

Private Universities Leadership and its Impact on Faculty Morale and Institutional Success

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Abstract

The morale of faculty and the success of an institution in higher education are interconnected with various factors that are significantly impacted by the leadership and culture of the institution. Creating an environment that acknowledges and appreciates teacher concerns, values, and attitudes leads to a boost in faculty morale. Leadership in higher education must critically evaluate strategies for effectively guiding their organisation. Effective educational leadership in higher education relies on many performance roles. These encompass several aspects such as administration, instruction, guidance, supervision of staff, strategic planning, and assessment of educational procedures. In numerous regions across the globe, a shift towards constant transformation has been the prevailing trend in various professional endeavours, including academia. The culture and behavioural norms for employees at all hierarchical levels are always evolving and undergoing change. The environment is subject to various changes that impact all sectors of society, including education and educators. The leadership of higher education institutions is facing heightened scrutiny due to recent developments, including fluctuations in student enrollment, shifts in funding, and evolving student preferences. The labour market has seen significant changes compared to ten years ago. The work environment and our lives have been transformed by the technological advancements and assumptions made by the younger generations of workers, leading to changes in the way we produce and cooperate. Contemporary employees desire a harmonious equilibrium between their professional and personal lives, which entails a less formal work setting, flexible schedules, enhanced collaboration, technological progress, and a shift in the composition of the labour force. Both higher education executives and faculty members now have greater access to a wider range of professional options that are becoming more readily available and easily attainable. While it may be easier to abandon traditional educational career paths, it is crucial for both faculty and leadership to recognise the factors in their work life that contribute to career satisfaction. This includes being aware of the abundant, well-publicized, and easily accessible opportunities for new pursuits. In the context of contemporary higher education culture, it is imperative to prioritise leadership behaviours that foster faculty satisfaction and retention.

Keywords: Private Universities, Leadership, Faculty Morale, Institutional Success

Introduction

The organisational hierarchy of private universities generally mirrors that of public institutions, encompassing pivotal roles such as president, chancellor, provost, deans, and department heads. The titles and responsibilities of leadership jobs may differ among institutions, however the following are typical leadership positions found in private universities. Faculty members should objectively assess the leadership behaviours deemed suitable for governing their personal and professional life. In order to excel in all areas of higher education, faculty members should be both efficient and productive. However, their efficacy can be further improved by competent leadership that demonstrates respect for the beliefs, attitudes, and values of others. Each individual has the right to possess their own set of values, attitudes, and beliefs (Khanh, et.al., 2015). It is crucial to acknowledge and honour the fact that other individuals may possess divergent attitudes, values, or beliefs from your own. It is not permissible to demand that people alter their values, attitudes, and beliefs solely because they differ from one's own. Subtle cues such as body language, gestures, vocal tone, and actions have the potential to convey whether you are in alignment or opposition to someone's values or ideas. Exerting subtle influence over others can be a rather effortless task. Several factors influence the contentment and longevity of faculty members in higher education. Higher education executives must possess a deep understanding and knowledge of the institutional culture. Efforts that enhance faculty contentment contribute to the preservation of a conducive professional atmosphere and faculty retention. Leadership should take into account an educator's life and academic experiences when developing and implementing policies and designing objectives, as these factors can also have an impact on their professional endeavours. Given the considerable time and effort needed to secure academic posts, both faculty and leadership should be mindful of the overall expenses associated with finding replacements. Identifying the variables that drive motivation for both sides could help enhance satisfaction and subsequent retention within higher education communities, regardless of the institution's size and breadth. An organisational culture that embodies the importance of faculty concerns, values, and attitudes leads to higher levels of satisfaction and retention (Sharma, S., 2016). Location and opportunity for family members are additional factors of importance and, in certain instances, can be decisive. All the other surveyed areas were affected by the influence and conduct of the leadership. Another determinant influencing retention decisions is the assessment of the workplace environment and whether it is regarded as favourable or unfavourable. An inhospitable and unhelpful environment was cited as a contributing factor in the decision to resign from a faculty position. The importance of higher education leadership in maintaining faculty morale was recognised.

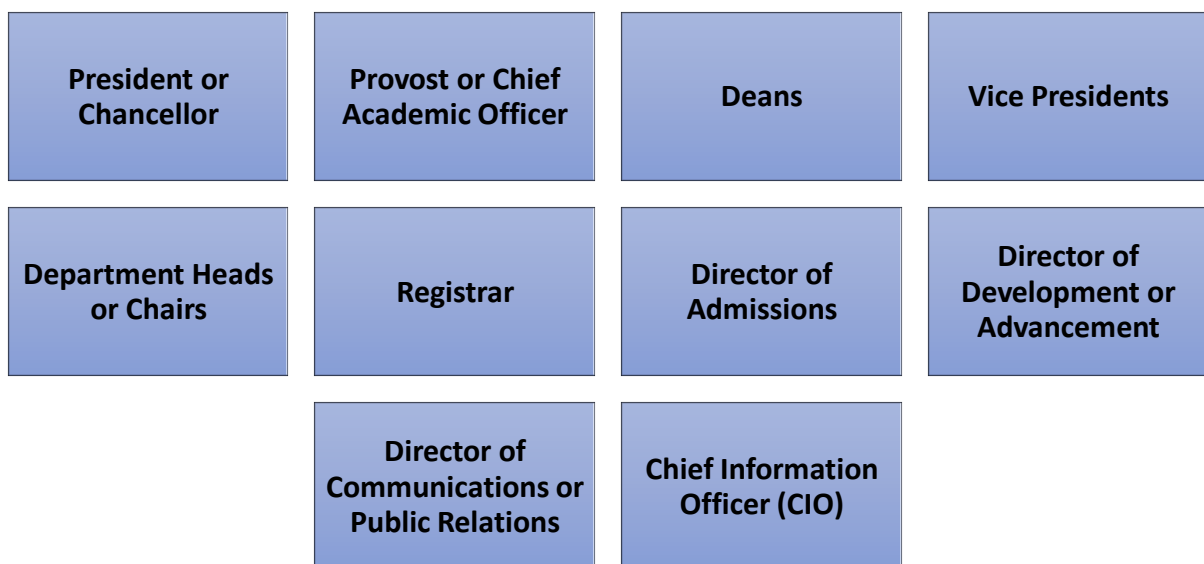


Figure 1: Leadership Structure of Private Universities

Advantages- Private Univ. Leadership effects on faculty morale & institutional success

An in-depth analysis of the advantages and disadvantages of leadership in private universities, and how it affects faculty morale and institutional success, offers a thorough comprehension of the dynamics within higher education institutions. Here are some advantages and disadvantages linked with this context:

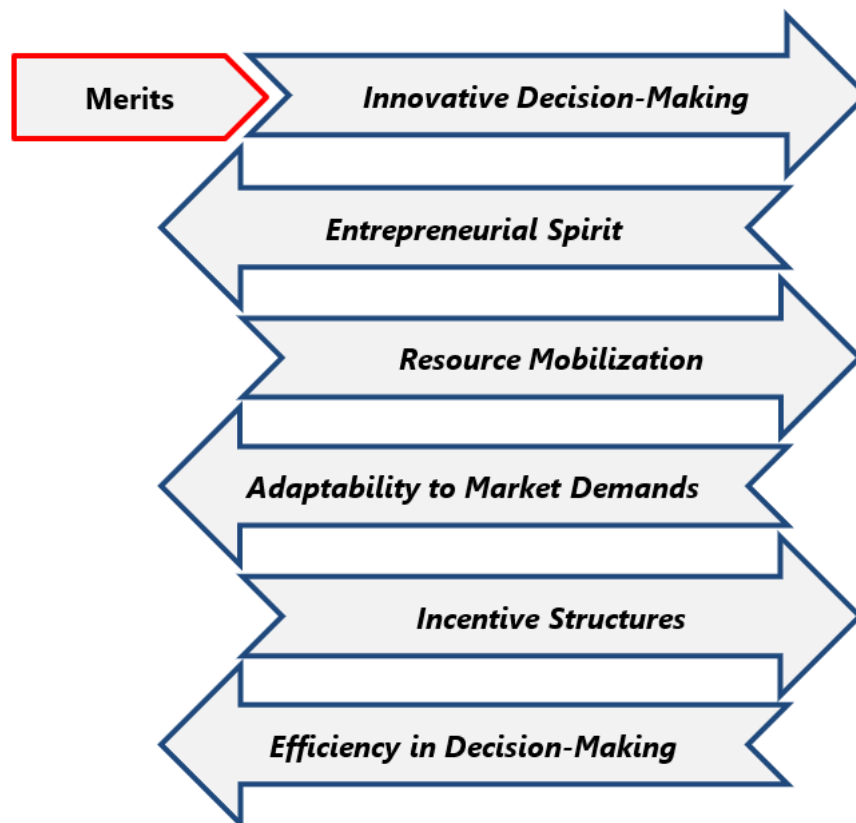
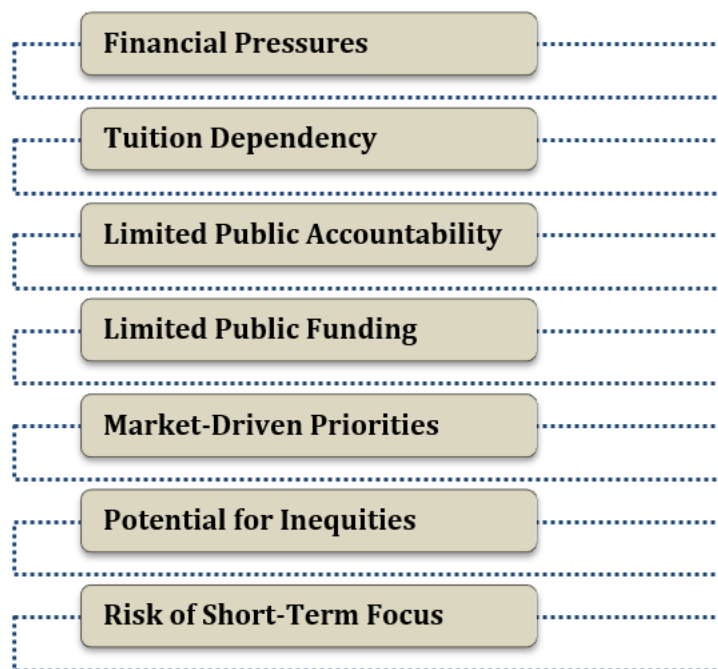


Figure 2: Merits

1. Private universities typically possess greater autonomy in decision-making in contrast to public institutions. This has the potential to result in inventive leadership strategies that can promptly adapt to evolving academic environments.
2. Private universities have the potential to cultivate an enterprising mindset among their leaders, promoting endeavours that can improve the overall achievements of the institution. This might result in the creation of distinctive programmes, collaborations, and fundraising tactics.
3. Leaders of private universities have exceptional proficiency in mobilising resources, utilising their networks with alumni, benefactors, and industry collaborators to get financial support for faculty advancement, research initiatives, and enhancements to facilities.
4. Private universities exhibit greater agility in addressing business demands, enabling administrators to customise academic programmes to align with industry requirements. By fostering adaptation, educational institutions can bolster their success and boost faculty morale, thereby ensuring the continued relevance of their educational offerings.
5. Private colleges typically possess greater autonomy in formulating incentive systems for faculty, hence potentially enhancing faculty morale and performance. Merit-based systems can provide recognition and incentives for exceptional performance in teaching, research, and service.
6. Private universities may achieve enhanced efficiency in decision-making processes as a result of streamlined governance arrangements. This level of agility can enhance the ability to promptly address both difficulties and opportunities.

Disadvantages- Private Univ. Leadership effects on faculty morale & institutional success**Figure 3.: Demerits**

1. Private universities may encounter financial constraints that necessitate the generation of money, which could result in decisions that prioritise financial viability over intellectual factors. This can have a significant impact on the morale of faculty members and the overall quality of instruction.
2. Relying on tuition as the main source of income can pose difficulties in terms of price and accessibility. Leaders may encounter pressure to sustain elevated tuition rates, which can impact student enrollment and faculty morale.
3. Private institutions may exhibit lower levels of public accountability in comparison to public universities. The absence of openness might result in difficulties in ensuring that institutional actions are in line with the wider public interest.
4. Private institutions generally receive lower levels of public financing compared to public universities. This can constrain the resources allocated to faculty development, research, and infrastructure, potentially affecting the overall success of the university (Dutta, S., & Yadav, S., 2015).
5. Private universities, being market-driven, may prioritise popular programmes above those that are more aligned with broader societal requirements. Such emphasis can have a significant influence on the institution's overall mission and the morale of its faculty.
6. The presence of incentive mechanisms and compensation disparities in private institutions can result in inequalities among faculty members. This can lead to discontentment and adversely affect the morale of the faculty.
7. Leaders of private universities may encounter pressure to exhibit rapid success, which could result in policies that prioritise immediate benefits at the expense of long-term viability and academic excellence.

Review Literature

One of the most important factors that determines the success of a private university is the leadership's capacity to increase the morale of the teachers. The presence of strong leadership at private colleges helps to cultivate a supportive work environment, promotes professional development among faculty members, and ensures that the institution remains faithful to its mission. The morale of the teaching staff is boosted as a result, which in turn contributes to the success and expansion of the school over time. Leadership, faculty morale, and the success of the institution all interact with one another in ways that are both complex and interrelated. When their leaders

place a focus on and actively support academic success, research, and instruction, faculty members report higher levels of job satisfaction (Austin, A. E., 2002). This suggests that faculty members are more satisfied with their jobs. The existence of enough money, opportunities for professional growth, and support for research initiatives are all factors that contribute to the enhancement of the morale of the faculty as well as the academic renown of the university. The findings of research conducted by Bland and Schmitz (1986) indicate that leaders who invest financial resources into programmes that assist teachers in their professional development and who publicly praise the achievements of their staff generate a more pleasant working environment. When individuals are recognised for their achievements and given opportunities to grow in their careers, it has a positive impact on both the morale of the faculty and the performance of the institution. When faculty members were given the opportunity to participate in shared governance decision-making, researchers Birnbaum, R. (1983) discovered that their morale improved. Staff members are more likely to feel ownership of their work and have a greater investment in the success of the university when they are given the opportunity to participate in the management of the institution. The authors Bolman, L. G., and Deal, T. E. (2017) claim that successful university administrators articulate their aims and objectives in a manner that is clear and concise. When faculty members comprehend and express their support for these goals, it has the potential to significantly boost both their morale and their sense of purpose. Research conducted by Gmelch, Wilke, and Lovrich (1986) demonstrates that when leaders are honest and forthright with their staff, it produces a trustworthy and productive workplace. This is because the success of an institution is enhanced when its members work together towards a unified goal. Keeping faculty members informed about decisions that will have an effect on the institution and the faculty allows for a better understanding of those decisions. Clear communication, which helps to minimise misunderstandings and lowers uncertainty, can be used to generate a boost to morale. This boost can be accomplished by using clear communication. The establishment of norms that are equitable and inclusive with regard to hiring, promotion, and tenure by leaders results in the creation of a work environment that is both pleasant and helpful (Tierney, W. G. 1979). When workers believe they are being treated in an appropriate manner, it has a positive impact on both the morale of the faculty and the performance of the institution. According to Smart and Hagedorn (1996), a clear allocation of resources and reliable administration of financial resources are two factors that increase the morale of faculty members. For the purpose of attracting and keeping top-tier professors, which ultimately contributes to the success of the institution, it is essential to have adequate financing for academic programmes, research, and faculty salaries.

It has been observed by Mitroff, I. I. (2005) that the manner in which leadership handles issues and crises can have a significant impact on the morale of the faculty. Leadership that is effective is marked by communication that is open and honest, rapid action, and support during times of difficulty within the organisation. It is because of these characteristics that the organisation is able to continue and see success. Based on study conducted by Hurtado et al. in 1999, it has been found that leaders that place a strong emphasis on diversity, equity, and inclusion are able to create a more pleasant working environment. When faculty members have the sense that they are being encouraged to increase diversity in teaching and research, their morale tends to improve.

Need of the study

Studying how private university leadership affects teacher morale and institutional success is crucial for various reasons. Optimising private university performance requires understanding how leadership affects faculty morale and institutional success. Leadership can improve work environments, faculty satisfaction, and institutional outcomes. This study can help private universities make strategic decisions. Leaders who understand faculty morale and institutional achievement can make better decisions to boost organisational effectiveness.

The study can help recruit and retain top faculty. Leadership approaches that boost teacher morale are more likely to attract and retain top talent. Leadership's impact on institutional success can inform resource allocation and investment choices. The decisions include faculty growth, academic programmes, research, and infrastructural enhancements (Narula, B., & Mahto, S., 2015).

University leadership is crucial to academic excellence. Understanding how leadership practices affect faculty morale can help develop a high-quality education and impactful research environment. Effective leadership is

essential in emergencies. This research can help leaders handle tough situations, boost teacher morale, and lead the school to success. Faculty morale and institutional achievement boost a university's reputation. This can affect accreditation and external reviews. Maintaining and improving institutional status requires understanding leadership characteristics that affect these outcomes. Student, parent, alumni, and donor stakeholders are common at private universities. Studying how leadership affects faculty morale and institutional achievement helps the institution meet stakeholder expectations, increasing satisfaction and support. A detailed study in this area can enhance higher education leadership research. It can inform private university leadership research, policy, and best practices.

Objective of the study

- To identify factors of Private universities leadership and its impact on faculty morale and institutional success.
- To highlight the need of the research.

Research Methodology

This research is based on secondary data. The factors has been identified on the basis of review literature. All factors has analysed theoretical to give explanation of each factor. The secondary data taken place from various online sources such as published research papers, online portals, blogs & other freely available material. The main goal of the study to explore whether leadership impacts on faculties morale in private institutions & success thereof.

Results & Discussion

The efficacy of a private university's administration can exert a substantial influence on the morale of its teachers, thereby directly affecting the general prosperity of the institution. Leadership exerts effect on these factors through many means:

#Factor 1 :Vision and Mission Alignment

Interpretation:Competent leaders communicate a distinct vision and mission for the university. When faculty members comprehend and synchronise with these objectives, it can enhance morale and foster a feeling of purpose. A collective vision also enhances the achievement of institutional success as all individuals strive towards shared goals.

#Factor 2 : Communication and Transparency

Interpretation: Effective and honest communication from leaders promotes trust and cultivates a favourable work atmosphere. Faculty members value being notified about choices that impact them and the institution. Effective communication mitigates misinterpretations and diminishes ambiguity, hence fostering enhanced morale.

#Factor 3 :Support for Academic Excellence

Interpretation:Leaders that place a high value on and actively promote academic quality, research, and teaching have a positive impact on the satisfaction of faculty members. Sufficient resources, opportunities for professional growth, and support for research endeavours bolster faculty morale and add to the institution's academic reputation.

#Factor4 :Faculty Development and Recognition

Interpretation:Leaders who allocate resources towards faculty development initiatives and acknowledge faculty accomplishments make a significant contribution to fostering a favourable work atmosphere. The good influence on morale and overall success of the institution is a direct result of faculty members feeling respected and encouraged in their professional development..

Factor 5 :Shared Governance

Interpretation:Engaging professors in decision-making processes through shared governance has the potential to boost morale. When faculty members are given the opportunity to participate in decision-making processes within the institution, they are more inclined to develop a sense of responsibility and dedication towards the university's achievements.

#Factor 6 :Fair and Inclusive Policies

Interpretation:Effective leadership that enforces equitable and inclusive rules regarding recruitment, advancement, and job security cultivates a constructive and encouraging atmosphere. Perceiving fair treatment by faculty members enhances morale and helps to the overall performance of the school.

#Factor 7 : Financial Stability and Resource Allocation

Interpretation:Effective financial management and clear distribution of resources enhance faculty morale. Sufficient financial backing for academic programmes, research, and faculty remuneration aids in the recruitment and retention of top-tier faculty, hence enhancing institutional achievement.

#Factor 8 : Crisis Management

Interpretation:The manner in which leadership addresses crises and challenges can have a substantial impact on the morale of faculty members. Effective leadership is demonstrated via transparent communication, decisive action, and support during challenging periods, which in turn contribute to the resilience and success of the institution.

#Factor 9 : Diversity, Equity, and Inclusion:

Interpretation:Leaders that give priority to diversity, equity, and inclusion help to fostering a pleasant work environment. Faculty members are more inclined to possess elevated morale when they perceive adequate support in advancing diversity in their pedagogy and scholarly pursuits.

Findings of the study

It is found that competent leadership in private universities fosters a conducive work atmosphere, facilitates faculty growth, and is in line with the institution's objective. Consequently, this enhances the morale of the teachers and helps to the institution's long-term success and reputation. The correlation between leadership, faculty morale, and institutional success is fluid and interrelated.

Conclusion

Studying the leadership of private universities and how it affects faculty morale and institutional success is crucial for improving organisational performance, informing decision-making, and cultivating a good and productive academic atmosphere. The results of such research can have tangible ramifications for university administrators, lawmakers, and the wider academic community. The leadership of a private university has both advantages and disadvantages, and its effect on the morale of faculty members and the performance of the institution depends on several elements, such as the style of leadership, financial management, and the extent to which decisions correspond with the goal and values of the university.

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