

Maximizing Organizational Leadership in Academic Setting

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Abstract

Maximizing organizational leadership capacity in academic setting is connected on transformational leadership which can be applied to the academic administrators which their specific tasks is to communicate the clarity of the organizational vision and influence their faculty members in terms of collaborative actions align with institutional objectives. Faculty members participation in corporate productivity school activities as well maximize their teaching competencies are very essential to future school operations. The study aimed to explore the relationship between academic administrators' transformational leadership and its role of faculty members in maximizing the middle operations in the academic setting. Furthermore, the study utilized a descriptive-correlational design. In deriving result, the weighted mean, T-test and Pearson Product correlation at 0.05 Alpha were also employed. The data gathered were statistically treated, analyzed, and interpreted through Microsoft Excel. Results revealed that the deans agreed to communicate the clarity of the school's vision and provide mentoring relationship in order to facilitate the faculty professional growth and undecided to work with none collaborative faculty (OLA group, 2009). The faculty members agreed on the context of wise utilization of their talent management in performing their job (Lewis, 2006). The transformational leadership indicators of the academic administrators and its role of faculty members in academic setting were non-significant. Therefore its' a big challenge to the deans not to be affected with the passive response of the faculty regarding work collaboration in academic setting, but rather they need to be more proactive in the timely execution on the work collaboration in line with an organizational commitment (Covey, 1992; Hercovitch & Meyer, 2002).

Keywords: academic setting, academic administrators, faculty, organizational leadership, transformational leadership

Introduction

Organizational leadership is a team effectiveness of defining the organizational structure, collaborative actions, delegation of authorities, and maximizing the organizational resources parallel with the strategic academic leadership of higher institution specifically (Scott et. al., 2008) maximizing organizational leadership capacity particularly in academic setting can be effective through the foundations and timely effecting the transformational leadership of the human capital in terms of intellectual capital, social capital, cultural capital and spiritual capital that can deliver the expected total quality services among committed and competent academic personnel in addressing the quality education to the students in the community align with organizational philosophy-vision, mission and core values (Irving, J. A., & Longbotham, G. J. 2007; Cohen & Soto, 2007; Safferstone, 2005). Diliello and Houghton (2006) stressed out that maximizing

organizational leadership capacity encourages academic administrators need to be more innovative in performing their transformational leadership to their faculty members in a supportive working environment. Sheinberg (2005) asserts that concern leaders are thinking with strategic direction. This leadership is beyond the transactional leadership activities of academic administrators which create purpose in a manner which justifies the team leadership (Goldman, 2001). Transformed organizational leaders need to realign their personal viewpoints with their organizational philosophy, core values, norms, motivations, and interest in connection of the specific tasks and duties (Bess and Goldman, 2001).

The academic operations in universities or college institutions are facing a lot of pressures have realized the need to be more transformative. In schools where focus has been achieved, teaching and learning, instruction, extension, and linkages becomes transformative for every one (Sagor, 1992). Madlock (2008) emphasize that leaders must communicate their vision to their subordinates. The overall leadership effectiveness is grounded on the clarity of the communication skills in line with organizational purpose (Gilley, A., McMillan, 2009). The very striking behavior of the academic leaders' and faculty are their continuous affective organizational commitment and the ownership of the vision (Nguni, S., Slegers, P., 2006). From a leadership perspective, vision is "an ideal and unique image of the future" (Kouzes and Posner, 1995). Organizational purpose includes through mission, vision, strategy, goals, plans, and task Amos & Klimoski (2014). "The essence of organizational leadership to be more influential increment over and above mechanical compliance with the routines directives of the organizations" (Klimoski, 2014). Non-routine events can signify the actual hindrance to organizational leadership process. Cognitive requirements include creative problem-solving skills and strategic thinking leadership that drives workable organizational change (Puccio, G. J., Mance, M., & Murdock, M. C. 2010).

Steinfeld et al., (2008) pointed out that social capital required organizational leaders to build the self-esteem and strong network of their diverse employees in the paperless working environment. Academic executives need to adopt their specific functional organizational roles. Furthermore the academic executives have big responsibility for maintaining good working relationships to their subordinates and students (Kenny et al., 2012). The essence of teaching efficacy is to assess the individual capabilities and sound judgments of the faculty in the academic organization. Self-efficacy refers to the personal beliefs individuals that have capable of learning and performing particular behaviors (Bandura, 2006). Individuals' self-efficacy judgments differ on three interrelated dimensions: magnitude, strength, and generalizability. Magnitude refers to the level of task difficulty individuals believe they can attain. Self-efficacy strength refers to the level of confidence individuals that can perform their specific tasks. Self-efficacy generalizability indicates how much an individual's judgment is limited to a particular domain of activity. Self-efficacy can enhance individual change readiness, commitment, and employee participation in connection with maximizing the organizational leadership (Madsen et al., 2005).

Nurturing the organizational and individual trust is considered an essential action in organizational leadership. However maintaining trust is challenging tasks (Savolainen, 2011). Creating collaborative working relationships between administrators and faculty both can depicts' interpersonal influence (Yukl, 2010). Trust is interactive, collaborative management style that nurtures innovations that can be applied in the academic organization (Savolainen, 2011). School administrators can establish transforming professional development program for the faculty that can facilitate the academic standards among diverse students through varied outcome-based educational approaches and scholarly consultation (Reeves, D. B., 2012; Sursock, 2010). Mentoring and professional development programs for faculty members are regarded as essentials components of faculty success in the school operations. Mentoring relationship can be

related with faculty ranking, future promotions, dealing with gender differences, and expected job stability (Wasserstein, et al., 2007).

Darling-Hammond, L., et al., (2009) mentioned that acquired formal training of the newly teachers mentoring program from an accredited institution can improve classroom management and enhance teaching performance. Educational systems must rely on quality instructional systems from the academic leadership and corporate productivity of its faculty with good intentions for maintaining quality education in the community (Nakpodia, E. D., 2006). A school, teachers productivity may be measure in terms of teachers' performance (Schacter and Thum 2004). Wenlisky (2001) suggest that teachers' productivity may be evaluated in terms of teaching performance in classroom. Shamaki, E. B. (2015) cited Davis and Wilson (2003) research on effects of leadership on the teacher quality of life at work, they revealed that the personally empowered faculty were more motivated to fulfill their specific tasks either in curricular or co-curricular realms. Lumsden (1998) state that high teacher morale could have positive effects on student's attitude and learning, improve teacher morale not only made the education more palatable to teachers, it made the process a richer and more effective learning experience for students (Cooper, T. L., 2012).

The challenging responsibility of the administrator's is to encourage their faculty to be more adaptable to the global educational changes that addresses the students learning. The key to any effective leadership is the ability to act timely in any complex situation. Subramanaim (2014) pointed out that the important of studying leadership style is because of the significance in an institutions success, and achievement of educational goal. James S. Dietz and Barry Bozeman (2005) said that the higher outcome of productivity in intersectoral jobs in the United States of America are access to new social networks and scientific and technical human capital endeavors. Beechler, S., & Woodward, I. C. (2009) stated that global war of talent is based on scarcity state of mind and action. The new paradigm shift of talent of war among the employees adopts more on strategic, innovative, cooperative and generative approaches which can be described as creative talent solutions in the human capital aspects in organizational leadership (Ulrich, 2006). Competence means that individuals have the competencies that required the employees to be more committed to their task in the organization. The talent of war represents four factors that have big impact in retaining potential employees. These factors are namely global demographic and economic trends; increasing mobility of people and organizations; transformational changes to business environments, skills and cultures; and growing levels of workforce diversity.

Global demographic and economic trends with the increasing longevity and the disproportionate size of the post-war baby boom generation are large demographic forces driving an unprecedented shift in the age distribution of the general population it connects to the labor pool supply (Kent, M. M., & Haub, C. 2005). With higher levels of sanitation and healthcare, people born today can expect to live between 65 and 80 years in most countries, compared to an average age of 18 for most of human history, and 50 at the turn of the 20th century (DeNavas-Walt et al., 2008 from US Census Bureau).The demographic changes in the borderless society is becoming more increasing economic integration across nation, reflectively it has greater impacts on the supply and demand of employee talents (Severino, R., 2007). Increasing mobility is refers to the globalization changes the mobility of people across permeable geographic and cultural boundaries (Baruch et al., 2006). Inter-country and regional economic and demographic differences also stimulate labor flows such as comparative gaps in real wage rates and differences in labor-force age profiles related to higher education in Southeast Asia (Lee, M. N., 2007). Transformational changes to business environments, skills and cultures are focus on the companies that are hiring more workers for complex occupations which requires a higher cognitive abilities either in academic organization or industry (Rae-Dupree, 2008;

Xenikou, A., & Simosi, M. 2006). Growing levels of workforce diversity is refers to those companies operate in an increasingly globalized environment and must manage widely dissimilar employee populations, markets, cultures and modes of work. People that are more informed about employment options, opportunities, and markets, has more intensifying competition for finding and hiring top talent (Singh, P., Gupta, S., & Sahu, K. 2014). Schein (1976) stressed out that job satisfaction is an important indicator of the quality work life among employees in the organization.

The Statement of the Problem

Academic administrators and faculty members faced increasing challenges in the middle management operations in the higher institution of learning. Thus, this study aimed to investigate the relationship between academic administrators' transformational leadership and its role of faculty members in maximizing the middle operations in the academic setting. To accomplish the purpose of this study, the following research questions were posited: First, what relationship exists between the deans' task to communicate the clarity of the school's vision and its' role of faculty members in the context of corporate productivity. Second, what relationship between the deans are undecided to work with none collaborative faculty and the wise utilization of the faculty talent. Third, investigate the relationship between school administrators providing mentoring relationship in order to facilitate the professional development of the faculty and job importance in school operations.

Research Design of the Study

Educational challenges needs an instructional system to adhere the functional strong academic leadership from the administrative functions, research, community extension services, and teaching competencies calls for increased emphasis on maximizing organizational leadership capacity in academic setting (Safferstone, 2005; Scott et. al., 2008). To investigate and meet the purpose of this study, a quantitative research design was used. Quantitative research design was used to independently examine the relationship of transformational leadership indicators of the academic administrators and its role of faculty members in maximizing organizational leadership capacity in the academic setting.

Significance of the Study

This study has significance contributions to both academic administrators and faculty members in terms of maximizing the organizational leadership capacity in academic setting. Diliello and Houghton (2006) emphasized that maximizing organizational leadership capacity encourages academic administrators need to be more innovative in performing their transformational leadership to their faculty members in a supportive working environment. Both academic administrators and faculty members may find significance in the study as they upgrade their educational qualifications and understand their roles in assessing the organizational systems (Katz & Kahn 1978).

Method of Procedure

The quantitative method through survey and questionnaires was designed to examine the relationship between academic administrators' transformational leadership and its roles of faculty members in terms of maximizing the organizational leadership in the middle management operations in academic setting. The study utilized the adopted OLA (Organizational Leadership Assessment) questionnaire that has been developed by Dr. Jim Laub of Palm Beach Atlantic University. The questionnaires composed of two parts. Part I consisted of the administrators transformational leadership in terms of clarity of vision, work together and mentor relationship. Part II was on its role of faculty members in terms of high level productivity, best gift, abilities or

talent, and importance of job. There were thirty respondents of this study. There were seven deans and twenty three faculty members in the academic setting.

Collection of Data

The researcher sought permission from Executive Officer for Academic Affairs in St. Peter's College through the letter of permission in terms of distributing the OLA questionnaires to target respondents (deans and faculty).

Treatment of Data

Furthermore, the study utilized a descriptive-correlational design. In deriving results, the weighted mean, T-test and Pearson Product correlation at 0.05 Alpha were also employed. The data gathered were statistically treated, analyzed, and interpreted through Microsoft EXCEL software.

Findings

The academic administrators has agreed that transformational leadership is to communicate the clarity of the school's vision (Bess and Goldman, 2001; Bennis, 1997) and undecided to work with none collaborative faculty (Darling-Hammond, L., et al., 2009). Academic administrators were undecided on with none collaborative faculty (Hanna Shachar and Haddas Shmuelevitz, 1997; Morse, 2000). Deans were undecided in work collaboration because the actual response of faculty members of organizational commitment can either supportive or resistant. If they response is affirmative to organizational commitment it can support employee readiness determinants toward organizational change process (Bouckenoghe, D., et al., 2008). In contrast if they are not proactive to organizational commitment may encounter employee laxity in the institutional directions (Schoorman, F. D, 2007). The faculty members has agreed on its role on I am working at high level of productivity, In other words faculty members are encourage to practice continuous on quality teaching performance in order to maintain the academic standards in the school institution's Nakpodia, E. D., (2006); Schacter and Thum (2004); and Wenlisky, (2001).

Faculty members have agreed that their role in the context of context of wise utilization of their talent management in performing their specific jobs that nurtures as source of developing and retaining the employees' talent in the institution (Beechler, Schon, and Ian C. Woodward, 2009). Faculty has agreed in terms of job importance of teaching is the moderator between job satisfaction and life satisfaction (Rice, R. W., et al., 1985). Pearson correlation statistics were employed to determine the significant relationship between Academic administrators' transformational leadership and its role of faculty members in academic setting. The Research Hypothesis 01, no significant relationship would be found between academic administrators' transformational leadership tasks to timely communicate the clarity of the school's vision and it role of faculty members in the context of corporate productivity. The Research Hypothesis 02 stated that non-significant between deans undecided to work with none collaborative faculty and the wise utilization of the faculty talent. Hypothesis 03 stated the no significant relationship between school administrators providing mentoring relationship in order to facilitate the professional development of the faculty and job importance in school operations was rejected.

Conclusions and Implications of the Study

This study concludes that there is none fixed ownership of clarity of school future vision among faculty members' despites of their achieved high level of productivity in the institution which affirmed the statement of Kantabutra and Sooksan, (2010). The dean's task is to provide mentoring relationship in order to facilitate the faculty professional development cannot

influence the specific job importance of the faculty with regards to present and future school operations. These findings also affirmed the findings of Kram, (1983). Results of this study implied that the deans need to constantly reorient their faculty members regarding their future clarity of school vision and motivate them that their high level of corporate productivity must be always congruent to school strategic direction. Therefore its' a big challenge to the deans not to be affected with the passive response of the faculty regarding work collaboration in academic setting, but rather they need to be more proactive in the timely execution on the work collaboration in line with organizational commitment. As said by Covey (1992); Hercovitch & Meyer, (2002), "deans' notions must not be affected to the repudiation attitude of the faculty members regarding mentor relationship related to work even they enrich their job importance".

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