculties?
a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

7. Do you believe that the challenges that are being countered in faculty development can be mitigated thoroughly?
a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

8) Do you believe that workshops and seminars on faculty leadership have developed your leadership skills?
a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

9) Do you feel that online courses extend your knowledge of leadership development in educational institutions?
a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree

10) Do you think mentorship programs with experienced faculty leaders help to increase the knowledge growth of your leadership qualities?
a) Strongly Agree
b) Agree
c) Neutral
d) Disagree
e) Strongly Disagree