



## Manipulating College Students' Leadership in Academic Developmental Capability Building in Awaran District and Makran Division of Baluchistan, Pakistan

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### Abstract

Leadership lacks in most of the educational institutions due to less importance on its development, and sustainable transformation which comes within academic aspect, determined by academic leadership. College students' leadership is influenced by developing academic capabilities. Effective leadership quality promotes knowledge management in schools. Students are supposed to be encouraged to build their leading skills in the learning environment. Further leadership is needed to be brought into practice for today's modern and competitive era. The research carried out having self-administrative questionnaire using a qualitative approach and understanding the phenomena with concern quantitative to measure the phenomena statistically. The nature of research was exploratory and tested empirically. The sample size was 100 selected, from Awaran District and Makran Division of Baluchistan, Pakistan. The population of the study was 100 from 1st and 2nd-year students, 20 students were taken as respondents from each college to fill the gap in the research to know where and how leadership qualities lack. Overall result shows very low percentage which is a lack of confidence due to not being encouraged by the concerning institutions. The aim of educational organizations is to develop and build up every citizen physically, psychologically, understandingly, socially and internally on the requirement base of leadership skills.

**Keywords:** Leadership quality, leaders, students 'problems, organization, educational leadership

### Introduction

It is extremely believed that one enables to continue over a period of time for adapting an ability which comes in any institution within academic factors when students are motivated by academic leadership. The main focus is students' leading skill is built due to school performance in an educational institution

with their containing factors. Leadership quality lacks when organizations do not perform well contributing leading skills, students face problems and cannot have the capabilities to act upon as the requirement based on leadership skills.

Generally, leadership is a facilitative direction. Through this direction, one may clearly give a visional plan aimed at the school besides encouraging educators'



also parental relation toward promoting complexities then from the following visualization. Seeming intended opportunities near bringing instructors, as well as other team hooked on guidance situation, identifying which modify needed obligation, capacity, besides forcing numerous learners' giving importance officially. (Sebring & Bryk, 2000). It is recognized that there are two types of leaders: one is called planned, and the other one is called prepared. The first main concern of a strategic leader is to visualize the company's future and to provide the assets necessary to generate it. Operational leaders have the work of putting into practice toward visualization.

A good leader also makes stronger enthusiasm and increases capability through education. In particular, he or she knows how to remain people focused, recognizing that unless technical staff keeps their eyes on main concern objectives, they will have the propensity to drift into pathways that are gorgeous to them. Sánchez-Tabernero (2006) explains that leadership is one of the key issues through the effectiveness of special education and come to know that principals need knowledge and skills of leading school. Hollander (1992) further says that today's approach to educational leadership truly and totally lacks and fails due to safe and sound enough of the leaders as they are needed in the educational institutions, forces effective teachers to foreswear their selected work in arranging to direct, ghettoizes the field and study of educational leadership, and presents no logical accounting of the profit that effect.

In today's competitive world principals are extraordinary working for the

development and improvement of leadership. In an educational institution, only a little has been done to develop leadership skill in the administrative area. School leadership has grown attention toward a crucial role as highly effective as demands publicly. Hess and Kelly (2007) define school improvement is based on school leadership. In other words, it is the key to improvement toward taking decisions, performing skillful as well as knowledgeable directive quality.

Over the past two decades, a large number of huge professional areas of educational improvement on movements have not been properly paid attention. The evidence suggests that students are learning abilities, leadership qualities are totally affected. Fullan (2002) describes the huge scale; sustainable educational improvement becomes the agenda, the more that leadership becomes the important key to getting progress. The research highlights the tasks of principals from each school to be responsible for promoting powerful teaching and learning for all learners. Principal applicants and accessible principals are often ill-prepared and insufficiently carried to put in order the schools to develop learning, whereas running all of the other demands of the job.

However, it is highly known and describable that the huge scale, sustainable educational improvement becomes the agenda, the more that leadership becomes the important key to getting progress. There can be speculative structure to bring the center of attention in the research direction of considering essential teams and, in particular, to identify implications for helpful leadership. It is globalized to



participate in the national and international competition; we have to build leadership quality to promote our educational system. Many students have self-capability to perceive leadership quality, but the lack of inculcating and bringing leadership into practice in our educational institution. Many of us do not know what those causes are due to which we do not have leadership quality.

### **Research problem**

Nowadays, we are living in a globalized and socialized world where competition has become as tough as touching the sky. People have competed with each other through having some characters as determination, confidence and leadership qualities which bring positive aspects in once future performance. Moreover, people are keen to have such qualities, but certain behaviours are not adopted themselves, they are brought up by institutional performance. Particularly, leadership is needed professionally, which remains educational argument through the least amount also gives scrupulous observation toward emerging innovative reliabilities, immense self-esteem also logical society surrounded by a recently formed organization (Harman, 2002).

This clears a huge dispute in favour of administrators changing, highly in educational institutes making the most of encouragingly constructive armed forces, recognize, direct successfully opposing services also trying exertion in the direction of an educational movement which intentionally determines, has broad approval as a result of every key stakeholder. Developing their policies to look seeing how other institutional similar characteristics have reacted effectively to that dispute which may be a

practical act. The findings will provide information to the policies which are made for developing educators' challenges in promoting leadership qualities in our educational institutes in students' future performances. The study also aims to bring these reasons into practice by motivating the students.

### **Significance of the study**

This research will be significant for an educational organization to develop leadership quality by learning from organizational aims and objectives. It will be beneficial for researchers and students knowing its worth and implementation. The research will give emphasis on leadership qualities through which students lack determination, confidence and their learning capabilities which need to be adopted by academic performances. Considerably, policy makers will enhance their knowledge and respectively make it worth to highlight certain issues in the institution. This study also will bring awareness among schools to be better working in this field so as to bring positive responses to learners by paying a great heed to the concerning areas. This will be known to school administration why students lack confidence and determination. They will also become aware of the causes and the effect of leadership on students' upcoming performances which truly mean developmental academic performances as well as enhance leading process toward prosperity. The study will make stronger the learning institutes for increasing the value of leadership in our organizations.

### **Literature Review**

David (1998) mentions that a particular teaching is currently a big dispute expressing institutional leading team of



inclusive department improvement. In today's competitive era, institutes have to offer scholars through incapacities in a suitable way containing useful instructional maintenance. Progressive scholars have to observe directly also establishing from beginning to end participation in evaluative efforts. The researcher finds out principal is one of the key roles in performing and providing leadership quality

Fullan (2002) evaluates that the improvement of a method of leadership based on a more energetic formation of the follower's responsibility in countering to leader characters. The leader-follower relationship is given the impression to be pretentious by views, misperceptions, and self-oriented biases on both elements. Greater concentration to follower expectations and awareness is highlighted. Harris, A. (2003) concentrated happening distress of teacher direction and investigated many understandings as well as descriptions of the different kinds of literature. He studied rapport among teachers and circulated leading staff, concentrating particularly upon planning continuous model.

Eddy and Vander Linden (2006) mention schools, mainly imagine an important ability improvement on the part of individuals, as whole institutes; they also depend on far above the ground stage of inspiration and assurance to resolving the considerable harms connected with the accomplishment of reformation plan. Transformational drawing near to leadership have extended been a supporter as helpful under these circumstances, and confirmation proposes that transformational performances do supply to the development of capability and

commitment's lesser amount of proof is accessible, though, about whether these socio-psychological belongings, in fact, result in directorial change and improved executive results.

Bennis (2007) surveyed the modern movement in leadership theory as well as its existing status and the community background that has shaped the contours of leadership studies. Highlighting on the very important requirement for association among social scientists in organizing to achieve an incorporated theory and the author also pointed to capable leads for achieving this. He also asserts that the four main threats to world constancies where the leadership of human institutions was highly needed. Lacking perfect leadership, resolving the issues following from the first three threats will be unfeasible.

Gunter (2009) presents four major points on the leadership in the education field: serious, humanistic, active and logical. It is arguable that the recent general and globalized form of transformational leadership is entrenched in the last two points and is the ideal model surrounded by government policy in England. The knowledge assets underneath critical methods by beginning to explore the distress moved up about transformational leadership; and, secondly, alternative investigative procedures to leadership supposition and performances. Gunter (2009) argued that the role of leadership control mainly has been lifted out of the picture at the modern era leadership has become vital for teachers' role and performances in educational and modernized practices.

Chaudhry et al. (2012). The role of leadership is very imperative in



constructing a sustainable business and social institute. Mustafa (2013) highlighted that effectual leaders develop quality in higher education. Military institutions are arranging scholars in management areas from beginning to end a four-year program. They program the journey of personal leadership to organizational leadership. Thus, the research questions that were used were (a) what is important in a leader to eminence in educational institutions? (b) how to develop leadership quality in a learning environment? and (c) what brings leadership into practice for future performance?

#### **Methodology:**

The designs of research have been mostly used as interviews from the concerned people from those who are considerable to be considered as participating to bring leadership qualities or to have identification if some people are leaders to participate. The researcher investigated perceptions, views, and opinions of the students regarding academic leadership and practical implementation of play in senior infant classes as a means of facilitating learning. As the research question were focused on the students' experiences using a qualitative research methodology was conducted to approach with connecting quantitative to know and understand the phenomena. Triangulating data identification is accommodating to understand difficult for an observable fact. The researcher as always has been observing students who lack confidence and are not determined due to leadership skill which bright her perception into this study. The research was conducted containing self-administrative questionnaire. The nature of research is

exploratory and taken to be tested empirically by the investigator. Samples were selected using Simple random sampling technique. As it is stated by Okorie (2003) that the component based on leadership seeing as the leaders are persuaded.

**These are the objectives:** (1) power; (2) responsibility; (3) authority. Containing these perceptions, the researcher was satisfied to have this study. The main objective of picking these districts were being facilitated and conceiving convenience easily.

There were five government colleges: Girls Degree College Turbat Kech District Boys Degree College Turbat Kech District, Govt Inter College Gwadar at Kech District Govt. Inter College Awaran at Kech District, Govt. Girls Degree College Panjgoor. While doing a survey and in above mentioned colleges, one thing was clear that there were some self-motivated students, but they were not encouraged. The sample size of the study was 100 which was collected from 1st and 2nd-year students, 20 students were taken as respondents from each college to fill the gap in the research to know where and how leadership qualities lack.

Overall result shows a very low range of Only 30 % has self-motivational quality other than being lacking confidence due to not being encouraged by the concerning institution. Maintaining aims of the study it was measured more suitable and practical to transmit video recording of a short discussion under which questions were asked to. Additionally to reach the central part of the subject the investigator has chosen the tool of recording so that concrete



outcomes could be attained in authentic condition. To know the significance of leaders where they lack and how to analyse interpretive self-administered questionnaire and focus groups appeared properly as a means to realize in causing the skills of students and to analyse leadership quality while they were participating in focus groups and answering questions from the interview and self-administering the questionnaire asked by the researcher. Moreover, leadership skills were desirable needed by organization effectively.

To delegate responsibilities to skilled staff also hopeful skills appropriately

brought for qualified organizers for their developmental aspects which needed staff and also including them while making decisions on concerning matters (Adegbemile 2011). Students are not provide experiences and opportunities to bring leadership skills in themselves also to other people.

**Result**

Figure 1 shows seven items with their percentage and Figure 2 indicates the results of eight areas with focused during the study.

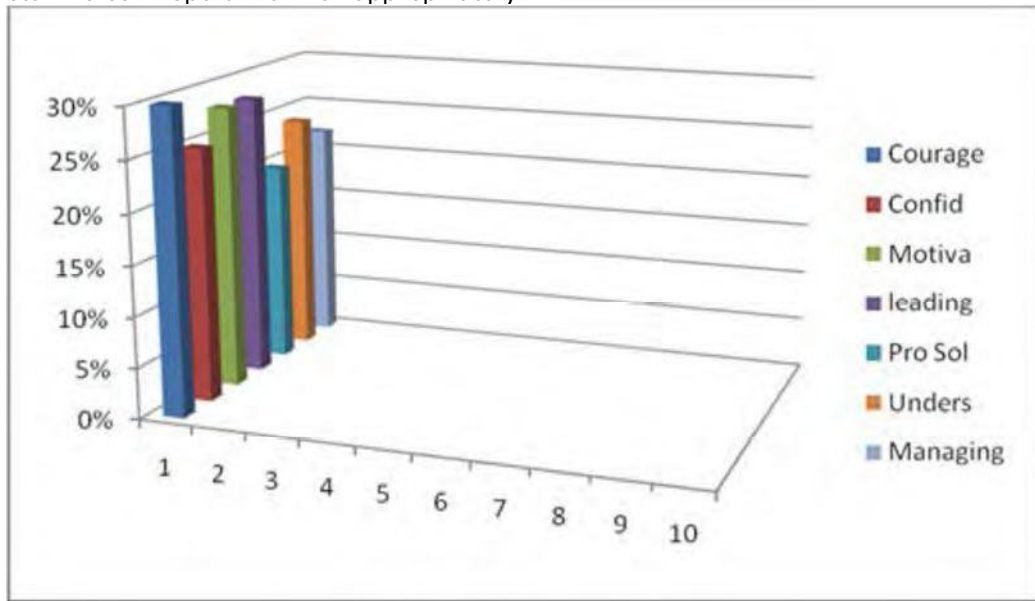


Figure 1: Leaderships Items

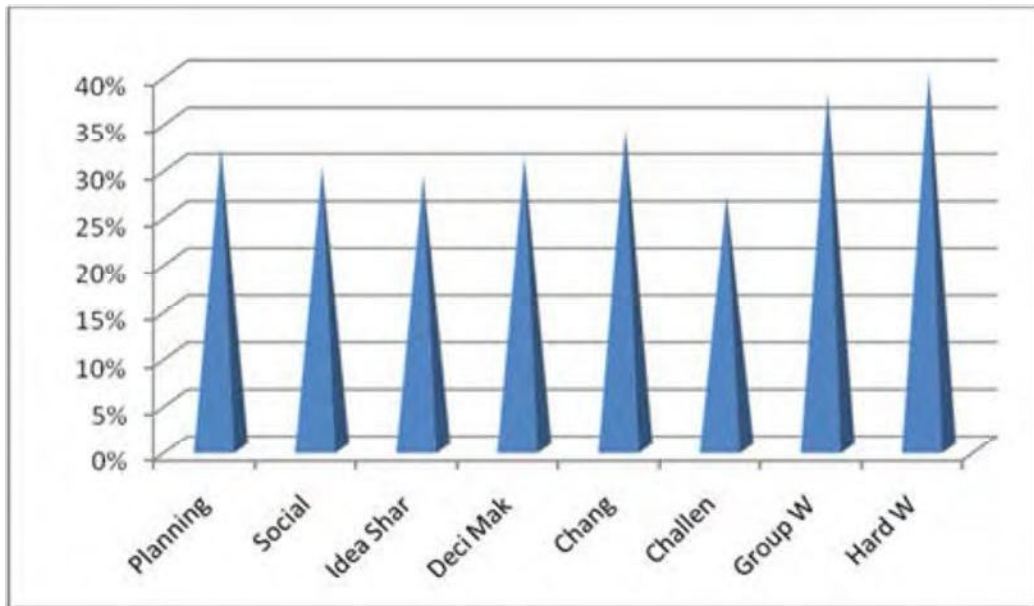


Figure 2: Eight Areas of the Study

The result of the study was valid 95% using a qualitative approach to be measured quantitatively and statistically appropriated for the rationale of bringing together a broad variety of student's troubles associated with leadership quality. The main purpose of the researcher in this section was to analyze the data in detail composed throughout simple random sampling, self-administered questionnaire and focus group.

All techniques were done, which were by the researcher afterward through which it was easy to use simple procedures of analysis. The researcher has already observed all the participants during a survey by herself using simple random sampling, self-administered questionnaire and focus groups were being noted down individually. The

researcher observed keenly to have valid and accurate result from the students being studied. The researcher had preferred such methods in order to find the main cause faced by students in our educational institutions which are being ignored by most of the researchers. By using a questionnaire and focus groups as a survey, one can easily observe the common problems of the students. It was highlighted that students lack confidence, and their leadership quality did not build due to not encourage them while they were at school levels. Even though 30% students were self-motivated, but still they lacked confidence because they were not motivated.

#### Discussion

Choosing 15 items for the purpose of research to fulfil the gap with using questionnaire in the following areas: Courage, Confidence, Motivation, Leading Skills, Problem Solving,



Understanding, Managing Situation, Planning for the future, Social Work, Idea Sharing, Decision Making, Changing Ideas, Challenging, Group Work and Hard Work. Courage (30%), Confidence (25%), Motivation (28%), Leading Skills (28%), Problem Solving (20%), Understanding (24%), Managing Situation (22%), Planning for future (32%), Social Work (30%), Idea Sharing (29%), Decision Making (31%), Changing Ideas (34%), Challenging (27%), Group Work (34%) and Hard Work (40%). The items were used in questionnaire to know how the students follow these steps in building leadership qualities. The percentage was used as for analysing those items to show the valid result. To judge these areas, students were interviewed, and a focus group was also used as a technique to see the validity and liability. Wielkiewicz (2000) determined two impertinent proportions identify and classified according to various criteria into the successive level of thoughts and general judgment. Equally, the proportions were evidently here in the leadership distinctive periods. Hierarchical feelings where the examination of leadership detained in organizer recognized, and general philosophy came into view and leadership made a distinction. The research consisted three research questions containing their answers using a questionnaire with multiple faces through understanding the phenomena of college students having different aspects of different college students to know how important leadership has high-status importance owing to marked superiority in our educational institutions. Secondly, mentioning that how leadership develops

quality in the learning environment. Allen and Cherrey (2000) affirmed that innovative customs of foremost have need of the capability to consider in a consisted manner. One may not make common sense of associations and links by coming across at a little component of the scheme. Lastly brings leadership into practice for future performance, (Msila, 2013). Instructional leadership is used to gain much more desires to improve learners' performance that will empower students' learning abilities. The researcher investigated and observed and interviewed school participants. The findings were learners' performance and teachers' commitment. Furthermore, the researcher points out if one has a mission to develop leadership quality, can even have fewer sources to get success. Jones (1997) established that students' mainly leading characteristics were the one recognized with a marginal position. On the other side, students did not frequently talk about individualities linked with advantaged condition; this tranquil pointed out an inadequacy in their improvement of the personality connected with a pleased standing.

Table 1 shows focused areas which point out how students lack the leadership quality which needs working on affected vicinities. The research shows very low result undertaking this study. However, it is properly understood that building leadership quality requires covering these areas to make effective and competitive students are ready for future builders in a nation which will lead toward prosperity.

**Table 1: Focused Areas for Leadership Skills**

S. No.	Items	Percentage
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1	Courage	30%
2	Confidence	25%
3	Motivation	28%
4	Leading Skills	28%
5	Problem Solving	20%
6	Understanding	24%
7	Managing Situation	22%
8	Planning for future	32%
9	Social Work	30%
10	Idea Sharing	29%
11	Decision Making	31%
12	Changing Idea (Due to powerful reasoning)	34%
13	Challenging with modern era	27%
14	Group Work	38%
15	Hard Work	40%

Keeping objectives and getting answers given by the participants was analyzed and recorded. Due to the convenient the researcher has selected Makran Zone from all three Districts of Makran Baluchistan Pakistan. The areas where one of the selected areas for collecting data from 100 in each college of Makran Zone, which is a logical population for conducting research. These 100 applicants were preferred randomly by the researcher from each College of the Makran Zone. Detail composed simple random sampling was considered the best appropriate means of collecting data and for determining the results in order to make it applicable, valid and liable by nature and to recognize leadership skills.

### Conclusion

It is obvious that education plays one of the most vital roles in building leadership qualities in the social sector. The aim of educational institutions is to develop and build up every citizen physically, psychologically, understandingly, socially and internally on the requirement base of leadership skills. The purpose of leading is to develop and encourage people

economically, socially, politically and culturally. Furthermore, our educational organizations lack to create awareness in schools. The main reasons are found that teachers themselves do not have this skill. Baluchistan Province does not stand on certain capabilities due to its education system, curriculum, and teaching strategies. However, Baluchistan consists of the most talented and highly intellectual probabilities of learning and they just need to be polished and encouraged. The Province does lead any leaders to be examples and role models to maintain their educational organization. Performing duties and filling formality do not bring changes and build leadership qualities among students. It requires creative and experienced people to be working on the role of teacher, principal or organization. These practices need to have skills for performing on leading the field.

Mostly, students at school levels are not encouraged, and their leadership quality is ignored due to lack of knowledge on leading areas. School Principals also play the greatest role to work on this measuring field to bring responsiveness toward teacher knowledge and



understanding. Furthermore, principals' inspection on their leadership advancement is contrasted with teachers' examinations on their principals' leadership comportment. Neglecting this area means taking no notice on proper education which leads toward prosperity.

Every educational institute and business organization need to maintain leadership practices to have a great professional environment using this approach for the enhancement of their unique products to compete with today's modern era. The more we sustain leadership quality, the higher our education system will be.

The findings of this study show a great indication that proper education system lies in building leadership qualities not neglecting this field. The evidence also illustrates that students have the capabilities to develop it, but they are supposed to be created by teachers. The researcher further suggests doing much more research on the area of leadership qualities where the problems lie and how to overcome all those issues.

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