ROLE OF LEADERSHIP IN EDUCATIONAL INSTITUTIONAL
MANAGEMENT IN INDIA

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Gayathiri Sivalingam, Masters in Finance

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Dedication

This research is humbly dedicated to the Honorable Prime Minister of India, Mr. Narendra Modi Ji, and to the future leaders who will guide the nation. It also stands as a tribute to all the educational pioneers across India, whose tireless efforts continue to shape the intellectual and cultural landscape of the country.

Acknowledgements

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ABSTRACT

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Dissertation Chair: <Chair's Name>
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This empirical study explores the influence of educational leadership on student growth within the Indian educational system, analyzing feedback from key stakeholders including students, teachers, and principals. A total of 510 participants were selected, comprising 250 students, 250 teachers, and 10 principals from various institutions across India. Data from students and teachers were collected through a structured 15-question survey designed to assess leadership effectiveness, communication practices, and the impact on educational outcomes. For principals, in-depth interviews using a schedule method provided deeper insights into the strategic aspects of leadership.

The study aimed to evaluate how leadership practices affect different aspects of institutional efficiency and student success. By integrating the perspectives of students, teachers, and principals, the research offers a comprehensive analysis of the role of educational leaders in shaping the academic and developmental trajectories of students. Students' responses highlighted the impact of leadership on their academic progress, while teachers emphasized the relationship between leadership and their professional development and classroom dynamics. Principals provided a strategic overview of the challenges they face in fostering a conducive learning environment.

Data analysis focused on identifying common themes and discrepancies among the different stakeholder groups. Reliability tests, such as Cronbach's Alpha (with results of 0.76 for teachers and 0.71 for students), affirmed the reliability of the survey instruments. Additional statistical tests, including ANOVA, were employed to evaluate differences in stakeholder expectations. The study's findings are expected to inform policymakers and educational leaders, offering actionable recommendations to improve leadership practices and educational outcomes. Ultimately, this research provides valuable insights into the collective role of educational leadership and stakeholder collaboration in enhancing the Indian education system.

KEYWORDS

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CHAPTER I

INTRODUCTION

1.1 Introduction

The motivation of this study was to enhance the standard of Indian education system, to promote structured sustainable education system in India .The study was carried out analyzing the leadership skills and how their decision making process about institutional management influence on students' performance .Gillian Heaven and Paul Andrew Bourne (2016) examines the instructional leadership model focusing ,teachers, implementation of learning activities and analyzing the students' performance level or outcome. The study aims in detail analysis on the integrated skills of a leader and identified the research gap which nobody has analyzed so far in depth .The skills Indian educational leader should acquire with the integration of three elements: leadership skills, managerial skills and counselling skills. Researcher focuses on the correlation of these skills and its impact on leadership role. Qualitative methods and Quantitative of research are undertaken by collection of primary data through personal interviews with educational leaders and questioner is undertaken. Through this research findings it's derived with the conclusion about the effective skills that a leadership role should procure for working of a quality education system all over India with the expected outcome of shaping a complete student by making each student to master the student traits before completing their high school and they are experienced better to choose their choice of graduation. Education is for the students and their rights to choose the right kind of education has to be considered. Philip Selznick (2011) analyzed and interpreted the sociological effects on leadership in institutions. John p.kotter (1999) analyzed through many findings and interviews that many leaders don't do what they have to do. It's through the right kind of action in the right kind

of place by a leader. Robert J.Marzano et al. (2005) examined in his book how school leadership works effectively by benefiting the student.

Vine Deloria Jr. and Daniel Wildcat (2001) suggest that modern environments teach children life lessons, making formal education seem less relevant. As a result, they emphasize the need for more direct teaching methods. Effective leadership in organizations, they argue, involves more than just profit-making—it also requires maintaining the goodwill of stakeholders while pursuing a shared mission. Peter Gronn (1999) discusses how educational leaders blend personal traits with institutional responsibilities, while in 2003 he examines how leadership has evolved during school reforms. Kenneth Leithwood and Doris Jantzi (2008) studied leadership complexities, noting that few leaders and teachers in India demonstrate the sincerity needed in education. James MacGregor Burns (2012) emphasized that leaders are distinguished by their unique character, thinking, decision-making, and people-management skills. Andreas Hirschi (2012) highlighted the importance of counselors being well-rounded, equipped with human, social, and psychological capital. JM Kidd (2006) stressed that counselors shape students' futures by nurturing their talents and helping them navigate external challenges— a role that requires strong leadership skills. L. Darling-Hammond et al. (2007) discussed how school leaders can become exemplary by fostering positive change in education.

In India, the education sector has rapidly expanded. Tony Bush (2007) highlighted that educational leadership and management encompass various perspectives, especially in a country where private institutions are densely clustered. JD Singh (2011) reported that India has 277 universities, of which a large portion are state and open universities. GR Cheney et al. (2005) emphasized the need for reform in the Indian education system, focusing on curriculum quality and the appeal of institutions like the Indian Institutes of

Management. However, researchers question whether these institutions have strong leadership and quality teachers. Geeta Kingdon (1996) explored the need for improving education quality, noting that despite favorable student-teacher ratios, many students lack the necessary skills after high school. P. Agarwal (2006) argued that fewer but better-quality institutions with highly qualified educators would improve education outcomes.

K.T. Lomawaima and T.L. McCarty (2006) emphasized the importance of cross-cultural education for Indian students, particularly in relation to countries like the U.S. SJ Ball (2021) analyzed educational standards in countries like the UK, India, and China, highlighting the impact of government policies and modernization on students' opportunities. Elena Uchurova et al. (2000) noted that the pandemic-driven transformation of education shows that changes in the Indian education system are possible. Countries like the U.S. have already embraced real-world learning in classrooms, and the same should be done in India. Syeda Frajana Sethu et al. (2021) examined how online education promotes independent learning and enhances students' interactive skills.

B. Gupta and S. Dubey (2019) evaluated the challenges facing the Indian education system, noting that many parents feel education has become a burden. They argue that the focus should shift toward knowledge development, self-growth, and passion, instead of rigid curriculums. Educational leaders should prioritize advancing knowledge to prepare students for a competitive global market. Yazzie and Tarajean (1999) discussed the importance of supporting learning environments and implementing practical curriculums. James Griffith (1996) explored how parental involvement can influence students' academic performance, while also advocating for curriculum reform to develop practical knowledge and self-research skills. Ananth Sadashiv Altekar (2009) highlighted the discipline and vocational training ingrained in the ancient Indian education system, stressing that a well-structured and stress-free modern education should aim for similar outcomes.

1.2 Research problem

Leadership and management are crucial in shaping the direction of Indian educational institutions, significantly impacting the student community and their success. The decisions made by institutional leaders, particularly concerning academics and curriculum design, play a key role in determining students' outcomes by shaping the opportunities and pathways available to them. Recently, the Indian government has rapidly introduced new technologies, policies, and regulations aimed at societal improvement. In line with these changes, there is a pressing need to incorporate more skill development and practical, knowledge-based approaches into student curriculums to better prepare them for the future. Tanuja Agarwala (2008) examined on the factors influencing career choices for management students in India, which can also be applied to other fields. Career guidance counselors often face challenges in helping students make informed decisions due to their uncertainty. Thus, analyzing students' potential is crucial. Given the diverse curricula and education boards in India, not all students possess the same qualifications. For instance, students from government schools may lack communication skills, problem-solving abilities, critical thinking, and decision-making skills. If these areas are not adequately developed during schooling, institutional leaders must advocate for systemic changes that will benefit students. A hybrid educational system could offer a more equitable learning experience for all students.

Indian students often exhibit a protean mindset, where many feel uncertain about their future during their higher grades, despite guidance from parents and school principals. Peter Akosah-Twumasi et al. (2018) explored how parental influence and diversity affect students' career planning. Hugh Busher (2006) studied educational leadership and highlighted how the right leadership qualities help shape policies that focus on enhancing

students' skills from the primary level. This ensures that by the time students reach high school, they are self-aware, capable of identifying their strengths, passions, and career paths. As a result, they avoid indecisiveness in the long term. Fenwick English (2007) further analyzed the art of educational leadership, emphasizing the balance between performance and accountability in driving effective educational outcomes.

1.3 Purpose Of Research

This empirical study identifies a critical research gap: the need for institutional leaders to integrate leadership, managerial, and counselling skills. The study underscores the significance and efficacy of leadership in Indian educational institutions, emphasizing that leadership plays a pivotal role in shaping the quality outcomes for both institutional management and students. Exemplary leadership in this context is realized when a leader adeptly combines managerial acumen, leadership prowess, and, most crucially, counselling abilities.

The research advocates for reforms in India's educational system, led by government initiatives, with a focus on redefining the role of institutional leaders in implementing transformative changes. These reforms aim to ensure equitable opportunities for all students, while stressing the importance of educational quality and its broader implications. The study highlights the need for equity and sustainability within the Indian education framework, particularly in the aftermath of the COVID-19 pandemic.

JP Shapiro and JA Stefkovich (2021) delve into the ethics of leadership, stressing the importance of ethical decision-making in curriculum development. JM Burns (2004) identifies transformational leadership as the most effective style for educational institutions, analyzing its impact. To remain relevant, diverse academic fields must align with current trends, demands, and innovations. In India, institutional leadership

significantly influences staff and has a direct impact on student success, with the effectiveness of leadership evident in the professional achievements of students.

There is an urgent need for curriculum updates across Indian schools, particularly within underfunded government institutions. Despite constrained budget allocations, leaders in these institutions often feel powerless to enact necessary reforms. The pandemic, as in other parts of the world, severely affected the Indian education sector, causing significant setbacks. P.K. Jena (2020) examined the pandemic's impact on Indian education, highlighting the need for proactive leadership, especially in addressing challenges related to digital education. Despite quick responses in other sectors, education was neglected, with many students lacking access to technology and teachers unprepared for the digital shift, revealing systemic unpreparedness.

OB Adedoyin and E. Soykan (2020) explored the challenges and opportunities within India's online education system during the pandemic, noting that educational leaders should have acted more swiftly to uphold standards and ensure continuity. S. Pokhrel and R. Chhetri (2021) reviewed pandemic-era teaching practices, underscoring the vital role of timely leadership in maintaining educational quality and efficiency.

In Indian educational institutions, effective leadership is essential for setting a clear vision and mission, backed by robust decision-making, motivation, and inspiration to guide the institution forward. Leaders also play a crucial role in conflict resolution and team building, fostering a harmonious work environment while adapting to ongoing reforms in policies and curricula. Managerial skills are equally vital, beginning with strategic planning and organization, followed by efficient resource allocation—both human and financial. Time management and performance monitoring are essential for sustaining operational efficiency, and effective communication ensures clarity in both internal and external interactions.

Counselling skills complement leadership and managerial competencies, starting with active listening and empathy to establish trust with students. This extends to emotional support, academic and career counselling, conflict mediation, and mental health awareness, all contributing to student well-being. Personal development guidance is crucial for the holistic growth of students. In essence, the integration of leadership, managerial, and counselling skills forms a comprehensive framework that elevates the efficacy of Indian educational institutions.
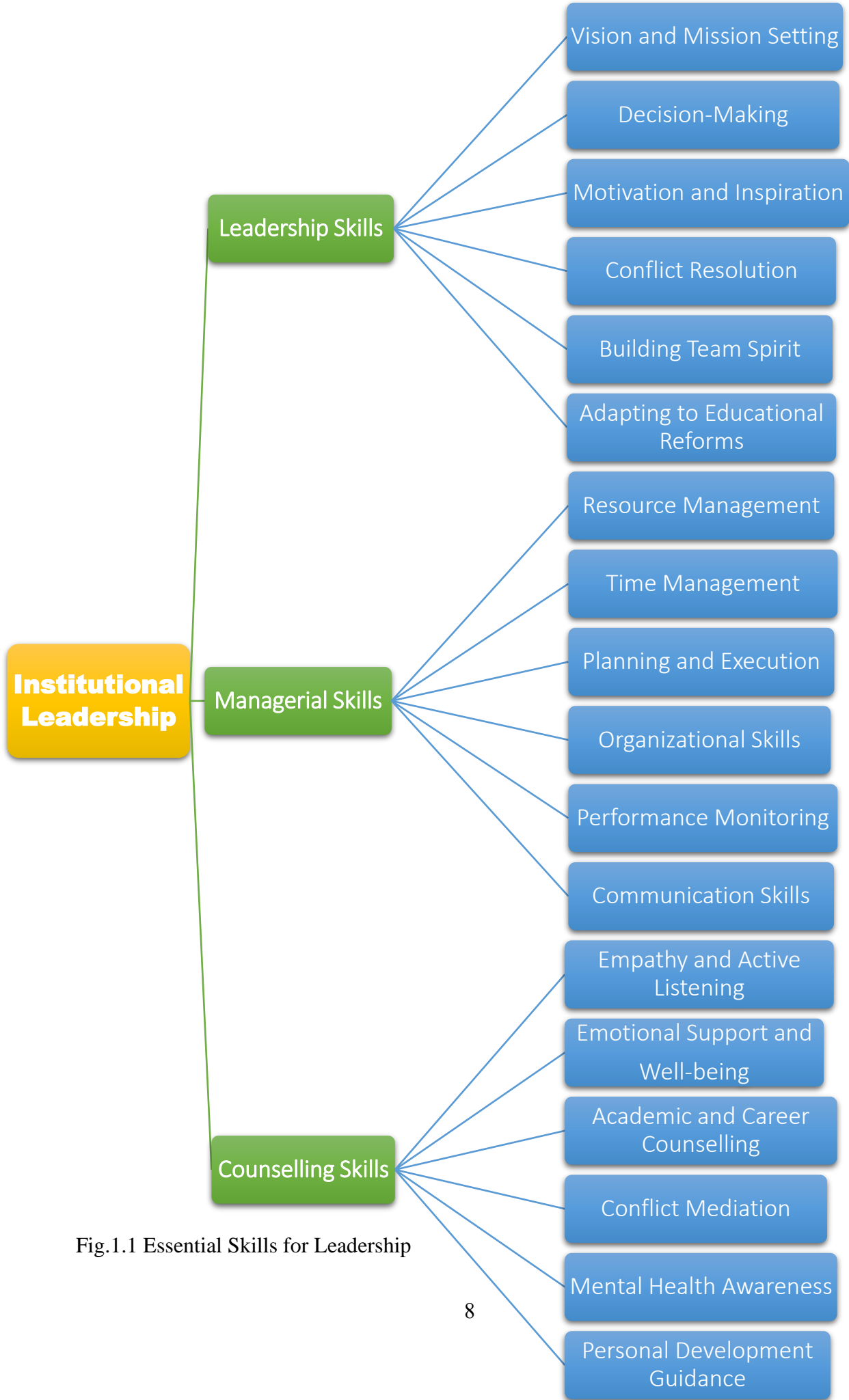
Fig.1.1 Essential Skills for Leadership

1.4 Significance of the Study

This empirical research emphasizes the significance of the Indian education system and the role of institutional leaders in promoting equality and implementing a sustainable, hybrid model of education at an affordable cost. The study introduces new ideas for creating a hybrid educational framework that ensures all students are educated equally, while recognizing the importance of education. It underscores the need for institutional leaders to rethink teaching methodologies to benefit all students, regardless of curriculum differences. Leadership that incorporates managerial, leadership, and counselling skills can better anticipate student development and performance, driving timely changes that reduce the stress caused by an overloaded education system. A more structured approach—limiting school and college hours to 8 per day over 6 days—can improve efficiency, allowing students to focus on knowledge acquisition, skill enhancement, and practical experiences. This research highlights how a unified system, without differences in curriculum, university affiliation, or fees, can ensure equality and elevate the performance of all students, ultimately producing high-quality professionals.

The education system has a profound impact on students of all ages. Students themselves can drive change, as the system is designed to serve their needs. Timely decisions can bring about significant transformations that shape the future. Mel Ainscow and Abha Sandill (2010) argue that leadership is critical in guiding education systems toward inclusivity and sustainable change.

T. Muthuprasad et al. (2021), in their study on students' perception of online education during the COVID-19 pandemic, found that students raised concerns about the inequalities in their education during this period of uncertainty. Challenges such as poor broadband,

power outages, reduced study material, and inadequate assessments hindered the delivery of quality education. N. Kapasia et al. (2021) identified that students in remote areas faced additional barriers to accessing online education, highlighting the urgent need for strategies to provide equal education across India. Francis and Babu (2019) used a hybrid data mining approach to assess academic performance, proving that clustering and classification methods yield more accurate predictions of student outcomes. These methods could have been useful during the pandemic, in place of traditional assessment patterns. Yong Zhao (2021) analyzed what kind of education system is needed post-pandemic, while V. Shenoy et al. (2020) focused on the technologies used by the education sector during the crisis, noting that students were more engaged than in regular classes. S. Rashid and S.S. Yadav (2020) explored learning outcomes and the standards of education during the lockdown.

P. Velaskra (2010) discussed educational policies and students' rights across caste, class, gender, and religion, while J.P. Naik (1979) outlined models for ensuring equality, quality, and quantity in Indian institutions. Fenwick W. English (2006) emphasized leadership and institutional administration in his book. Ashok Arora (2020) argued that the government must take the lead in standardizing education, noting that political and governmental interests should focus on reforming the education system rather than treating it as a business. Robert Birnbaum and Paul J. Edelson (1989) explored the work of college administrators, differentiating academic institutions from other organizations. Fred Ochieng Walumbwa and John J. Lawler (2003) examined the future implications of transformational leadership. Mehdinezhad et al. (2016) researched how principals influence their teachers through leadership efficiency, while Rose Ngozi Amanchukwu et al. (2015) concluded that success is inevitable when leadership styles and principles are applied effectively.

Despite Indian universities making it into global rankings, they face challenges that prevent them from achieving world-class status, as Banker (2020) noted. Sapre (2002) studied the application of management concepts and their outcomes in higher education, while Aithal (2015) researched leadership in higher education policies and action plans. Amanchukwu et al. (2015) also argued that leadership cannot be solely based on inherent traits, as institutional leadership requires more than natural abilities.

1.5 Research Purpose and Questions

The aim of this empirical research study is to advocate for changes in the Indian education system. Following the pandemic, student performance has slowed, and government initiatives like "Naan Mudhalvan" have sought to support students with training programs. However, these programs, along with daily academic tasks and skill enhancement activities, have added stress as students struggle to balance their subject knowledge with employability training. If the government were to implement an integrated education model, it could create a more stress-free learning environment that benefits all students equally. Such an approach, offering quality education at an affordable cost, would be advantageous for students, parents, and institutions alike. Additionally, the study explores the question of which leadership style is most suitable for educational institutions, with Baba (2019) highlighting the effectiveness of transformational leadership.

1. How does educational institutional leaders influence the growth of students in India?
2. How do the role of stakeholders collectively contribute to the efficiency of educational leadership within an institution?

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Chapter II
REVIEW OF LITERATURE

2.1 Theoretical framework

This empirical study on the Indian education system has gained insights into the essential skills of leadership, analyzing the type of leadership required for effective institutional management. Grounded theories of leadership have been explored, alongside its evolution as a profession in recent years. Manab majumdar and jos mooij (2011) An examination of autonomy and accountability is conducted through an analysis of teacher performance and their corresponding responsibilities. The study further delves into the ongoing debate between private and public schools. The research examines the role of sustainable education and effective leadership in implementing educational standards through programs, national and global certifications, maintaining ethical practices, and upgrading systems through research to meet client requirements, thereby supporting future student endeavors, as highlighted by Sweeney (2021). Leadership goes beyond a simple role—it involves a deep understanding of how higher education management can be effectively executed, as discussed by Caffery (2018). In addition to traditional leadership styles, the study also emphasizes the importance of servant leadership, as noted by Van Dierendonck (2011).

Transformational leadership theory: This theory, originally developed by Burns in 1978 and later expanded by Bass in 1985, emphasizes the role of leaders in inspiring and motivating stakeholders— such as teachers, staff, and students— to reach higher levels of performance. It underscores the importance of transformational leadership within Indian educational institutions, as it is essential for fostering innovation, enhancing teaching quality, and ensuring student success. Principals and administrators are crucial in shaping institutional culture by promoting a shared vision. Bernard M. Bass and Ronald E. Riggio

(2006) assess the effectiveness of transformational leadership, which has proven successful in Indian educational institutions. However, the pandemic and its aftermath have negatively impacted student performance, diminishing some of its effectiveness.
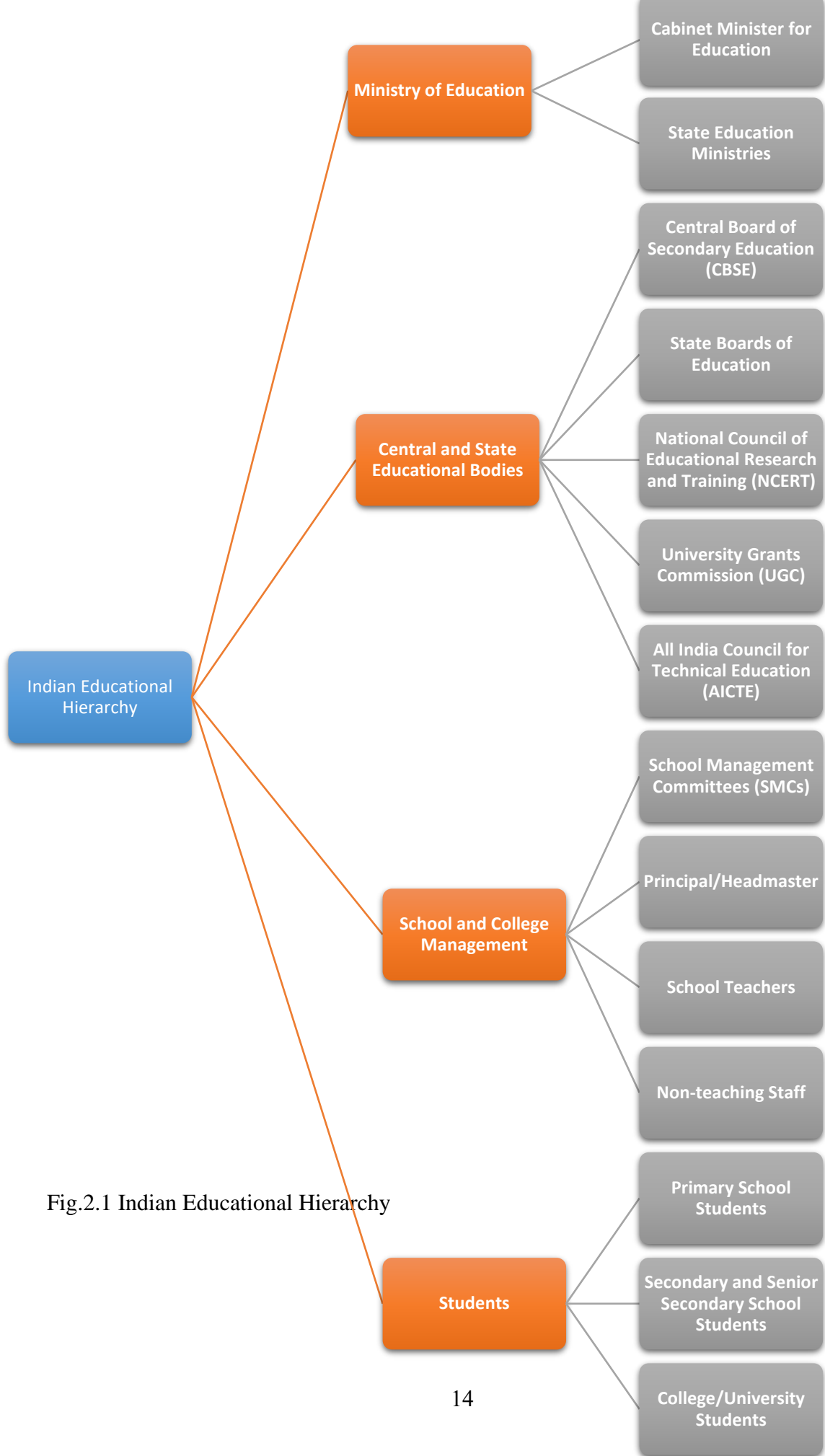
Fig.2.1 Indian Educational Hierarchy

Distributed Leadership refers to the concept that leadership is spread across multiple levels within an organization, rather than being centralized among a few individuals. In the context of Indian schools and universities, which are often governed by hierarchical structures, adopting a distributed leadership model could improve decision-making and empower faculty and staff to take responsibility for achieving institutional goals. Richard Bolden (2011) reviewed the conceptual evolution of Distributed Leadership theory, tracing its development over time. Helen S. Temperley (2005) analyzed the benefits of distributed leadership, highlighting the various organizational levels where leadership is effectively shared.
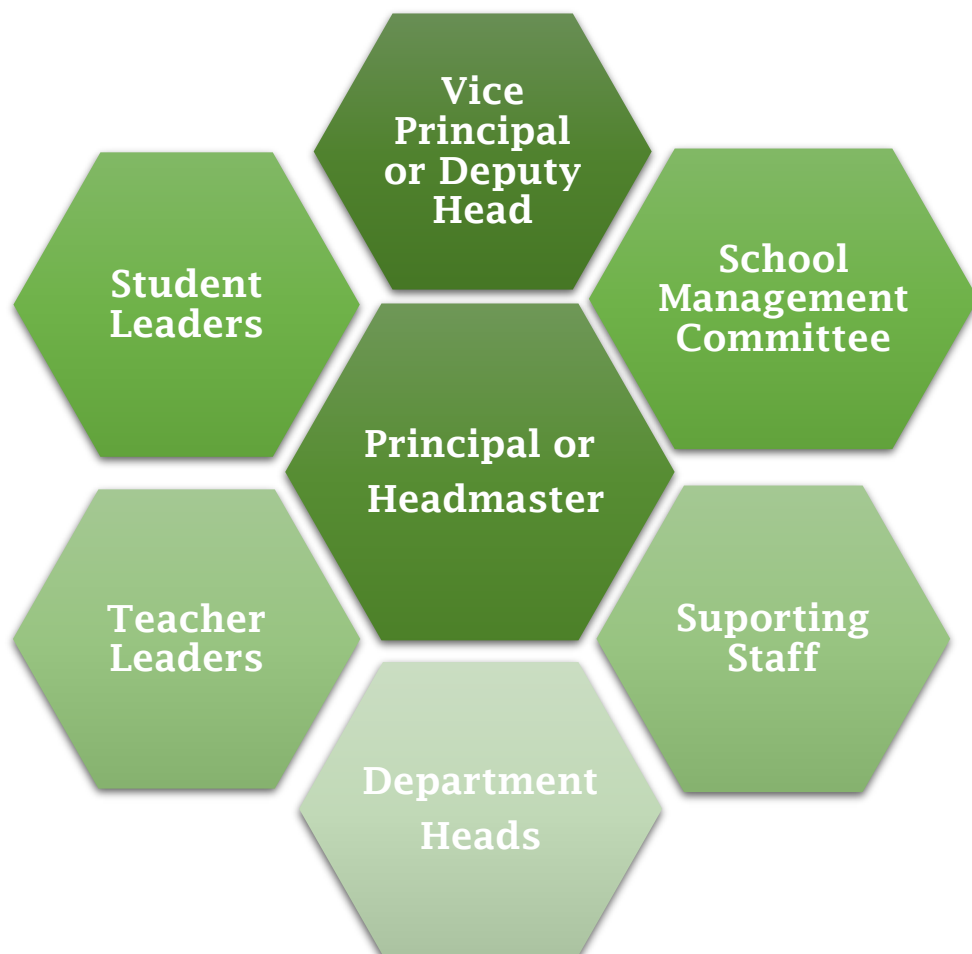
Fig.2.2 Stakeholders of an Educational Institution

Fig.2.3 Elements of Leadership
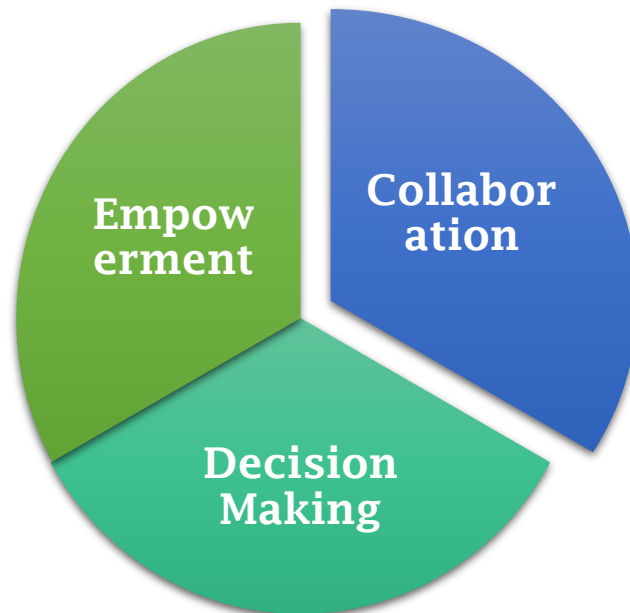
Situational Leadership, introduced by Hersey and Blanchard (1969), suggests that leadership should be flexible and adapt to the unique demands of each situation. In Indian educational institutions, leaders may need to alternate between autocratic, democratic, and laissez-faire approaches based on the specific challenges they face, such as curriculum revisions, student concerns, or policy enforcement. John R.Schermerhorn et al.(1997) examined leaders behaviours change according to the institutional or organizational situations.

Cultural Leadership: Given India's rich social and cultural diversity, leaders must be culturally responsive. Hofstede's Cultural Dimensions Theory provides valuable insights into the impact of power distance, collectivism, and uncertainty avoidance in Indian schools and universities. Educational leaders must navigate cultural sensitivities, carefully balancing tradition with modernity in their decision-making processes.Ian

Sutherland and Jonathan Gosling(2010) explored the development and practice of cultural leadership as growing from discussions about arts and cultural management, which shifted toward leadership in response to major financial and administrative challenges in British cultural institutions. Using survey and interview data from twelve cultural leadership professionals, we explore who these leaders are, including their career backgrounds and motivations. In terms of practice, we view cultural leadership as supporting and promoting cultural activities, with a focus on culture's potential to foster both individual and collective growth.

Change Management Theories: Kotter's 8-Step Change Model serves as a valuable guide for leaders in Indian education tasked with implementing reforms, such as digital transformation or curriculum updates. The model emphasizes the need for building strong coalitions, creating a sense of urgency, and empowering action to drive effective change. Resource Dependency Theory: This theory explores how institutions manage their reliance on external resources. In India, educational leaders often face financial limitations and government regulations. Effective leadership in these situations involves advocating for funding, managing stakeholder relationships, and efficiently utilizing available resources. Educational Leadership in the Indian Context: This framework must also consider the influence of government regulations, such as the Right to Education Act, and national policies like NEP 2020. Leaders are responsible for ensuring compliance with these mandates while promoting academic excellence within their institutions.RuneTodnem (2007) analysed effective management of change is vital for the survival and prosperity of any organisation within today's fiercely competitive and ever-changing business landscape. However, the prevailing theories and approaches to change management, as presented to scholars and practitioners, are frequently inconsistent, often devoid of

empirical support, and reliant on unchallenged assumptions about the nature of modern organisational change. Accordingly, the aim of this article is to offer a critical evaluation of key theories and methodologies in organisational change management, serving as an essential preliminary step towards developing a new framework for managing change. Effective educational leadership in India is a multi-layered framework that integrates various roles and responsibilities, each contributing to the overall functioning of the system. At the top of this hierarchy is the Ministry of Education, which sets national policies and provides guidelines essential for the leadership of educational institutions. Agarwal Pawan (2006) studied the rise of a global economy, driven by expanded trade, investment, and the growing mobility of people and, more recently, cross-border work, has compelled nation-states to adapt their higher education systems to align with the shifting global landscape. Instead of adhering to insular policies, many countries are now restructuring their higher education systems to enhance their global competitiveness. This transformation is being guided by pragmatism rather than ideology.

The ministry's role is pivotal in ensuring that schools and universities across the country operate within a standardized framework, with clear objectives for quality education and student welfare. Their policies aim to address the evolving needs of the Indian education sector, keeping in mind global trends, national priorities, and the socioeconomic context of the country. The next layer of leadership is seen within school management, where the Principal or Headmaster takes on the central role. As the leader of the institution, the principal is responsible for setting the school's vision, mission, and goals. They provide trategic guidance, ensuring that the school aligns with the educational objectives set by the Ministry of Education while fostering an environment conducive to learning and development. The Vice Principal plays a supportive role, assisting the principal in decision-

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making, discipline, and overall administration. This leadership team is fundamental in translating national educational policies into practical, day-to-day operations within the school, making sure that goals are met and the school functions smoothly.

Anum Siddique et al.(2011) study explores Academic Leadership, Faculty Motivation, and Organizational Effectiveness, linking them in a model that highlights their interdependence. Effective academic leadership, combined with proper motivational strategies, enhances institutional success. Leadership, whether administrative or research-focused, can drive faculty performance through rewards, ultimately improving organizational effectiveness, particularly in student and faculty satisfaction. Academic leadership is represented by the Department Heads or Subject Coordinators, who oversee specific academic departments within the school. These leaders are responsible for academic planning, curriculum design, and teacher training, ensuring that teaching strategies are up to date and effective. The department heads work closely with teachers, who are the classroom leaders. Teachers play a critical role in engaging students, delivering the curriculum, and conducting assessments. Their day-to-day interactions with students form the backbone of educational delivery, directly influencing student outcomes. Together, the academic leadership team ensures that the institution maintains high standards in curriculum development and instructional quality.

Supporting the school leadership team is the School Management Committee (SMC), which consists of various stakeholders, including educators, parents, and community members. The SMC plays a collaborative role in overseeing the school's administration and ensuring compliance with educational policies. Their involvement fosters transparency and accountability, as they work alongside school leaders to make informed decisions that affect the institution. This governance structure creates a platform for the community to contribute to school policies and the betterment of the educational environment.

Student leadership also plays an integral role, with Class Representatives or Student Leaders acting as a bridge between the student body and the school leadership. These representatives are responsible for voicing student concerns and working with the leadership team on student welfare issues. Susan R.Komives et al.(2011) analysed the Student Development Programme is a vital initiative that underscores our reflections on leadership during the learning process. It recognizes that learning is recalibrated through the integration of diverse pedagogical approaches, especially as our understanding of the breadth of human experiences continues to expand.

Their role empowers students to take part in the school's decision-making process, fostering a sense of responsibility and ownership among the student community.

Finally, community engagement, particularly the involvement of parents and the local community, is crucial for supporting school policies and contributing to the overall educational ecosystem. Parents and community members provide valuable feedback and resources, helping to ensure that the school's objectives align with local needs and expectations. Their active participation enhances the school's connection with its surrounding environment, leading to more holistic development for the students.

In conclusion, effective educational leadership in India requires a combination of transformational, situational, and distributed leadership styles. Leaders must be adept at managing change, understanding cultural nuances, and navigating the complexities of government oversight, resource management, and the constantly evolving educational landscape. This multi-tiered framework, from the Ministry of Education to local community engagement, is essential for fostering a sustainable and high-quality education system in India.

2.2 Leadership skill article analysis:

Phongsak Phakamach et al. (2023) analyzed the continuous evolution of technology presents leaders with unique challenges driven by increasing digitization. As a result, Digital Leadership—centered on practical problem-solving—has emerged as a critical area of focus for the essential skills managers need to thrive in today's environment. Digital Leadership involves guiding an organization through digital transformation to stay competitive and agile in a rapidly changing world shaped by big data and social media. This leadership approach goes beyond merely managing businesses in the age of artificial intelligence and digital disruption; it also requires the acquisition and application of relevant digital skills to foster technological advancements and drive innovation across various situations. Anang Sugeng Cahyono et al. (2023) details on Leaders capable of addressing complex challenges across political, economic, social, and environmental sectors are essential. However, the quality of leadership in Indonesia remains below expectations, even it's the same with Indian educational challenges, particularly in areas such as integrity, effective leadership, and problem-solving abilities. Education plays a crucial role in shaping future generations of competent and capable leaders. Parker Shalaka and Baporikar Neeta (2013) studies about the academic leadership in India after post globalization which relates to our study explains Higher education in India faces many quality-related challenges, especially as the country aims to play a significant role in the post-globalization era. Educational institutions must improve both individual and institutional effectiveness to provide higher education that meets these demands. Academic leaders, responsible for maintaining quality standards and fostering imagination and creativity, need to address the urgent issues in higher education to make it more professional and global. They should also explore how globalization and global trends can influence and improve their teaching methods and practices. Sanjay Chawla and Usha

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Lenka (2015) significance of organizational structures in Indian higher educational institutions and emphasizes the importance of understanding these organizations and their leadership. The study highlights that higher education institutions in India are complex systems requiring effective leadership to navigate challenges and drive progress. It examines how organizational learning plays a critical role in fostering adaptability, innovation, and overall institutional success. By understanding how these organizations function and are led, leaders can better respond to the evolving demands of the education sector. The review also delves into the role of leadership in shaping institutional culture, decision-making, and policy implementation. Strong, visionary leadership is presented as essential for guiding organizations toward excellence, fostering a collaborative environment, and ensuring sustainable growth. The literature points to the need for continuous learning within organizations, as it allows institutions to stay responsive and relevant in the face of global educational trends and local challenges.

Overall, the review underscores the importance of organizational understanding and leadership development in Indian higher education institutions, highlighting their potential to improve institutional performance and promote a culture of continuous improvement. These insights are vital for educators, administrators, and policymakers aiming to enhance the effectiveness of higher education in India. Jyotiranjan Gochhayat, Vijai N Giri and Damodar Suar (2017) investigates how multilevel leadership influences the effectiveness of technical educational institutes by considering the mediating roles of organizational communication, power dynamics, and organizational culture. It highlights that multilevel leaders enhance institutional effectiveness by improving communication within the organization, leveraging personal power, and fostering a positive organizational culture. These leaders play a key role in promoting better communication channels, utilizing power effectively, and cultivating a supportive culture, all of which contribute to the overall

success of technical educational institutions. P.S.Aithal and Shubhrajyotsna Aithal (2020) examined about the forward-looking education policy is crucial for any country, as education drives both economic and social development. Different nations adopt education systems that reflect their traditions and cultures, implementing various stages in school and college education to enhance effectiveness. Recently, the Government of India introduced a new Education Policy, based on recommendations from an expert committee led by Dr. Kasturirangan, the former chairman of the Indian Space Research Organization (ISRO). This paper focuses on the new policies introduced in the higher education system and compares them with the existing system. It also discusses various innovations and anticipated impacts of the NEP 2020 on Indian higher education, highlighting its advantages. Finally, the paper offers suggestions for the effective implementation of the policy to help achieve its intended goals.

2.3 Managerial skills article analysis:

Ashwini S .Purandare (2011) examined globalization of management education presents challenges not only in understanding how business is conducted worldwide, but also in preparing and educating the local population to adapt to it. Key elements such as transparent communication systems, governance, standardized reporting practices, and laws related to transnational resources, economies, societies, and politics will become essential components of learning in this evolving landscape of management education. Additionally, the development and sustainability of world-class universities in various countries will be a significant challenge. This study identify the issues, challenges, and opportunities facing Indian business education, particularly in relation to industries highlighted in the Indian Planning Commission's India Vision 2020 report.

Darshna V Banker and Kanika T Bhal (2019) analysed that Indian universities have struggled to achieve world-class status, with only a few higher educational institutions

making it into global rankings. To address this issue, it is essential to understand the unique challenges facing India's higher education sector and the strategies employed by academic leaders of globally ranked institutions in overcoming them. The study identified nine key responsibilities: visioning, fundraising, safeguarding, managing intellectuals, attracting talented students, promoting social inclusion, ensuring social responsibility, engaging in academics, and overseeing administration. These responsibilities were grouped into four broader categories of academic leadership: boundary spanning, nurturing human talent, social contribution, and operational management. This study discusses these roles in the "Results and Discussion" section in relation to the challenges facing the Indian higher education sector. A notable emerging theme, "social inclusion," was highlighted as a crucial factor in enhancing the global status of Indian higher education. The paper also offers guidelines for developing and strengthening academic leadership in India. Manivannan Anand Shankar Raja and Tomy K.Kalllarakal (2020) studied and understand the outcomes of Massive Open Online Courses in the light of COVID-19 concerning the students of higher educational institutions in India. The COVID-19 has disrupted the normal teaching-learning role across the world and has put everyone in a nightmare. Now requesting students to take up massive open online courses to explore and attain knowledge and the same is even followed by the corporate institutions. Massive online open courses are one of the crisis management solutions to ensure that education is continuous and not disrupted. Hereby relating to the current education system and exploring about the extra certifications that students need to get engaged and complete within their course time becomes stressful for the students, hence need a hybrid kind of educational system that the student learns what is necessary. Harshavardhan Reddy Kummitha, Naveen Kolloju and Venkatesh Malepalli (2021) in response to the COVID-19 pandemic, most higher education institutions worldwide transitioned from traditional teaching methods to online

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instruction. The level of technological readiness varies significantly across different countries. This study aims to address the following question: how are higher education institutions addressing the challenges posed by the pandemic to support online teaching and learning? The research is based on a cross-sectional study of 281 academic professionals working in HEIs in India and Ethiopia. The comparative findings reveal that the digital divide and lack of institutional preparedness are key barriers to the successful implementation of online education. Furthermore, the study found that both countries offered limited training programs to help faculty effectively use online resources and facilitate virtual teaching. The article concludes by providing recommendations and policy suggestions to reduce the digital divide and improve the implementation of online teaching in HEIs.The pandemic situations has raised us to the situation of educational problems in different perspectives, hence the research study highlights the importance of Indian education, performances of the students, Implementation of smart teaching methodologies and how leaders decision making on the kind of education for the students are analysed.

Asha Gupta (2021) emphasis on "quality" within higher education, marking a significant shift in its fundamental purpose. The very notion of quality is now what distinguishes higher education as 'higher.' In the past, higher education was largely considered elitist, with the primary objective being "knowledge for the sake of knowledge." However, with the expansion and massif cation of higher education, especially in the context of modern, technology-driven, knowledge-based economies, the focus has shifted towards enhancing the employability of graduates in a rapidly evolving job market. Quality education now encompasses not only providing students with the essential knowledge and skills required for their chosen careers but also preparing them for lifelong learning. It aims to equip students with critical thinking skills, enabling them to contribute to society and humanity beyond their academic pursuits. This study supports the current research for its quality

education. Yukl and Gary (1982) reviewed to connect management concepts to educational administration, the author analysed the key leadership theories and research from the past 20 years, focusing on their relevance for school principals. The review begins by summarizing three main approaches: the traits approach, which highlights managerial motivation and skills; the power/influence approach, which explores the accumulation and use of power; and the behavior approach, which examines managerial activities across 22 behavior categories. The author then explores the implications of the trait, power, and behavior approaches, as well as select situational theories, for principals, research on principalship, and the training and selection of school leaders. This study highlights how from past 20 years institutional leadership has not been effective.

John C.Darnesh and Marsha A.Playko (1994) explored the response to growing concern over the challenges faced by new school leaders worldwide, this study aimed to identify the key skills needed by novice principals in the USA. Data were gathered from both practicing and aspiring principals, revealing significant differences in their perceptions of essential skills. Aspiring administrators prioritized technical skills, while experienced principals emphasized the importance of socialization and self-awareness for beginners. These findings suggest the need for improvements in pre-service, induction, and in-service programs for school administrators to better address these differing skill requirements. Hereby skill sets of a principal needs to be effective right from the time he takes the leadership position.

2.4 Counselling skills article analysis:

Olcay Yavuz, Nur Cayirdag and Ali ilker Gumuseli (2017) inspected and to explored the views of 1,466 school principals on six aspects of counseling practices in K-12 public and private schools. The findings revealed notable differences between public and private

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school principals' perspectives regarding counseling priorities, perceptions, academic development, and program management. Interactions between school type and level were significant for career and academic development, with marginal significance for personal–social development. Additionally, school level had a significant impact on personal–social, career, and academic development. These insights may benefit school leaders and educators focused on enhancing student achievement and school effectiveness by refining counseling services. This study was analysed to understand the need of counselling skills for the school and college principals. Paul J Hartung (2011) explored the important principles and practices on career counselling. Why the principal needs to master the art of career counselling is studied in this research that supports the principals capability in understanding the students potential and passion .Lawrence P.W.Wong ,Gaowei Chen and Mantak Yuen (2023) recognized that the COVID-19 pandemic has contributed to feelings of hopelessness and negativity among adolescents regarding their future career prospects. However, the role of teacher social support in promoting positive career development during the pandemic remains unclear in the current literature. This study examined the impact of career-related teacher support on reducing students' feelings of hopelessness and enhancing their career self-efficacy among 402 senior secondary students (Grades 10-12) in Hong Kong, China. Mediated moderation analyses revealed that academic ability had a weak relationship with career self-efficacy. Furthermore, hopelessness did not significantly moderate the relationship between academic ability and career self-efficacy when career related teacher support acted as the mediator. Hereby the knowledge of career guidance and counselling skills needs to be mastered by all institutional principals. Is Lathifah Nuryanto , Drajat Edy Kurniawan and Mohammad Iskandar Dzulkurnain (2024) identified the competencies of guidance and counseling teachers, with a focus on their professional competence. Professional competence, as outlined in the Academic Qualifications and

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Counselor Competency Standards, involves mastery of techniques for delivering guidance and counseling services, which is developed through systematic training and academic education. Guidance and counseling teachers are expected to possess this competence to effectively provide counseling services. The research used a qualitative descriptive method, collecting data through interviews and observations. The findings indicate that teachers generally demonstrate medium-to-high levels of professional competence, with those who have completed the GC Professional Teacher Program showing strong mastery of counseling knowledge. The study also explored other competencies, such as understanding counselees' personalities, mastering GC theory and practice, designing and implementing comprehensive counseling programs, and understanding professional ethics and research in guidance and counselling. Gysbers.Norman C et al.(2001) examined the comprehensive guidance and counselling programs. Additionally, factors like holding a bachelor's degree in education, teaching experience, and the geographic location of the school were found to significantly impact these competencies. This study highlights the importance of guidance and counselling for the teachers and it's important for a principal as an institutional leader.

2.5 Article analysis of Responsibilities of Institutional Leaders

Institutional leaders in India, particularly within the education sector, hold an instrumental role in determining the trajectory of educational institutions and ensuring the holistic development of students. Scott Eacott (2011) Examined the aims to address the intricate challenges posed by social, political, and cultural influences, unpredictable economic landscapes, rapidly evolving technologies, and increasingly diverse student demographics. The task for scholars and practitioners of educational leadership is to determine the appropriate roles and responsibilities of leaders in these changing times. Their

responsibilities are expansive and complex, necessitating a delicate balance between the interests of students, faculty, and administrative personnel within a multifaceted system.

Vision and Strategic Planning: At the forefront, institutional leaders must craft a compelling vision and set long-term strategic goals that resonate with educational standards and adequately prepare students for future challenges. A clear and actionable vision is fundamental, aligning institutional goals with evolving educational demands. James S. Taylor, Maria De Lourdes Machado, and Marvin W. Peterson (2008) emphasize that effective management and allocation of resources—encompassing financial, physical, and human elements—are critical components of leadership. In optimal conditions, resource management is challenging; under constraints or reductions, it becomes even more intricate. Leaders must remain acutely aware of external factors influencing resource allocation, such as changes in student demographics and personnel dynamics, to make informed decisions about infrastructure investments. This highlights the necessity of robust leadership and comprehensive planning for efficient resource distribution.

Curriculum Development and Implementation: Ensuring that curricula are continually updated to meet the shifting needs of the education system is another crucial responsibility. Leaders must foster curricula that stimulate critical thinking, creativity, and practical skills. Matthias Barth and Marco Rieckmann (2012) address the challenge of integrating education for sustainable development into university curricula. Despite various initiatives to incorporate sustainability, fundamentally transforming curricula to embed these principles remains a formidable task. Success hinges on the academic staff's ability to support and drive these changes. Their study of a development program at Universidad Técnica Del Norte in Ecuador demonstrated that such programs could significantly

enhance staff skills, improve teaching methods, and contribute to the university's overall organizational development. This case underscores the potential of sustainability-focused staff development in fostering academic shifts.

Quality Assurance: Maintaining high academic standards and improving educational quality is a key responsibility of institutional leaders. Diana R. Silimperi et al. (2002) outline a model for institutionalizing quality assurance, which includes eight critical components and a structured process. This model, categorized into internal enabling environment, organizing for quality, and support functions, provides a roadmap for implementing and maintaining quality assurance. The process involves defining, measuring, and enhancing quality and progresses through phases of awareness, experiential learning, expansion, and consolidation, though not always linearly. George Gordon (2002) highlights the ongoing challenges in achieving consensus on quality assurance goals and methods, noting that while progress is evident, significant disagreements persist among stakeholders. The balance between strategic and tactical responses in quality assurance efforts is crucial, with strategic approaches being more effective in fostering a culture of continuous improvement.

Teacher Support and Development: Continuous professional development for educators is vital. Leaders should encourage mentorship, workshops, and training to enhance teaching quality. Huu Cuong Nguyen (2019) explores the professional development needs of educational policymakers, leaders, and teachers. Despite extensive research on teacher development, literature on leadership development at the institutional level remains sparse. The study underscores the need for focused professional development for leaders and policymakers, contributing to the limited but growing body of literature on this topic.

Joseph Murphy (2005) discusses the role of teacher leadership in driving school improvement. Effective teacher leaders mentor colleagues, share best practices, and implement innovative strategies. Their involvement in decision-making processes and policy shaping is crucial for fostering a collaborative environment that enhances student learning and school performance.

Student Welfare: Creating a nurturing and secure environment for students is another essential responsibility. Leaders must address student grievances, support mental health initiatives, and promote extracurricular activities for personal growth.

James S. Taylor, Maria De Lourdes Machado, and Marvin W. Peterson (2008) elucidate that effective management of resources—be they financial, physical, or human—is paramount. The challenge intensifies under constrained conditions, necessitating a nuanced approach to resource distribution that considers external factors such as shifting student demographics and evolving personnel dynamics. This underscores the importance of visionary leadership and rigorous planning to ensure equitable and efficient resource allocation.

Curriculum Development and Implementation: Leaders also bear the crucial responsibility of ensuring that curricula remain relevant and responsive to the evolving educational landscape. Matthias Barth and Marco Rieckmann (2012) address the complexities associated with integrating sustainable development into university curricula. Despite concerted efforts, embedding sustainability into curricula remains a significant challenge. Success in this area depends heavily on the academic staff's willingness and capability to drive these changes. The study of a development program at the Universidad Técnica del Norte in Ecuador highlights how such programs can enhance staff skills, improve teaching

methodologies, and contribute to overall institutional development. This case exemplifies the potential for curriculum transformation when academic staff are engaged and supported.

Quality Assurance: Ensuring high academic standards and improving educational quality is another critical responsibility. Diana R. Silimperi et al. (2002) present a model for institutionalizing quality assurance that encompasses eight key components and a structured process. This model, which includes internal enabling environments, organizational structures for quality, and support functions, provides a comprehensive framework for implementing and maintaining quality assurance. The process involves defining, measuring, and enhancing quality, progressing through various phases from awareness to consolidation. George Gordon (2002) further explores the ongoing challenges in achieving effective quality assurance, noting the complex balance between strategic and tactical approaches. The emphasis on strategic approaches, rather than mere tactical responses, is essential for fostering a culture of continuous improvement.

Teacher Support and Development: The continuous professional development of educators is essential for maintaining high teaching standards. Leaders are responsible for fostering environments that support mentorship, workshops, and training.

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Student Welfare: Creating a nurturing and secure environment for students is a fundamental responsibility. Leaders must address student grievances, support mental health initiatives, and promote extracurricular activities. Gary L. Anderson and Angus Mungal et al. (2013) discuss the evolving role of school administrators, noting that principals in New York City, for example, are adopting CEO-like functions within a market-driven environment. This shift, observable in other regions, raises important questions about equity and diversity. Mochamad Soelten et al. (2023) examine the impact of transformational leadership on organizational performance within Child Welfare Institutions in Indonesia, finding that consistent leadership and a focus on transformational approaches are crucial for improving organizational outcomes.

Community Engagement: Establishing robust relationships with parents, local communities, and other stakeholders is essential. Leaders should facilitate open communication and collaborative decision-making processes that benefit the institution. Brian W. Head (2007) discusses the shift from traditional top-down management approaches to a renewed focus on community engagement. This shift is driven by global governance trends, advancements in communication technologies, and the need for shared responsibility in addressing complex issues. The paper highlights the importance of developing citizen and NGO capacity for effective participation, while also recognizing the limitations of community influence. Liang Jia G. and Lorilee R. Sandmann (2015) explore distributed leadership in community-engaged institutions, demonstrating how leadership can be drawn from both formal and informal sources. Their study reveals that engaged institutions operate as holistic systems, organizing tasks based on expertise rather than traditional hierarchies.

Policy Implementation and Compliance: Staying abreast of government policies, guidelines, and educational reforms is crucial for institutional success. Peter DeLeon and Linda DeLeon (2002) review the evolution of policy implementation theory, highlighting the shift from top-down approaches to more democratic, bottom-up frameworks. This review underscores the need for a model that accommodates the complexities of policy implementation. Thomas B. Smith (1973) introduces a model of policy implementation that addresses the societal tensions arising from the interaction between idealized policies, implementing organizations, target groups, and environmental factors. This model helps policymakers manage these tensions to ensure that policy outcomes align with expectations.

Inclusivity and Diversity: Promoting an inclusive environment that respects diversity in terms of gender, socio-economic background, and culture is a key responsibility. Leaders must strive to make education accessible to all. Rhonda Jeffries (2018) explores the impact of global economic shifts on the demand for a highly skilled workforce, emphasizing the need for continuous learning and upskilling to remain competitive.

Technology Integration: Leaders must champion the integration of technology in education, enhancing both teaching and administrative processes. Kalle Lyytinen and Gregory M. Rose (2003) argue for a broader understanding of IT innovation, focusing on disruptive innovations and their impact on development processes. Their study of Internet computing's effects on systems development organizations in the U.S. and Finland demonstrates the profound impact of technological advancements on IT innovation. Rosemary Papa (2010) highlights how technological interventions, such as interactive digital platforms and learning management systems, have transformed education by

providing dynamic learning tools and personalized experiences. However, challenges such as equitable access and cybersecurity concerns must be addressed to fully realize the benefits of technology integration.By fulfilling these extensive responsibilities, institutional leaders in India contribute significantly to the academic success of students and the overall development of the education system, aligning with national goals for progress and inclusivity.

Linda klebe Trevino, Michael Brown and Laura Pincus Hartman (2003) examined a qualitative investigation of perceived executive ethical leadership focuses on understanding how ethical behaviors and decision-making practices of leaders are perceived by those within and outside the executive suite. This area of study is essential in examining how executives' ethical conduct influences organizational culture, stakeholder trust, and overall corporate reputation. Research indicates that ethical leadership fosters transparency, integrity, and accountability, leading to higher employee satisfaction and organizational commitment.

Brown and Treviño (2006) suggest that executives perceived as ethical leaders create a moral framework that guides the behavior of others within the organization. Perceptions from inside the executive suite often emphasize the alignment of personal values with organizational goals, portraying ethical leadership as a critical component of effective governance. Meanwhile, perceptions from outside the executive suite, such as from employees or external stakeholders, focus on the leader's credibility and fairness. The divergence in these perceptions can reveal potential gaps between how leaders view their ethical behavior and how it is experienced by others. Studies also suggest that perceived ethical leadership from external stakeholders enhances an organization's social responsibility image and public trust. These qualitative insights are valuable for shaping leadership development programs and fostering ethical cultures in organizations.

Bush, Tony (2020) Theories of educational leadership and management have evolved significantly, reflecting changes in both educational contexts and leadership practices. Early models, such as Trait Theory, focused on identifying inherent qualities in leaders, suggesting that successful educational leaders possess specific traits like charisma, intelligence, and decisiveness. However, this approach has been criticized for its narrow focus on individual characteristics, leading to the development of more contextual and behavioral models.

Situational Leadership Theory, suggests that effective leadership depends on the situation, requiring leaders to adapt their style to the needs of their followers and the environment. This model emphasizes flexibility and responsiveness in educational settings, recognizing that leadership practices must vary depending on the challenges faced by institutions.

Rose Ngozi Amanchukwu et al.(2015) explores various theories, principles, and styles of leadership, with each section addressing contemporary challenges and potential solutions. It concludes that the effective and comprehensive application of leadership styles, principles, and methods ensures success in school management. A strong tradition of quality educational leadership presents a valuable opportunity to enhance leadership and management practices by embracing and implementing the core principles and styles of educational leadership.

Transformational Leadership, perhaps the most influential in recent decades, focuses on leaders who inspire and motivate staff and students to achieve higher levels of performance. In educational management, transformational leaders foster collaboration, innovation, and a shared vision for improvement, making it a favored approach for school reform.

Philip Hallinger (2007) studied the concept of instructional leadership remains highly relevant across the spheres of policy, research, and practice within school leadership and management. In fact, since the early 21st century, the growing global focus on accountability has sparked renewed interest in instructional leadership.

On the other hand, Instructional Leadership emphasizes the leader's role in directly supporting teaching and learning, highlights the leader's responsibility to prioritize academic success by influencing curriculum decisions, teacher practices, and student outcomes.

More recently, Distributed Leadership has gained prominence, promoting shared responsibility across all levels of an educational institution. This model encourages collective decision-making and reflects a more democratic approach to leadership, aligning with contemporary views on collaboration and empowerment in schools. These diverse theories underscore the complexity of educational leadership and management, highlighting the importance of adaptability, collaboration, and a strong focus on teaching and learning outcomes.

Jay A Conger(1999) studied that Charismatic and transformational leadership have emerged as pivotal frameworks in organizational leadership research, offering distinct yet overlapping perspectives on how leaders inspire and influence their followers of sociological theory, centers on the personal magnetism and vision of leaders who command devotion and inspire extraordinary commitment. These leaders often articulate a compelling vision of the future, instilling strong emotional connections. Charismatic leaders are seen as change agents, driving organizational transformation through their visionary leadership, which can spark innovation and risk-taking in organizations.

Transformational leadership idea by focusing on leaders who not only possess charisma but also work actively to elevate followers' moral and motivational levels.

Transformational leaders engage with followers on a deeper level, encouraging personal development, intellectual stimulation, and a commitment to the broader goals of the organization. This leadership style has been linked to higher employee satisfaction, organizational performance, and innovation. From an insider's perspective, both leadership styles have been lauded for their ability to foster positive organizational change, yet they come with challenges. Charismatic leadership may lead to over-reliance on the leader's personal vision, potentially creating dependency and inhibiting team autonomy.

In contrast, transformational leadership emphasizes empowerment and long-term development but requires leaders to maintain high levels of engagement and vision clarity. The developing streams of research suggest that while both leadership styles are highly effective in dynamic environments, transformational leadership is more sustainable due to its focus on building long-term organizational resilience and adaptability. The convergence of these theories in practice underscores the evolving nature of leadership in modern organizations.

Robert Hogan and Robert B. Kaiser (2005) studied the study of leadership has evolved significantly over time, encompassing various theories and perspectives that highlight the complexity of effective leadership. Early leadership research focused on trait theories, suggesting that leaders possess inherent qualities such as intelligence, charisma, and decisiveness, which distinguish them from non-leaders. However, these trait-based models were later expanded to include behavioral approaches, which emphasized what leaders do rather than who they are. The rise of contingency theories in the 1960s and 1970s, such as

Fiedler's contingency model, further nuanced our understanding of leadership by introducing the idea that no one-size-fits-all leadership style exists.

In more recent years, transformational and charismatic leadership models have gained prominence, emphasizing leaders' ability to inspire and motivate followers through vision, innovation, and emotional appeal, Transactional leadership, contrastingly, focuses on exchanges between leaders and followers, rewarding performance while correcting deviations from established norms. Today, leadership is understood as a multi-dimensional construct that includes ethical leadership, servant leadership, and distributed leadership, reflecting a growing recognition of shared leadership roles and collaboration in complex organizations. Contemporary research continues to explore how leadership adapts to global challenges, technological advancements, and diverse cultural contexts, recognizing that leadership is an ever-evolving phenomenon that requires constant refinement.

Robert P.Gephardt., Jr (2004) studied Qualitative research is a method of inquiry that seeks to understand social phenomena through the exploration of participants' experiences, perspectives, and it is often employed in fields like education, sociology, and psychology to capture complex realities that cannot be easily quantified. Key approaches within qualitative research include ethnography, grounded theory, phenomenology, and case studies, each offering distinct ways to collect and analyze data .Unlike quantitative research, which focuses on numbers and statistical relationships, qualitative research emphasizes depth over breadth, using methods such as interviews, focus groups, and observations to gather rich, detailed information.

One key advantage of qualitative research is its flexibility and adaptability, allowing researchers to explore phenomena in their natural settings. However, the subjective nature of this method often raises concerns about reliability and generalizability. Despite these challenges, qualitative research remains valuable for providing in-depth understanding of human behavior and the context in which it occurs.

Bernard M.Bass (2000) to understand the future of leadership in learning organizations is increasingly centered on fostering adaptive, collaborative, and innovative environments. As organizations evolve to meet rapid changes in technology and market demands, leaders must prioritize continuous learning and development to maintain competitiveness .Research highlights that effective leaders in learning organizations are those who promote a culture of knowledge sharing, encourage experimentation, and embrace failure as a learning opportunity. The shift towards digital transformation necessitates leaders who are proficient in leveraging technology to facilitate learning and collaboration.

Furthermore, leaders are expected to exhibit emotional intelligence and cultural agility to manage diverse and distributed teams effectively. Studies suggest that future leaders must adopt a transformational approach, focusing on inspiring and motivating employees while aligning organizational goals with personal growth. Additionally, the emphasis on inclusivity and equity in leadership practices is becoming more prominent, with a growing recognition that diverse perspectives enhance organizational learning. The integration of data analytics and artificial intelligence into decision-making processes will also shape leadership practices, requiring leaders to develop new competencies in these areas. Overall, the future of leadership in learning organizations will likely involve a blend of traditional and emerging skills, aimed at creating resilient, innovative, and agile organizations.

Jessica E.Dinh et al. (2000) explored the new millennium, leadership theory and research have undergone significant evolution, reflecting the complexities of contemporary organizational environments. Modern leadership theories increasingly emphasize adaptability, collaboration, and emotional intelligence as essential traits for effective leaders .The rise of transformational and servant leadership models underscores the importance of inspiring and empowering followers while focusing on ethical and values-driven leadership.

Recent research highlights a shift towards distributed and shared leadership approaches, recognizing the need for collaborative and decentralized decision-making processes. Additionally, the integration of technology and data analytics has introduced new dimensions to leadership, necessitating skills in digital literacy and data-driven decision-making. The focus on diversity and inclusion has also become prominent, with contemporary theories addressing the role of leaders in fostering inclusive environments and leveraging diverse perspectives for organizational success. Furthermore, the increasing attention to leadership in virtual and remote settings reflects the growing prevalence of global and digital workplaces. Overall, leadership theory and research in the new millennium are characterized by a dynamic blend of traditional and emerging perspectives, aimed at navigating the complexities of modern organizational landscapes.

William Q.Judge, Jr and Carl P.Zeithaml (1992) analysed the extent to which a board of directors engages in strategic decision-making can be interpreted as either an institutional reaction or a strategic adaptation in response to external demands for increased board involvement. We investigated the factors influencing board involvement and its outcomes from both institutional and strategic choice perspectives. Analysis of data from interviews

with 114 board members and archival records revealed that larger board size, greater diversification, and higher insider representation were associated with lower levels of board involvement, while organizational age was linked to increased involvement. Additionally, board involvement was found to have a positive correlation with financial performance, even after accounting for industry and size variables. These findings suggest that a thorough understanding of the strategic role of boards requires integrating both theoretical perspectives.

Patricia H.Thornton, William Ocasio and Michael Lounsbury (2012) analysed the institutional logics perspective offers a novel approach to understanding the interplay between culture, structure, and processes within organizations. This framework emphasizes that organizational behavior and decision-making are shaped by underlying institutional logics—sets of beliefs, values, and practices that guide and justify actions. By analyzing how these logics influence organizational culture, structure, and processes, researchers can gain insights into how institutions adapt and evolve in response to changing environments.

This perspective highlights the dynamic interaction between institutional pressures and organizational practices, suggesting that culture and structure are not static but are continuously negotiated and redefined. Moreover, it underscores the role of institutional logics in shaping strategic choices and operational processes, offering a comprehensive lens through which to examine organizational change and resilience. Through this approach, scholars can explore how organizations align their practices with prevailing logics while navigating competing demands and pressures.

Joseph Rost (1993) analysed leadership from 1980s, in the 21st century, leadership has transcended traditional hierarchies, embracing collaboration, innovation, and empathy as core pillars. Modern leaders no longer rely solely on authority but on fostering an inclusive environment where diverse voices are empowered to shape decisions. Visionary leadership now demands adaptability, as the pace of technological advancement and global interconnectedness continuously reshape industries and societies. Emotional intelligence has emerged as a vital skill, enabling leaders to build trust, navigate complexities, and inspire teams through authentic relationships. Agile leadership embraces change, encouraging experimentation, learning from failure, and iterating toward progress.

In this era, a leader's success is measured not just by results but by how they cultivate resilience, foster a shared sense of purpose, and uplift their communities. Sustainability and ethics are essential leadership values, ensuring decisions consider long-term impacts on people and the planet. Ultimately, 21st-century leadership is defined by a commitment to social responsibility, empowering others, and navigating uncertainty with wisdom and compassion. Institutional theory explores how institutions—social structures like norms, rules, and regulations—shape organizational behavior, stability, and change. Over time, organizations conform to these institutional forces, adopting behaviors and practices that align with societal expectations to gain legitimacy.

However, institutional change occurs when these structures evolve due to shifts in cultural, political, or economic conditions, requiring organizations to adapt. This special research forum delves into the dynamic tension between stability and change within institutions. Traditional institutional theory often emphasized the durability of institutions, focusing on how they resist change. However, recent scholarship highlights the mechanisms that drive

transformation, such as agency, innovation, and external pressures. The forum brings together cutting-edge research that examines both incremental and radical shifts within organizations, industries, and broader societal contexts. By addressing the interaction between institutional actors and environmental factors, this collection advances our understanding of how institutional change unfolds. It emphasizes the critical role of actors who navigate institutional constraints while introducing new practices. The forum provides valuable insights into the complex processes that reshape institutions and their impact on organizations and society.

M.Tina Dacin,Jerry Good Stein and Richard Scott (2002) analysed Institutional theory explores how social structures—such as norms, rules, and shared beliefs—shape organizational behavior and practices, creating stability within institutions over time. Organizations tend to conform to institutional pressures to gain legitimacy, adopting practices that align with accepted standards within their industry or society. However, institutions are not static, and institutional change occurs when these structures are disrupted or evolve.

Institutional change can be driven by external pressures, such as shifts in political, economic, or technological environments, as well as internal factors like innovation or strategic action by institutional actors. Key to this process is the concept of agency, where individuals or organizations deliberately challenge existing norms or introduce new practices that reshape institutional landscapes. These actors can create change by leveraging gaps or conflicts between institutional logics or by promoting new values and ideas. While institutional theory traditionally emphasized stability, the study of institutional change recognizes the fluidity and adaptability of institutions. It highlights the ongoing tension between maintaining legitimacy and adapting to new realities. By

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examining how institutions evolve, researchers gain insight into the broader societal and organizational shifts that influence institutional structures and practices over time.

Pratricia H.Thornton (2012) investigated that the institutional logics perspective has significantly transformed institutional theory by shifting the focus from static, enduring structures to the interplay of diverse belief systems, practices, and values within organizations and society. Traditional institutional theory emphasized stability, viewing organizations as conforming to overarching norms to gain legitimacy. In contrast, the institutional logics perspective introduces the idea that multiple, competing logics—such as market, state, family, or community—shape organizational behaviour.

This perspective highlights the coexistence of these varied logics within a single organization or field, often creating tensions or conflicts that drive change. It acknowledges that institutions are not monolithic but are constantly being reinterpreted and negotiated by actors who draw on different logics. This dynamic understanding allows for a richer analysis of how organizations can navigate conflicting expectations while maintaining legitimacy. The institutional logics perspective also broadens institutional theory by exploring how actors exercise agency within institutional constraints, using the multiplicity of logics to innovate, adapt, or resist. This shift emphasizes the fluidity of institutional environments and how logics evolve in response to societal changes. Ultimately, it transforms institutional theory by providing a more flexible, nuanced framework to explain both stability and transformation in organizational fields.

Arjen Boin,Paul't Hart, Eric Stern(2017) inquired on Crisis management in public leadership is a delicate balancing act, where political considerations play a pivotal role in shaping responses. Public leaders, especially in government and civic institutions, must

navigate complex political landscapes while managing crises such as natural disasters, pandemics, economic downturns, or social unrest. The stakes are high, as decisions made during crises are often subject to intense public scrutiny and political opposition.

Effective crisis management requires swift decision-making, transparency, and collaboration, but political pressures can complicate these processes. Leaders may face competing demands from different interest groups, political parties, or stakeholders, each with their own priorities and agendas. Navigating these demands while maintaining public trust and accountability is a key challenge.

Moreover, political leaders often face the dilemma of balancing short-term crisis responses with long-term policy considerations. While immediate actions may appease constituents or gain political favor, sustainable solutions require more comprehensive, non-partisan approaches. Public leaders must also manage the media and communication strategies, as perceptions of competence or failure can impact political capital.

Ultimately, the politics of crisis management demands leaders who are not only adept at handling emergencies but also skilled at negotiating political tensions, fostering collaboration, and aligning crisis responses with broader governance goals.

Alexander W.Astin (2000) assessed that higher education plays a critical role in fostering leadership for social change, reconsidering traditional approaches to leadership by emphasizing collaboration, inclusivity, and civic responsibility. In the modern era, colleges and universities are more than just institutions for academic learning; they are incubators for future leaders who must address complex societal challenges such as inequality, climate change, and social justice.

This reconceptualization of leadership moves beyond individual authority and charisma, focusing instead on collective action and community engagement. Leadership in higher education encourages students, faculty, and administrators to become agents of change by promoting ethical decision-making, empathy, and a deep understanding of global issues. Institutions are increasingly emphasizing experiential learning, service-based projects, and interdisciplinary approaches that connect academic knowledge with real-world problems.

Higher education's role in social change also involves cultivating critical thinking and encouraging students to challenge the status quo. As leaders, students are taught to engage with diverse perspectives, work toward equity, and use their skills for the common good. Ultimately, by embedding leadership development within the framework of social change, higher education institutions help build a generation of leaders committed to creating a more just and sustainable world.

Arthur G.Jago (1982) delve into Leadership has been a central theme in organizational theory and research, with scholars offering diverse perspectives on what constitutes effective leadership. Early theories, such as trait theory, focused on identifying innate qualities or characteristics that distinguish leaders from non-leaders. This approach was later challenged by behavioural theories, which emphasized that leadership could be learned through specific behaviours rather than inherent traits.

Contingency and situational leadership theories introduced the idea that leadership effectiveness depends on the context, suggesting that no single leadership style works in every situation. More recent theories, such as transformational and servant leadership, focus on leaders' abilities to inspire, motivate, and prioritize the growth and well-being of

their followers. These perspectives highlight the evolving nature of leadership in response to changes in social, organizational, and global environments.

Research has also explored the importance of emotional intelligence, ethical leadership, and cross-cultural leadership, reflecting the increasing complexity of leadership in the 21st century. Leadership is no longer seen purely as top-down authority but as a relational process that engages multiple stakeholders. Modern research continues to expand, incorporating interdisciplinary insights to better understand how leaders can adapt to diverse challenges and drive meaningful change.

Lawrence Thomas.B et al. (2006) explored that Institutions are the formal and informal rules, norms, and beliefs that shape social behavior and structure society. They create stability and predictability, influencing how organizations and individuals act within different fields. However, institutions are not static; they evolve through a process called institutional work, which refers to the activities of actors who create, maintain, or disrupt these structures.

Institutional work is performed by individuals, organizations, or groups who strategically engage with institutions to shape outcomes in their favor or respond to changing environments. This concept moves beyond the idea of institutions as immovable structures, highlighting the agency of actors within institutional contexts. They can either reinforce existing norms and practices, or challenge and transform them to align with new values or social needs.For example, institutional work is evident when organizations lobby for regulatory changes, promote new social norms, or resist outdated policies. This perspective emphasizes that institutions are continuously constructed and reconstructed through

everyday actions. As a result, institutional work provides a dynamic understanding of how institutions evolve, adapt, and respond to societal changes, and it sheds light on the role of human agency in shaping the social order.

Ellie Fossey et al. (2002) studied the Qualitative research focuses on exploring and understanding the deeper meanings and experiences behind human behavior and social phenomena. Unlike quantitative research, which relies on numerical data and statistical analysis, qualitative research uses methods such as interviews, focus groups, and observations to gather rich, detailed information. This approach seeks to capture the complexity of participants' perspectives and the context in which they occur.

To evaluate qualitative research effectively, it is crucial to assess several key aspects. First, consider the credibility of the data collection methods—are they rigorous and well-suited to the research questions? Next, evaluate the process of data analysis: has it been conducted systematically, with clear coding and theme identification? The researcher's reflexivity, or awareness of how their own biases and perspectives influence the research, is also important in ensuring the integrity of the findings.

Additionally, assess the transferability of the results—do the findings offer insights that can be applied to other contexts or groups? Lastly, review the overall coherence of the research: does it provide a well-rounded understanding of the studied phenomena, and are the conclusions supported by the data? Effective qualitative research offers nuanced, contextual insights that contribute to a deeper understanding of complex issues.

Philip Hallinger (2011) inquired over the past four decades, empirical research on leadership for learning has provided invaluable insights into how effective leadership can enhance educational outcomes. Key findings highlight that successful leaders create a vision that prioritizes student learning, setting high expectations and fostering a culture of continuous improvement. These leaders emphasize the importance of instructional leadership, focusing on curriculum development, teaching quality, and the use of data to inform practice.

Research shows that leaders who engage in collaborative practices and support professional development for teachers can significantly impact student achievement. By promoting a shared vision and involving teachers in decision-making processes, these leaders build trust and collective efficacy, which are crucial for a positive learning environment.

Additionally, effective leaders demonstrate resilience and adaptability, navigating challenges while maintaining a clear focus on student outcomes. They also leverage their understanding of school dynamics and community context to drive change. Lessons from this extensive body of research underscore that leadership for learning is not just about managing resources but about inspiring and enabling educators to enhance their practice and, ultimately, improve student learning.

Richard N Osborn, James G Hunt and Lawrence R.Jauch(2002) studied a contextual theory of leadership emphasizes that effective leadership cannot be fully understood without considering the specific context in which it occurs. Unlike traditional leadership theories that often focus on universal traits or behaviours, a contextual approach examines how

various situational factors—such as organizational culture, external environment, and social dynamics—impact leadership effectiveness.

This theory posits that leaders must adapt their styles and strategies to fit the unique needs and challenges of their contexts. Contextual factors, such as the nature of the task, the composition of the team, and the socio-political climate, influence how leadership is enacted and received. Therefore, a one-size-fits-all approach to leadership is insufficient. By integrating context into leadership theory, researchers and practitioners gain a deeper understanding of how leaders can navigate complex environments and drive meaningful change. This perspective also highlights the importance of leaders being responsive and flexible, tailoring their approach to align with the specific circumstances they face. Ultimately, a contextual theory of leadership provides a more nuanced framework for understanding and developing effective leadership practices in diverse settings.

Patricia H.Thorntm and William Ocario (1999) examined executive Succession in the Higher Education Publishing Industry," the focus is on how institutional logics and historical contingencies shape executive succession processes. Thornton explores the intersection of institutional logics—systematic frameworks of norms and values that guide organizational behavior—and the evolving power dynamics within the higher education publishing sector.

The study highlights that executive succession is not merely a matter of individual choice or organizational need but is deeply influenced by prevailing institutional logics. These logics dictate the norms and expectations surrounding leadership transitions, affecting how succession processes unfold and who is deemed suitable for leadership roles.

Historical contingencies, such as shifts in educational policy, technological advancements, and market pressures, further complicate succession planning. Thornton argues that these factors interact with institutional logics to create unique power dynamics and influence the trajectories of leaders within the industry. By examining these elements, Thornton provides a nuanced understanding of how executive succession is shaped by both institutional frameworks and historical context, offering valuable insights into the complex interplay of power and leadership in the higher education publishing industry.

Gerard George et al. (2016) in sighted that "Grand challenges" refer to global problems that can potentially be addressed through coordinated and collaborative efforts. In this Special Research Forum, we present management research focused on societal issues faced by individuals, organizations, communities, and nations worldwide. We propose a framework to guide future research in providing systematic empirical evidence on how grand challenges are formulated, articulated, and implemented. Additionally, we highlight several factors that may either support or hinder the achievement of collective goals and suggest key research questions for future empirical studies. Our aim is to encourage management scholars to contribute to addressing broader societal challenges through collaborative research and shared insights.

 Kenneth Leithwood and Doris Jantzi (2008) studied to seek to deepen our understanding of school leader efficacy, its nature, causes, and consequences, including its indirect impact on student learning. The research explored how district-level factors contribute to school leader efficacy, whether self- and collective efficacy respond to similar or different district conditions, and how leader efficacy affects school conditions and student learning

outcomes. Data were collected from 96 principals and 2,764 teachers through two surveys, along with student achievement data in language and math averaged over three years. Path analysis techniques were used to address the study's objectives. Findings revealed that school leaders' collective efficacy plays a crucial role in linking district conditions to both school-level conditions and student achievement.

Additionally, school leaders' sense of collective efficacy was strongly associated with leadership practices proven effective in earlier research. These results indicate that district leaders can strengthen principals' confidence and collective efficacy by prioritizing achievement and instruction, focusing school improvement efforts in targeted phases, and fostering collaborative relationships with schools.

Evert Gummesson (2000) analysed Qualitative methods in management research focus on understanding the complexities of organizational behavior, culture, and processes through in-depth, non-numerical data. These methods are particularly useful for exploring how individuals and groups make sense of their work environments, decision-making processes, and interactions. Common qualitative techniques include interviews, focus groups, case studies, and ethnography, all of which allow researchers to gather rich, detailed insights into management phenomena.

By capturing the subjective experiences of participants, qualitative research uncovers patterns and themes that quantitative data might overlook. It is especially valuable in exploring new or complex issues, understanding context, and generating theories. In management research, qualitative methods are often used to study leadership, organizational change, culture, and innovation. However, evaluating qualitative research

requires attention to credibility, transferability, and reflexivity. Researchers must ensure rigor in data collection, transparency in analysis, and awareness of their own biases. Despite its challenges, qualitative research offers deep insights into human behavior and organizational dynamics, making it a powerful tool for advancing knowledge in management studies.

James P.Spillane et al.(2001) explored on distributed perspective on school leadership emphasizes that leadership is not the sole responsibility of the principal but is spread across various individuals and groups within the school. This approach examines how leadership functions are shared among administrators, teachers, and staff, acknowledging that leadership is a collective and dynamic process rather than a top-down hierarchy. In investigating school leadership from this perspective, researchers focus on how different members of the school community collaborate and contribute to decision-making, problem-solving, and implementing school goals.

This distributed leadership model recognizes that leadership is embedded in daily interactions and tasks, making it more responsive to the complex and diverse challenges schools face. By distributing leadership responsibilities, schools can leverage the expertise of multiple individuals, fostering a more inclusive and participatory environment. This approach also enhances organizational learning, as staff at all levels engage in leadership activities. The distributed perspective allows for greater flexibility, adaptation, and innovation in school leadership, ultimately benefiting student outcomes and improving overall school performance. It shifts the focus from individual leaders to the practices and relationships that sustain effective leadership across the institution.

Huigang Liang et al. (2007) studied the assimilation of enterprise systems (ES) in organizations is heavily influenced by institutional pressures and the pivotal role of top management. Institutional pressures, such as regulatory demands, market competition, and industry norms, often drive organizations to adopt and integrate ES to remain competitive and compliant. These pressures shape the decision-making process and push organizations toward the implementation of advanced technological systems that streamline operations and enhance efficiency. Top management plays a critical mediating role in the successful assimilation of ES.

Leaders must not only navigate external pressures but also champion the technology within the organization by allocating resources, motivating staff, and fostering a culture that supports change. Their commitment to the system's adoption and integration significantly affects how well the technology is embraced and utilized by employees. Effective leadership also helps to mitigate resistance to change by aligning organizational goals with the benefits of the enterprise system. By actively endorsing ES, top management facilitates smoother transitions and increases the likelihood of achieving the system's full potential. Ultimately, the assimilation of enterprise systems requires both external responsiveness to institutional pressures and strong internal leadership to drive and sustain the process.

Eagly, Alice H et al. (2003) examines the differences between women and men in transformational, transactional, and laissez-faire leadership styles. Transformational leadership, characterized by inspiring, motivating, and engaging followers toward shared goals, has consistently been found to be more commonly associated with women leaders.

Women are more likely to adopt this style, emphasizing collaboration, empowerment, and visionary leadership.

In contrast, transactional leadership, which is based on rewards and punishments to achieve performance goals, is typically more associated with men. This style focuses on short-term results, structure, and formal exchanges between leaders and followers. Laissez-faire leadership, marked by a hands-off approach and minimal guidance, is linked with passive leadership, and this analysis shows no strong gender preference for this style. The findings suggest that women tend to lean toward transformational leadership, which is often more effective in motivating and engaging teams, while men may favor the more direct, reward-based approach of transactional leadership. The meta-analysis also highlights that gender-based leadership differences are influenced by social norms, expectations, and organizational contexts, and that both men and women can adopt any style effectively depending on the situation.

Clegg Stewart .R et al. (2006) explored that Institutions are established systems of norms, rules, and practices that guide behaviour within organizations and society. They create stability by shaping how individuals and organizations act in various contexts. However, institutions are not fixed; they evolve through "institutional work," which refers to the actions taken by individuals or groups to create, maintain, or disrupt these structures. Institutional work involves both formal efforts, like policy-making, and informal actions, such as influencing norms or challenging traditions. This process highlights the role of human agency in shaping institutions over time. Actors engaged in institutional work can drive significant change by promoting new ideas, reshaping existing practices, or resisting outdated norms, making institutions dynamic rather than static.

Leithwood, Kenneth et al. (2004) examined that Leadership plays a pivotal role in shaping student learning outcomes by fostering a positive educational environment. Effective leaders set a clear vision and direction for schools, creating a culture of high expectations for both students and teachers. By supporting teachers with professional development and resources, leaders enhance instructional quality. They also promote collaboration, encouraging innovation and shared best practices. Strong leaders build relationships with students, inspiring motivation and engagement. Moreover, they ensure equitable access to learning opportunities, addressing diverse needs. By prioritizing student well-being and fostering an inclusive atmosphere, leadership directly impacts academic achievement and overall development.

Anderson, Stephen et al. (2004) reviews existing evidence and provides educators, policymakers, and concerned citizens with insights into how leadership influences school success, the significance of its impact on student learning, and the key elements of effective leadership. This research is part of a 5-year, $3.5 million project funded by the Wallace Foundation (New York) aimed at studying the effects of educational leadership on student achievement. The findings highlight the characteristics of successful leadership practices at the state, district, and school levels, and examine how these practices influence teachers' instructional behaviours, ultimately improving student learning outcomes.

Thomas J.Sergiovanni (1992) studied that Moral leadership emphasizes ethical values, integrity, and a strong sense of responsibility in guiding others. A moral leader leads by example, demonstrating honesty, fairness, and respect for all individuals. They prioritize doing what is right, even when it is difficult, and inspire others to act with similar principles. By fostering a culture of trust and accountability, moral leaders create an

environment where individuals feel valued and respected. They focus on the common good, making decisions that benefit society rather than pursuing personal gain. Moral leadership also involves empathy, understanding the needs of others, and promoting justice and equality. Through these actions, moral leaders influence positive change and inspire others to uphold ethical standards in their own lives.

Pamela S.Tolbert and Lynne G.Zucker et al.(1996) analysed the institutionalization of institutional theory refers to the process by which concepts and practices of institutional theory become widely accepted and embedded within organizations and societal structures. As institutional theory evolves, its principles, such as norms, values, and rules, are increasingly integrated into organizational practices and policies. This process often leads to the establishment of standardized procedures and practices that align with broader societal expectations. Institutions, therefore, begin to reflect and reinforce the theoretical concepts, influencing how organizations operate and make decisions. The institutionalization also involves the legitimization of these practices, making them a normative part of organizational life. This integration shapes behavior by creating stable structures and expectations, guiding how organizations interact with their environments. As institutional theory becomes institutionalized, it helps standardize practices across different contexts, contributing to overall organizational coherence and stability.

 Kenneth Leithwood and Blair Mascall (2008) aimed to assess how collective or shared leadership impacts key teacher variables and student achievement. It also explored the relative importance of various sources of such leadership and whether different patterns of collective leadership correlated with differences in student performance. The evidence was drawn from 2,570 teacher responses across 90 elementary and secondary schools, where

four or more teachers completed valid surveys. Student achievement data in language and math, averaged over three years, were collected from school websites.

The analysis employed path-analytic techniques. The findings revealed that collective leadership accounted for a significant portion of the variation in student achievement among schools. Higher-achieving schools granted leadership influence to a broader range of school members and stakeholders compared to lower-achieving schools, with the most notable differences related to leadership by school teams, parents, and students. Principals consistently had the highest levels of influence across all achievement levels. The study suggests that influence in schools seems to be a boundless resource—those in formal leadership roles gain more influence by sharing it more widely.

Monique Hennink, Inge Hutter and Ajay Bailey (2020) explored the Qualitative research in leadership within institutional management focuses on understanding the nuanced and complex dynamics of leadership practices and their impacts on organizational effectiveness. This approach delves into how leaders navigate institutional settings, exploring their decision-making processes, interpersonal relationships, and the cultural and contextual factors influencing their roles. By using methods such as interviews, focus groups, and case studies, qualitative research captures rich, detailed data about the experiences and perceptions of leaders, as well as the subjective meanings they attach to their actions.

Through qualitative analysis, researchers can identify patterns and themes related to effective leadership strategies, challenges faced by leaders, and the ways in which leadership shapes organizational culture. This research often highlights the importance of

soft skills, such as communication, empathy, and adaptability, which are crucial for successful leadership. Additionally, qualitative studies may reveal how leaders implement and adapt institutional policies, engage with stakeholders, and address issues of power and influence. Overall, qualitative research provides valuable insights into the lived experiences of leaders and helps to develop a deeper understanding of the interplay between leadership practices and institutional management. This perspective is essential for informing leadership development programs and improving institutional effectiveness.

Alan Bryman et al. (1996) described the importance of context in qualitative research, particularly in the study of leadership, cannot be overstated. Leadership is deeply influenced by the environment in which it operates, and qualitative research is uniquely suited to uncover the ways in which context shapes leadership behaviors, decisions, and outcomes. Context includes factors such as organizational culture, social dynamics, historical background, and the broader political or economic environment.

 Understanding these contextual elements allows researchers to see leadership as a situational phenomenon, where success is not defined by universal traits but by the leader's ability to adapt to specific circumstances. Through qualitative methods like interviews, ethnographies, and case studies, researchers can explore how leaders interpret and respond to their unique settings. This approach reveals the relational and situational nature of leadership, demonstrating how different contexts can demand varying leadership styles and strategies. For example, leadership in a crisis setting may differ dramatically from leadership in a stable environment, and understanding this difference is crucial for a holistic understanding of leadership. Contextual analysis also highlights the role of followers and stakeholders in shaping leadership practices. It enables researchers to understand the social

and cultural nuances that impact decision-making, power dynamics, and communication within organizations. Ultimately, the study of leadership through qualitative research allows for a more nuanced and flexible understanding of what leadership entails in different environments, helping to develop more adaptable and effective leadership models.

Jeffrey S.Brooks and Anthony H.Normore (2015) insights into the dynamics of leadership practices within schools, but designing and conducting these studies requires careful attention to several essential factors. First, understanding the context of the educational environment is crucial. Schools are unique spaces with distinct cultures, histories, and stakeholder relationships, so qualitative researchers must consider how these factors shape leadership behaviours and decision-making processes.

Sampling is another key dynamic. Since qualitative research typically involves smaller, more focused samples, it's essential to select participants—such as principals, teachers, and staff—who can provide in-depth perspectives on leadership practices. Researchers must also recognize the subjectivity inherent in qualitative data, as the lived experiences of leaders and their perceptions are central to the study. This requires methods such as interviews, focus groups, and participant observation to capture detailed narratives.

Data triangulation is important to enhance the credibility of findings by comparing insights from various sources, such as leadership teams, faculty, and even students. Additionally, the ethical considerations surrounding confidentiality and power dynamics between the researcher and participants should be addressed carefully, ensuring a respectful and honest representation of voices.

Finally, the analysis of qualitative data demands thematic coding and interpretation, allowing researchers to identify patterns in leadership practices, challenges, and outcomes. By focusing on these dynamics, qualitative research can provide a deeper, contextually rich understanding of educational leadership and its impact on schools.

Shannon Flumerfelt and Michael Banachowski (2011) Understanding leadership paradigms is crucial for driving improvement in higher education. Leadership paradigms, or models, provide frameworks that guide how leaders can effectively influence institutions. Traditional paradigms often emphasize hierarchical structures and top-down decision-making. However, contemporary approaches advocate for more collaborative and participatory styles, recognizing the importance of inclusivity and shared governance. Transformational leadership, for instance, focuses on inspiring and motivating staff and students to achieve a common vision. It fosters an environment of innovation and encourages personal and professional growth. In contrast, transactional leadership revolves around routine, reward-based management, which can be effective for maintaining established systems but may lack the dynamism needed for profound change.

Servant leadership, another paradigm, emphasizes the leader's role in serving the needs of others, thereby enhancing community and institutional culture. It promotes a supportive and empathetic approach, which can significantly impact student and faculty satisfaction. Integrative leadership paradigms combine elements from various models, aiming for a more holistic approach. By adapting these paradigms to the unique challenges of higher education, leaders can better address issues such as student engagement, faculty development, and institutional effectiveness. Understanding and applying these paradigms

effectively can lead to meaningful improvements and foster a more dynamic and responsive educational environment.

Babatunde Akanji et al. (2020) investigated how organizational culture (OC) influences leadership styles in Nigerian universities. It employs Hofstede's cultural dimensions theory and the social exchange theory as theoretical frameworks to analyse these phenomena. Through an exploratory qualitative approach, the study involved 40 interviews with senior academics and non-teaching staff at Nigerian universities. The results highlight hierarchical, patriarchal, servile, and interdependent values as core aspects of the organizational culture, which shape leadership styles within these institutions. Consequently, the study found that positional, formalized exchanges, paternalism, a relational approach, and gendered responses to leadership are commonly practiced in university administration in this context.

While the study's reliance on a small qualitative sample limits the generalizability of its findings, it offers valuable insights into cultural dynamics, presenting a view of leadership styles that differs from those prevalent in Western cultures.

Wallapha Ariratana et al. (2015) the explored Leadership soft skills are essential for effectively and efficiently managing an organization. This study aims to assess the development of these skills among educational administrators according to specific guidelines. School administrators need to balance both hard and soft skills when working with staff and the community. The study involved 477 school administrators and teachers, with 15 of them participating in a focus group discussion.

The research employed a mixed-methods approach, combining both quantitative and qualitative designs. Data were collected using a questionnaire for the quantitative aspect and an interview protocol for the qualitative aspect. Statistical analysis, including percentage, mean value, and standard deviation, was used for quantitative data, while content analysis was applied to qualitative data.

The study found that educational administrators generally exhibit a high level of leadership soft skills. Qualitative findings further highlighted the need for administrators to enhance their communication skills, use technology for monitoring and evaluating teaching strategies, foster teamwork, and build healthy interpersonal relationships. In conclusion, adapting and improving leadership soft skills among educational administrators is crucial for positively influencing teachers' attitudes and behaviors.

 Michael S.Knapp (2016) explained in this article fills a gap in methodological literature by examining standard practices in designing qualitative research, particularly within the realm of educational leadership. It explores the practical development of qualitative research designs and discusses the implications for both experienced and novice scholars, as well as for those teaching research methods. Drawing from a range of methodological traditions and the author's own experience in designing qualitative studies and mentoring emerging scholars, the article presents alternative approaches for creating effective research designs. It highlights essential considerations and trade-offs, while also identifying common patterns and implications that span various research traditions.

Alan Bryman (2004) reviews a substantial number of qualitative research studies on leadership published in peer-reviewed journals before 2004. It critically and appreciatively

evaluates how qualitative research on leadership both stands out and overlaps with other research methods. The review finds that while qualitative research has significantly contributed to understanding certain aspects of leadership, such as leaders' roles in change processes, it often does not differ as much from quantitative research as might be expected. The article also examines studies that integrate both quantitative and qualitative approaches, with a particular focus on how these methods are combined.

Additionally, it considers whether qualitative research can be effectively merged with quantitative findings. A key point discussed is the tendency for qualitative researchers to not sufficiently build upon existing leadership studies. The article argues that addressing this issue more thoroughly could enhance the clarity and impact of qualitative research on leadership.

Kyla L.Wahistrom and Karen Seashore Louis (2008) studied the principal's leadership is widely recognized as a crucial factor in enhancing student achievement, yet the impact of this leadership on how teachers experience and enact instructional practices is less well understood. This study aimed to investigate various elements within principal-teacher interactions and teacher-teacher relationships to assess their effects on teachers' classroom practices. The study used data from a teacher survey associated with the national research project, learning from Leadership, funded by the Wallace Foundation. The dataset includes 4,165 completed surveys from teachers across K-12 grades in a range of schools throughout the United States. The analysis employed a stepwise linear regression within a conceptual framework that considers key components of effective schools, such as shared leadership and professional community, alongside contextual variables like trust and efficacy.

The study identified three instructional behaviors—Standard Contemporary Practice, Focused Instruction, and Flexible Grouping Practices—as significant indicators of effective teaching. Shared leadership and professional community were found to significantly influence these instructional practices. Additionally, while teachers' trust in the principal is less impactful when shared leadership and professional community are present, self-efficacy was a strong predictor of Focused Instruction, though less so for other instructional behaviors.

The study also noted that teacher characteristics like gender and years of experience affect instructional practices, but there were no notable differences based on the principal's level (elementary vs. secondary). Understanding the dynamics of leadership and its effect on instructional practices can provide deeper insights into how leadership influences student achievement. These findings help clarify the interactions between teachers and principals and between teachers themselves, bringing us closer to understanding the complex relationship between leadership and learning outcomes.

Mats Alvesson and Stefan Sveningsson (2003) exploration of leadership within a research and development (R&D) company, we examine how middle and senior managers interpret leadership. We demonstrate that initial assertions about leadership values and styles often unravel when managers are required to elaborate on their perceptions and the reality of their actions. This leads us to question the usefulness and validity of the concept of leadership in this context. We also propose that the notion of leadership should consider the possibility that it might not be a distinct and significant phenomenon for understanding organizational dynamics and workplace relationships.

Gregory G Dess and Joseph C.Picken (2000) encountering a new array of management challenges. The globalization of markets and the rapid spread of information and communication technologies have dramatically altered the economies of developed nations. According to a recent OECD study highlighted by *The Economist*, more than half of the GDP in affluent economies now stems from knowledge-based sectors, such as telecommunications, computers, software, pharmaceuticals, education, and television. High-tech industries have nearly doubled their share of manufacturing output over the past twenty years to about 25%, with knowledge-intensive services growing even faster. Knowledge workers—ranging from brain surgeons to journalists—now make up eight out of ten new jobs.

The focus of wealth creation has shifted from capital-intensive industries like steel and automobiles to information-intensive sectors such as information services, financial services, and logistics. As we enter the knowledge age, the primary drivers of growth, employment, and wealth are found in innovation-driven fields like computer software and biotechnology, where creativity, flexibility, and the ability to redefine markets are key competitive advantages.

With this shift from managing mass markets and tangible assets to leveraging innovation and human capital, organizations and their leaders must adapt. Effective leadership in this context isn't just about having smarter managers; rather, it involves harnessing the collective knowledge, skills, and judgment of the entire organization. To succeed in the information age, companies must focus on creating and integrating new knowledge and fostering innovation throughout the organization.

Kimberly B BOAL and Robert Hooijberg (2000) analysed over the past two decades, the field of strategic leadership has both evolved and transformed. We propose that the core of strategic leadership lies in the ability to learn, adapt, and apply managerial wisdom. In this context, we first examine the conditions and contexts in which strategic leadership is significant. We then review three key areas of theory and research. The first area is strategic leadership theory and its predecessor, Upper Echelon theory. The second area encompasses what Bryman refers to as the "new" leadership theories, including charismatic, transformational, and visionary leadership. The third area consists of "emergent" leadership theories, which explore behavioral and cognitive complexity as well as social intelligence. Finally, we suggest how these "new" and "emergent" theories can be integrated into the core principles of strategic leadership.

Ellie Draga Severson et al.(2012) examines the strategies used by principals in Catholic, independent, and public schools with varying financial resources to create school climates that support teacher learning and development. The study found that nearly all principals employed key leadership strategies, including: (a) addressing context-specific priorities to improve school climate, (b) fostering shared values and adaptability, and (c) promoting a collaborative culture. Despite their common focus on enhancing learning-oriented climates for teachers, the specific practices prioritized by principals differed by school type rather than financial resources. Public school principals predominantly used managerial leadership strategies to navigate financial and structural constraints, emphasizing the importance of establishing structures and allocating time for collaboration. Independent school leaders took advantage of their flexibility to design collaborative opportunities aligned with their unique missions.

In contrast, Catholic school principals frequently utilized visionary leadership to develop a climate that supports adult growth, aligned with the Catholic mission of their schools. Richard L.Morrill (2010) Investigating and integrating strategic leadership in colleges and universities is essential for navigating the complexities of modern higher education. Strategic leadership focuses on long-term planning, adaptability, and innovation, enabling institutions to respond effectively to changing academic, financial, and technological landscapes. University leaders must align organizational goals with evolving market demands, such as the need for interdisciplinary programs, digital learning, and global partnerships.

By fostering a culture of collaboration, shared governance, and continuous learning, strategic leadership ensures that faculty, staff, and students are engaged in the institution's mission. This approach also promotes resource optimization, sustainability, and resilience, helping colleges and universities maintain relevance and competitiveness. Strategic leadership can further drive diversity and inclusion efforts, enhance research outputs, and improve student outcomes, ensuring the institution's growth and impact in the future.

Jane E. Stentz et al. (2016) researched traditionally relied on a quantitative approach, which remains the most widely used method among leadership scholars. However, researchers across various fields are increasingly adopting mixed methods designs to enhance theoretical development. Mixed methods involve the collection, analysis, and integration of both quantitative and qualitative data within a single study or series of studies, allowing for a more comprehensive exploration of research questions. This article reviews the key features of mixed methods designs and discusses a range of leadership approaches that have utilized or could benefit from this methodology.

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A review of articles published in Leadership quaterly from 1990 to June 2012 showed limited use of mixed methods in leadership research, with only 15 studies fitting this approach. The article aims to underscore the value of strategically applying mixed methods designs to advance leadership theory and deepen understanding of leadership phenomena.

Zahra Hassan and Abu Daud Silong (2008) analysed traditionally, community affairs and administration have been dominated by men, as reflected in the gender imbalance among leaders and office holders in local councils and associations. Women have historically been less involved in local politics and public processes, due to institutional, socio-economic, and cultural barriers. However, this is changing, as there is growing recognition of the important role women play in community affairs, particularly in contributing to security, development, and progress. This article highlights the experiences of three female leaders as they work to unite and guide their communities. Through qualitative research methods, including in-depth interviews, observations, and document analysis, the study explores these women's leadership styles, motivations for leadership, the challenges they face, and the strategies they use to foster community development.

Dominique Rene Parrish (2013) investigating the significance of emotional intelligence for effective academic leadership in higher education. Semi-structured interviews were conducted both before and after a leadership development intervention to gather participants' insights, experiences, and use of emotional intelligence in their leadership roles. The study concluded that emotional intelligence is considered highly relevant and crucial for academic leadership. Key emotional intelligence traits, such as empathy, the ability to inspire and guide others, and responsible self-management, were found to be most applicable for leadership in this context. The participants' perspectives on the importance

of these traits in academic leadership are discussed, along with examples of how they can manifest within a higher education environment.

David A.Nadler and Michael L.Tushman (1990) Explored beyond the charismatic leader, effective leadership in organizational change requires a more holistic and sustainable approach. Charismatic leaders can inspire and mobilize people in the short term, but long-term success depends on empowering others, fostering collaboration, and building a culture of adaptability. Leadership during change must emphasize shared vision, clear communication, and emotional intelligence to manage uncertainty and resistance. Rather than relying on individual charisma, leaders should focus on developing a strong team and nurturing the organization's collective capacity for innovation. This includes promoting accountability, encouraging continuous learning, and creating structures that support ongoing transformation. By moving beyond charisma, leaders can ensure that organizational change is resilient, inclusive, and capable of lasting impact.

Karin Klenke (2016) studied Qualitative data analysis in leadership research provides deep insights into the subtleties of leadership styles, relationships, and organizational contexts. By systematically coding, identifying themes, and interpreting the data, researchers can reveal how leadership functions in real-world scenarios, providing valuable contributions to both theory and practice. If conducting a study on leadership in a high-pressure work environment, qualitative analysis might reveal themes such as Leaders showing empathy and emotional regulation under stress. Leaders mediating disputes effectively and promoting team cohesion. Leaders demonstrating flexibility and resilience in crisis situations. These insights could be interpreted to suggest that successful leadership in high-

pressure environments relies more on emotional and interpersonal skills than on technical expertise.

Beverly Alimo-Metcalfe and John Alban-Metcalfe (2005) reviewing leadership literature that led to the 'New Paradigm', this article examines research that has contributed to the development of what could be seen as a 'New Paradigm' model. This research involved a diverse sample of over 3,500 managers and professionals from various levels—chief executives, top, senior, and middle managers—working in the UK's National Health Service and local government, including gender and ethnic minority representation. The resulting model, which supported the creation of a 360-degree feedback tool called the Transformational Leadership Questionnaire, has proven robust enough to apply to both private and public sectors. What distinguishes this model is its focus on a 'nearby' approach to leadership, rather than a 'distant' or 'heroic' style, and it was developed using Grounded Theory methodology. It offers a broader understanding of leadership, extending beyond transformational models, and emphasizes individual development within an organizational context, incorporating Greenleaf's concept of 'servant leadership'.

P.S.Aithal (2016) explored effective leadership, characterized by the establishment of core values and a participative decision-making process, is crucial for not only achieving an institution's vision, mission, and goals but also for shaping its organizational culture. The coordination of academic and administrative planning and execution, through both formal and informal structures, reflects the institution's commitment to realizing its vision. This research examines the vision, mission, and objectives set for a higher education institution, using Srinivas Institute of Management Studies as a case study to illustrate how these elements should be addressed through the institution's unique attributes. It identifies the

roles of top management, principals, and faculty in designing and implementing quality policies and plans related to both teaching and services.

This research study also explores the leadership's involvement in ensuring that policy statements and action plans align with the stated mission, formulating operational plans, and integrating these plans into the institutional strategic framework. It covers interaction with stakeholders, providing proper support for policy and planning through needs analysis, research, and stakeholder consultations, reinforcing a culture of excellence, and leading organizational change. Additionally, it discusses the various procedures the institution employs to monitor and evaluate its policies and plans to ensure effective implementation and continuous improvement.

The study elaborates on how the top management provides academic leadership to the faculty, the institution's strategy for developing leadership at different levels, and how the college delegates authority and grants operational autonomy to its departments or units. It also details the college's approach to fostering a culture of participative management and decentralized governance.

Rahul Lahati and Soham Sahoo (2020) examined that Formal education is often considered an indicator of leadership quality. Recently, some Indian states have disqualified candidates with lower education levels from running in local elections. However, there is no definitive evidence connecting education levels directly with leadership effectiveness. In this context, we explore whether having educated political leaders in state legislatures in India leads to improved educational outcomes. By analyzing comprehensive data on learning levels, enrollment rates, school funding, and infrastructure, we find that the impact

of educated leaders on education outcomes varies based on the state's initial level of development. Educated leaders positively influence education outcomes only in states where the initial development level is high.

In contrast, there is no significant effect in less-developed states or in the overall dataset. Our analysis uses an instrumental variable approach that takes advantage of quasi-experimental conditions from close elections between educated and less-educated candidates. The results remain consistent across various robustness checks. These findings are relevant for recent policy changes in two states that mandate minimum education requirements for candidates and for similar proposed changes in other states.

Sailesh Sharma, Hechuan Sun and Sathimoorthy Kannan (2012) studied the leadership of a school principal can be more accurately assessed by teachers, as they are the ones directly following the principal's leadership. This study investigates how teachers rate the leadership qualities of principals from exemplary schools in China, Malaysia, and India. The study involved 100 teachers from each of these countries. To collect data, a questionnaire titled "Attributes of My Principal" was used, which includes eight dimensions and forty items. The data were analyzed using SPSS version 17 to calculate the mean and standard deviation for rating the principals. Additionally, T-tests and one-way ANOVA were conducted to determine if there were any significant differences in the ratings of principals based on factors such as gender, tenure, and nationality. No significant differences were found in the inferential analyses.

Overall, principals were rated highly across all eight dimensions of leadership qualities. The study concludes that principals of high-performing schools possess outstanding leadership qualities.

Meenakshi Agarwal-Gupta and Neharika Vohra (2010) investigated the multiple stakeholder perspective has gained popularity as a reliable approach to measuring organizational effectiveness. This paper applies this perspective to develop a model for assessing the effectiveness of a not-for-profit educational institution. Key stakeholders in the school are identified as the principal, teachers, and students. These groups play crucial roles in shaping the school's performance, both directly and indirectly, by impacting other stakeholders. By focusing on these critical stakeholders, the model aims to provide a comprehensive evaluation of the organization's effectiveness.

Ritika Mahajan (2020) examine the views of academicians in leadership roles at Indian business schools regarding the sustainability of management education institutions in India. The study involved semi-structured interviews with 20 participants, including directors, deans, and vice-chancellors from both private and public management programs across India. These interviews were recorded and transcribed verbatim for detailed analysis. All participants emphasized the importance of creating sustainable management education institutions.

Key factors influencing sustainability identified through the interviews include a focus on local contexts and interdisciplinary approaches, visionary leadership and institutional culture, tailored curriculum and pedagogy, ongoing industry-academia collaboration, and faculty development, retention, and training. Based on these factors, the paper proposes a

directional approach informed by the blue ocean strategy. There is significant potential to explore the challenges and strategies for developing sustainable management education institutions, particularly in the Indian context, where literature is sparse. This paper represents one of the few efforts to investigate the perspectives and experiences of leaders in Indian business schools concerning institutional sustainability.

Peter MC Caffery (2018) identified Effective leadership in management and higher education institutions is crucial for fostering a productive and dynamic environment. Leaders in these sectors must possess a clear vision and the ability to inspire and motivate their teams towards achieving institutional goals. They should prioritize strategic planning and be adept at making informed decisions that align with both short-term objectives and long-term aspirations. Building a collaborative culture is essential, encouraging open communication and teamwork among faculty, staff, and students. Effective leaders also focus on professional development, providing opportunities for growth and innovation. By embracing adaptability and resilience, they can navigate challenges and drive institutional progress. Additionally, strong leadership involves actively engaging with stakeholders and responding to their needs, ensuring that the institution remains relevant and responsive. Ultimately, effective leaders cultivate an environment that supports excellence in education, research, and community engagement.

Mubashir Majid Baba et al. (2019) explored that academic leaders play a crucial role in higher education institutions, and fostering their development requires attention to their emotional intelligence to promote transformational leadership and effective decision-making. Academic leaders face various challenges due to their multiple roles, attitudes, behaviors, and job-related emotions. Over time, their roles have evolved significantly. This

study focuses on the transformational leadership style among academic leaders, which is increasingly prominent in higher education. The research aims to assess the levels of emotional intelligence and transformational leadership among these leaders, investigate the relationship between emotional intelligence and transformational leadership, and explore how demographic factors influence faculty members' perceptions of these attributes. The study is both exploratory and descriptive, with data collected from full-time faculty at selected universities in northern India, measuring their views on their leaders' emotional intelligence and transformational leadership. The findings indicate a significant positive correlation between leaders' emotional intelligence and their transformational leadership style as perceived by faculty. Additionally, demographic factors such as gender and age significantly affect these perceptions. The results not only offer theoretical insights for future research but also provide practical implications for developing strategies to enhance the performance of academic leaders in higher education institutions.

Douglas.B Reeves (2008) Assessing leadership in institutions involves evaluating how effectively leaders guide and influence their teams towards achieving organizational goals. Key metrics include the leader's ability to communicate a clear vision, inspire and motivate staff, and make strategic decisions. It's essential to examine their skills in managing change, fostering collaboration, and resolving conflicts. Performance evaluations should also consider the leader's impact on organizational culture and employee satisfaction. Collecting feedback from various stakeholders, such as employees, peers, and students, provides a comprehensive view of the leader's effectiveness. Additionally, assessing how leaders support professional development and promote innovation is crucial. Regular reviews and metrics analysis help in understanding the strengths and areas for improvement

in leadership practices. Effective leadership assessment ultimately contributes to enhanced organizational performance and a positive work environment.

John A.Ross and Peter Gray (2007) Researched on transformational leadership has largely overlooked the role of teacher expectations that mediate between goals and actions. One crucial expectation is teacher efficacy, which involves teachers' belief in their ability to foster student learning. This study explored how teacher efficacy mediates the relationship between transformational leadership and teacher commitment by comparing two models based on Bandura's social-cognitive theory. Model a proposed that transformational leadership influences teacher commitment to organizational values solely through its effect on collective teacher efficacy.

In contrast, Model B suggested that transformational leadership impacts teacher commitment both directly and indirectly through teacher efficacy. Data from 3,074 teachers across 218 elementary schools, analyzed using a cross-validation design, provided stronger support for Model B. The findings indicated that transformational leadership positively affected collective teacher efficacy, teacher efficacy alone was a predictor of commitment to community partnerships, and transformational leadership influenced teacher commitment to the school mission and professional learning communities both directly and indirectly.

Russ Marion and Lesli D.gonzales (2013) explored leadership in education involves guiding and inspiring educators and students to achieve institutional goals while fostering a positive learning environment. Effective educational leaders utilize organizational theories to enhance their practice, drawing from models that emphasize structure, culture,

and change management. These theories help leaders understand the dynamics within educational institutions and implement strategies that improve performance and outcomes. For practitioners, applying organizational theory means adopting frameworks that address issues such as leadership styles, communication patterns, and decision-making processes. By integrating theoretical insights with practical approaches, educational leaders can effectively manage teams, drive innovation, and support professional development. Understanding and applying organizational theory allows leaders to navigate complex challenges and create supportive, efficient, and forward-thinking educational environments.

2.6 Theory of Reasoned Action

The Theory of Reasoned Action (TRA), introduced by Martin Fishbein and Icek Ajzen in 1975, serves as a framework to understand how individual attitudes and social norms shape human behavior. This theory has significant relevance when applied to leadership within educational institutional management, providing insights into how leaders' attitudes, beliefs, and the social norms of an institution impact their leadership behaviors and, ultimately, the performance and success of the institution. One of the key components of TRA is the Attitude toward Behavior, which refers to a leader's personal evaluation of the responsibilities and tasks associated with managing an educational institution.

Karen Glanz et al.(2015) examining the operationalization of the Theory of Reasoned Action (TRA) is deeply anchored in the long-standing tradition of attitude measurement. This framework posits that attitudes are shaped by expectations or beliefs about the characteristics of an object or action, alongside the evaluation of those attributes.

Leaders who view effective management positively, believing that it leads to better academic performance, improved teacher morale, and enhanced student outcomes, are

more inclined to engage in proactive leadership. These positive attitudes are influenced by the leader's personal values, professional experiences, and their perceptions of what constitutes effective educational leadership. For instance, a principal with a strong belief in collaborative learning environments will likely emphasize strategies that promote teacher teamwork and student engagement, shaping the overall management style they adopt.

Another vital component of TRA is Subjective Norms, which refers to the social pressures or expectations that leaders perceive from various stakeholders, such as teachers, students, parents, government authorities, and peers. In educational institutions, these norms play a critical role in shaping leadership behavior. For example, if a principal perceives that there is an expectation from the community for transparency and fairness in their leadership, they are more likely to adopt such behaviors to align with these perceived norms. In this sense, the principal's behavior is not only guided by personal convictions but also by the external expectations placed upon them. These subjective norms ensure that leaders remain sensitive to the needs and expectations of the broader community, which helps maintain trust and cooperation within the educational ecosystem.

Behavioral Intention is another critical element of the TRA model, representing the combined influence of attitudes and subjective norms on a leader's intention to behave in a certain way. In the context of educational management, if a leader has a strong belief in the value of quality education (positive attitude) and perceives social pressure to maintain high educational standards (subjective norm), their intention to take action in this direction becomes stronger. For example, a school principal who values innovative teaching methods and feels the pressure from educational bodies to improve student outcomes is more likely

to implement new teaching strategies or allocate resources to faculty development programs. This intention serves as the driving force behind the actions leaders take to improve the overall functioning of the institution.

TRA further posits that these behavioral intentions translate into Actual Behavior. In the realm of educational leadership, a leader's intention to enhance student success or improve school infrastructure will manifest in concrete actions. This might include adopting new policies, redistributing resources to address critical needs, or organizing teacher training sessions to build capacity within the school. TRA emphasizes that the leader's attitudes, combined with the expectations they perceive from their environment, guide their behavior in practical and tangible ways. As a result, the leadership practices that emerge reflect both the leader's personal philosophy and the broader institutional expectations.

The Impact on Institutional Culture and Performance is another critical aspect of applying TRA to educational leadership. Lee H uey Yiing and Kamarul Zaman Bin Ahmad(2009) examined the impact of moderating influence of organizational culture on the interplay between leadership behavior and organizational commitment, as well as the relationship between organizational commitment and both job satisfaction and performance. Leaders who possess positive attitudes toward innovation and modernization, coupled with societal support for progressive management practices, are more likely to introduce changes that align with the institution's goals. For instance, a principal who believes in the power of modern educational techniques, and who also perceives pressure from the community or government to innovate, may introduce technology-enhanced learning environments or foster a more collaborative culture within the school. In doing so, the leader helps to create an environment that is conducive to academic excellence and organizational growth.

The overall culture of the institution becomes shaped by the leader's proactive approach, blending personal leadership styles with the expectations of the external community. When applying TRA to the Indian educational context, it becomes evident that leadership is often influenced by both hierarchical traditions and modern educational demands. Indian educational institutions, which are steeped in historical and cultural norms, present a unique challenge for leaders attempting to navigate between traditional expectations and the need for progressive change. For instance, a school principal might face the challenge of balancing long-standing educational methods with the newer directives of national policies like the National Education Policy (NEP) 2020. TRA helps explain how the principal's attitudes toward these reforms, as well as the perceived pressures from the government, parents, and teachers, influence their decision-making and leadership practices. In this way, Indian educational leaders are not only guided by their internal beliefs about education but are also shaped by the complex web of societal expectations that come with their roles.

In conclusion, Gaston Godin and Gerjo Kok (1996) highlights the theory of reasoned action relates to health issues because of behaviours .Theory of Reasoned Action provides a valuable framework for understanding how the attitudes and perceived social pressures of educational leaders influence their intentions and subsequent behaviors in managing institutions. Leaders who believe in progressive education and feel supported by stakeholders are more likely to engage in actions that enhance institutional performance. This demonstrates that leadership behaviors are not solely a product of individual preferences but are deeply rooted in both personal beliefs and the external expectations of the community. By recognizing these factors, educational leaders can better navigate the

complexities of institutional management and foster environments that prioritize both academic excellence and holistic development.

2.7 Human Society Theory

The Human Society Theory provides a comprehensive framework to understand the intricate dynamics between social structures, norms, and institutions, offering valuable insights into leadership within educational management. When applied to the Indian context, it helps to examine how societal forces influence leadership behaviors, decision-making, and the overall functioning of educational institutions. Henry A.Giroux et al.(1992)This article advocates for educational reformers to broaden the aims and potential of schooling beyond the limited focus on market-driven interests, to regard multicultural education as essential to a democratic society, to reject the conflation of nationalism with monoculturalism, and to replace the prevailing discourse of choice and individual competition with a language centered on community, solidarity, and public responsibility. In India, educational leaders must navigate these social complexities, balancing traditional values with the demands of modern education. One of the primary components of Human Society Theory is the Social Structure and Hierarchy, which plays a significant role in shaping leadership within Indian educational institutions. Social hierarchies, including caste, class, and community affiliations, continue to exert influence on leadership roles. For instance, principals and administrators must often consider the expectations of various social groups while striving to meet academic objectives. A school leader in India must ensure that students from all backgrounds are provided with equal opportunities, despite the deeply ingrained social stratifications. Leaders are tasked with bridging these divides, ensuring that educational goals are met without alienating or neglecting any section of society.

Sonya Douglass et al.(2018) Examined the dynamics of education policy are increasingly shaped by political influences in an era marked by growing inequality. Closely tied to social structures are the Cultural Values and Norms that permeate Indian society and influence leadership in education. Indian leaders are typically seen as figures of authority, and they must navigate a landscape of societal expectations while implementing educational reforms. Cultural norms, such as respect for authority, a preference for collectivism, and the high value placed on education, shape how leaders are expected to behave. These leaders must often balance the need to maintain discipline and uphold traditional educational practices with the increasing pressure to adopt progressive educational policies. For example, while the adoption of modern teaching methods might be necessary to improve academic performance, leaders must ensure these changes are culturally acceptable to stakeholders like parents, faculty, and the broader community.

Turner Bryan.S (2008) exploration of social theory involves examining frameworks that explain how societies function, evolve, and are structured. It investigates the relationships between individuals, institutions, and broader social systems, focusing on power dynamics, cultural norms, and economic factors. Social theory seeks to understand the underlying forces shaping social behavior and societal change. Another critical aspect of Human Society Theory as applied to Indian educational leadership is the Role of Education in Social Mobility. In a society where access to quality education is viewed as a key to breaking the cycle of poverty, educational leaders play a pivotal role in promoting upward social mobility. These leaders are not merely administrators but social architects who work to empower disadvantaged groups by providing equitable education opportunities.

The ability of leaders to foster an environment that encourages students from marginalized backgrounds to excel can significantly impact the socio-economic trajectory of these students. In this sense, educational leadership becomes a tool for social transformation, helping bridge societal divides and creating pathways for greater social equity.

Collective Leadership and Collaboration are also essential elements in the Indian educational management landscape, where decision-making often involves multiple stakeholders, including government bodies, local communities, parents, and faculty members. Human Society Theory emphasizes the importance of collaboration and collective action, which is evident in the participatory decision-making processes seen in successful educational institutions. In India, educational leaders often collaborate with community leaders and parents to develop policies that resonate with the local culture while promoting academic excellence. This collective approach not only strengthens the institution but also ensures that decisions reflect the needs and aspirations of the broader community. From a societal influence perspective, Leadership as a Social Influence highlights how educational leaders must navigate the pressures exerted by both internal and external forces. Shilling Chris (2012) analysed the body in social theory refers to the way human bodies are understood, regulated, and experienced within societal contexts. It explores how social norms, power structures, and cultural practices influence perceptions of the body, including issues of identity, gender, health, and race. Social theory of the body examines how physical embodiment interacts with social life, shaping individual experiences and social roles.

In India, leaders must respond to societal demands, such as governmental regulations, parental expectations, and community needs, while also maintaining the smooth functioning of the institution. For example, the National Education Policy (NEP 2020)

emphasizes inclusive, skill-based education. Leaders are required to align their management practices with these societal and governmental demands while ensuring adherence to traditional educational values. This balancing act underscores the complex role of leadership in Indian education, where leaders must constantly adapt to evolving societal expectations.

The Social Responsibility and Ethical Leadership of educational leaders is another key component under Human Society Theory. Indian educational leaders are often viewed as moral guides, expected to foster environments that promote fairness, justice, and equality. Ethical leadership involves implementing policies that promote anti-discrimination and inclusivity, addressing larger societal issues such as gender inequality and caste-based discrimination. Leaders must demonstrate a commitment to ethical practices, ensuring that the institution serves as a model for social justice. For instance, a school leader who introduces gender-sensitive policies or promotes mental health awareness is responding not only to the immediate needs of the institution but also to broader societal demands for equity and fairness.

Moreover, Institutional Leadership and Social Change underscore the broader impact educational leaders can have on society. In India, these leaders are not only tasked with managing academic institutions but are also agents of social change, shaping the next generation of citizens. By promoting inclusive education and encouraging critical thinking, leaders play a crucial role in driving societal reforms, such as tackling gender disparities, reducing caste-based prejudices, and addressing the digital literacy gap. Educational leaders, therefore, are instrumental in shaping societal attitudes and fostering a more equitable and inclusive future.

Finally, the Interaction with Government and Policy in the Indian educational landscape is a critical factor that leaders must navigate. With significant government oversight and policy directives shaping the educational system, leaders must balance the expectations of governmental agencies with the needs of their students and staff. Human Society Theory explains how leadership must navigate the tension between institutional autonomy and governmental influence, especially regarding curriculum development, resource allocation, and adherence to national standards. In this way, educational leaders serve as intermediaries, ensuring that governmental policies are implemented effectively while safeguarding the interests of their institutions.

In conclusion, Human Society Theory, when applied to educational leadership in India, offers a lens through which to understand the deep connection between societal structures and educational management. Leaders must adeptly navigate complex social hierarchies, cultural norms, and community expectations while promoting social mobility and educational progress. By acting as ethical guides, social influencers, and agents of change, educational leaders play a vital role in aligning educational practices with the broader needs of Indian society, ensuring that institutions contribute to the nation's social and educational transformation.

2.8 Summary

This comprehensive examination of educational leadership and management in India reveals the critical competencies and responsibilities required for effective institutional leadership. Key leadership theories, such as transformational leadership Burns (1978) and Bass(1985) and distributed leadership Bolden (2011),Temperley (2005), are essential for driving innovation and improving educational outcomes. Transformational leadership is

pivotal in motivating stakeholders and enhancing teaching quality, while distributed leadership can improve decision-making and accountability in India's hierarchical education system. Situational leadership Hersey and Blanchard (1969) and cultural leadership (Hofstede) also play crucial roles, requiring leaders to adapt to diverse challenges and balance traditional values with modern practices. Change management theories, like Kotter's 8-Step Change Model, offer structured approaches for implementing reforms amidst financial constraints and government regulations. The Indian educational leadership framework operates within a multi-layered structure involving national policies, institutional vision-setting, curriculum development, quality assurance, and student welfare, supported by various leadership levels from principals to community members. Recent studies emphasize the evolving nature of educational leadership amidst global and technological changes. For instance, research by Rony et al. (2023) and Phakamach et al. (2023) highlights the importance of addressing generational differences and embracing digital leadership. Studies on counselling skills, such as those by Yavuz et al. (2017) and Ahmad et al. (2024), underline the significance of integrating counseling into principal leadership to support student achievement and career development. The Theory of Reasoned Action (TRA) and Human Society Theory provide frameworks for understanding how attitudes, social norms, and societal structures influence leadership practices. Together, these insights underscore the complex interplay of leadership theories, counseling skills, and institutional responsibilities in fostering a high-quality, inclusive education system in India.

CHAPTER III:

METHODOLOGY

3.1 Problem Statement

Leadership and management play a pivotal role in shaping the landscape of Indian educational institutions. The impact of leadership is particularly profound in the realm of education, significantly influencing the student community throughout India. The success rates of students hinge largely on the decision-making progress of institutional leaders when it comes to matters such as selecting academic programs, curriculum, and the overall knowledge pathways that serve the best interests of the student body.

Recent developments in India showcase a swift incorporation of the latest technologies, policies, and regulations to enhance the quality of life for the populace. Similarly, there is a pressing need for a more advanced focus on skill development among students, with practical knowledge-based approaches seamlessly integrated into curricula. However, the current educational landscape in India places a greater emphasis on knowledge-based learning, and as the importance of skill enhancement rises, students find themselves grappling with the increased demand on their time. This results in heightened stress levels, hindering effective and productive utilization of their time, ultimately leading to a decline in student efficiency and success rates. Therefore, institutional leadership must meticulously consider various factors concerning student development.

A study conducted by Tanuja Agarwala (2008) delves into the factors influencing the career choices of management students in India. These factors, though rooted in management education, can be extrapolated to other disciplines. Career guidance counsellors encounter challenges in assisting students with optimal career choices, given the inherent indecision among students. Analyzing a student's potential becomes crucial, especially when their capabilities, knowledge, and skills are not honed during their

schooling years. Institutional leaders bear the responsibility of instigating systemic changes beneficial to the current generation of students, fostering a more effective hybrid educational system. The mind-set of Indian students is characterized by a protean nature, often leaving them confused during their higher grades when crafting a clear roadmap for their future becomes imperative. Peter Akosah-Twumasi et al. (2018) shed light on how parental influence and diversity impact career planning for students. Moreover, Hugh Busher (2006) examined the nuances of educational leadership, highlighting how leadership decisions and the specific qualities and traits of leaders play a crucial role in formulating policies and systems that prioritize skill enhancement during a student's formative years. This research underscores the importance of cultivating independence in students, enabling them to self-analyze their potential skills, passions, and knowledge. By the time they reach high school, students should be adept at choosing careers that align with their long-term goals, avoiding a protean decision-making approach.

Fenwick English (2007) contributes to this discourse by delving into the art of educational leadership, emphasizing the delicate balance between performance and accountability. A nuanced understanding of these dynamics is essential for leaders aiming to create an educational environment that fosters both skill development and academic achievement.

In conclusion, the influence of leadership and management on Indian educational institutions is undeniable. The decisions made by institutional leaders have far-reaching consequences on the student community, shaping their academic journeys and future career paths. Recognizing the need for a more dynamic and skill-oriented approach to education, leaders must navigate the complexities of the current system to empower students with the tools they need for success. This research study serves as a clarion call, urging institutional leaders to embrace change and foster an educational environment that equips students with the skills and knowledge necessary for a fulfilling and successful future.

3.2 Operationalization of theoretical construct

SQ Qu and J Dumay (2011) explored and crafted a methodology for conducting qualitative research tailored to the specific objectives of a study. In the present research, a qualitative approach has been chosen, involving the collection and analysis of non-numerical data. The focus is on grasping concepts, opinions, and experiences through interviews with individuals holding leadership positions in educational institutions. To bolster the arguments, questionnaires may also be administered to teachers and students, considering that the educational system fundamentally aims at fostering the development of the student community. D Hartas (2015) delved into the epistemological context of qualitative research and its application as a method of inquiry in the field of education. The qualitative research method in this context entails the gathering of primary data through surveys, such as personal interviews and questionnaires primarily. S.Clesiz (2011) scrutinized the coherence of research design, advocating for case studies as an effective approach. Case studies, presented in a narrative and descriptive format, offer a pathway toward sustainable education in India. The principal recipients of the qualitative research findings are targeted to be school and college principals. Grounded theory, as a method, aspires to develop a theory through inductive reasoning, systematically analyzing qualitative data. Meanwhile, phenomenology aims to comprehend the practical challenges within the current educational system by elucidating the lived experiences of participants and examining the current implementations in the educational landscape.

3.3 Research purpose and question

The main ideology in creating new knowledge on Indian educational institutions with the use of existing knowledge about the current system refined and recreating a new version

that generates new concepts, methodologies and understandings. Synthesizing and analyzing the previous researches and delivering a new and better creation of an integrated and sustainability in education system is achieved. Experiencing the professional life as a career counsellor and soft skill trainer in the recent past has motivated me to work towards the development of the Indian students and responsibility of a leader in Indian educational system is explored in depth, hence the thought of this research study has gained importance in India. Changes are inevitable and decision making at that point of time is the most effective one that would make a greater impact on the change itself, and on the future. Mel Ainscow and Abha Sandill (2010) puts forth his arguments that leadership practice becomes a crucial element and gearing up education systems towards inclusive values and bringing about sustainable change. DV Banker and KT Bhal (2020) highlights Indian universities have not been recognized for the world class status, Indian higher education has made it through global rankings as they face difficulties as they could not meet the unique challenges. Leadership involves creating and coherent vision and inspiring others to work with a specific vision enthusiastically. MD Mumford, SJ.Zaccaro and MS Conelly (2000) analysed about skill based model of leader's performance. Leadership in educational institutional management is having a difficult chapter due to the pandemic. Institutional leaders find it challenging in providing quality education through this digitalized world. MJ SA and S Serpa (2020) explored and detailed that Coved pandemic has given a chance to foster a sustainable education system. There has been a disruption in delivering the concepts due to time constraints and successful accomplishment in practical learning experience and assessments during pandemic. Hence leadership in all the levels of an institutional management find it difficult to bring out the best version of the student during their course of their education.

Research question

1. **How does educational institutional leaders influence the growth of students in India?**

2. **How do the role of stakeholders collectively contribute to the efficiency of educational leadership within an institution?**

Pravat Kumar Jena (2020) Explored the how COVID-19 pandemic has profoundly impacted every sector globally, with the education systems of India and the world being particularly hard-hit. The widespread lockdowns imposed worldwide have severely disrupted students' lives, halting educational activities for approximately 320 million learners across India. This crisis has underscored the inevitability of change and has acted as a catalyst for educational institutions to embrace and adapt to technologies previously underutilized. The education sector has been compelled to adopt innovative approaches, leveraging digital solutions to mitigate the pandemic's adverse effects. This paper outlines key measures implemented by the Government of India to ensure the continuity of education, while examining both the positive and negative consequences of COVID-19 on the educational landscape. Additionally, it offers valuable recommendations for sustaining educational activities amid such crises. Ambika Selvaraj et al.(2021) Analysed the online education and distance learning have long been in practice, research on these specific dimensions has been relatively limited. This study is pioneering in its exploration of both the advantages and disadvantages of the new-normal of online education from home, as articulated by a collective representation of teachers and learners in India. It delves into participants' praise and concerns regarding online learning, especially in comparison to traditional classroom settings. Furthermore, the study offers insights into how technological tools can be optimized for greater efficacy. Additionally, it provides a

comprehensive framework for revising or crafting educational policies, laws, and initiatives aimed at ensuring equitable access to resources for all students.Edeh Michael Onyema et al.(2020) examined in detail about the effects of pandemic in education system globally.Sumitra Pokhrel and Roshan Chhetri (2021) The research underscores several deficiencies, including the inadequacy of online teaching infrastructure, limited teacher proficiency in digital education, information gaps, non-conducive home learning environments, and concerns regarding equity and academic excellence in higher education. This article critically assesses the impact of the COVID-19 pandemic on global teaching and learning processes. It summarizes the challenges and opportunities presented by online and continuing education during the pandemic and offers recommendations for future improvements. The current imperative is to innovate and implement alternative educational systems and assessment methodologies. The pandemic has opened a window of opportunity to advance digital learning. This article aims to provide an in-depth analysis of the effects of the COVID-19 pandemic on online education and proposes a strategic path forward.T.Muthuprasad et al.(2021) detail study on students perspectives on Online learning was deemed beneficial due to the flexibility and convenience it afforded learners. Students expressed a preference for well-organized content, supplemented by recorded lectures available on university websites. They also highlighted the importance of interactive sessions, incorporating quizzes and assignments at the conclusion of each class to enhance the learning experience. Nevertheless, many students found online classes more demanding than traditional in-person instruction, citing technological limitations, delayed feedback, and the instructor's difficulty in effectively utilizing Information and Communication Technologies. The current Indian education system, while expansive and diverse, grapples with significant challenges and opportunities. Rooted in a colonial legacy, it has evolved to accommodate modern aspirations, yet remains constrained by outdated

curricula and rote learning practices. Despite impressive strides in expanding access to education, particularly through initiatives like the Right to Education Act, disparities in quality persist, especially between urban and rural areas. The system's over emphasis on standardized testing stifles creativity and critical thinking, while inadequate teacher training hampers pedagogical innovation. Furthermore, the rapid integration of technology in education, accelerated by the COVID-19 pandemic, has exposed a stark digital divide. Higher education, although home to world-renowned institutions like the IITs and IIMs, faces issues of employability and research output. A paradigm shift towards holistic, inclusive, and skill-based education is imperative to align with global standards and to truly harness India's demographic dividend. Leadership holds the power to enact reforms within the current education system. The integration of curricula, ensuring equality in fee structures, and focusing on enhancing knowledge and skills through a unified education system across India would undoubtedly benefit all regions.

Ben Jongbloed et al.(2008) To delve into these concepts and empirically examine the tendencies outlined, this study proposes an extensive research agenda aimed at addressing the emerging challenges of governance, stakeholder management, and the interaction between higher education and society.Jenni Donohoo (2016) Investigated the educational beliefs that influence student learning outcomes. Molly F.Gordon and Karen Seashore Louis (2009) administered the current role of stakeholders in educational leadership is crucial for ensuring the overall efficiency and success of an institution. Educational stakeholders typically include administrators, teachers, students, parents, policymakers, and the community at large. Each plays a unique and interdependent role in shaping the leadership and outcomes of an institution.

Administrators, such as principals and school boards, provide strategic direction and ensure that policies align with the institution's goals. Teachers, as primary drivers of

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the learning process, bring leadership into the classroom by translating policies into action, fostering student engagement, and driving academic success. Their collaboration with administrators is vital for curriculum development and improving teaching standards.

Parents and guardians, as stakeholders, influence educational leadership by advocating for their children's needs, supporting school initiatives, and helping to establish a partnership between home and school environments. Students, too, are central stakeholders, as their feedback, performance, and engagement reflect the success of educational leadership decisions.Esteban M.Aucejo et al.(2020) studied the influence of COVID-19 on students' experiences and expectations.

Policymakers and government officials shape educational frameworks by setting standards, funding resources, and establishing accountability measures. Their role ensures the institution aligns with national educational goals and policies. Lastly, the community at large provides additional support by offering partnerships, resources, and opportunities for real-world learning.Changwon son et al.(2020) exploxed how students mental health was affected during and after the pandemic, therefore which lead to an unstable education system in India.

When all these stakeholders collaborate effectively, they enhance the institution's leadership by fostering transparency, accountability, and a shared vision for educational excellence. This collective effort helps institutions navigate challenges, adapt to changes, and ensure the holistic development of students. In the aftermath of the pandemic, both students and the functioning of educational institutions have become heavily reliant on technology, often leading to limited experiential and practical engagement with the concepts being taught. Therefore, the implementation of an integrated education system in India is strongly advocated, incorporating hybrid learning models and a holistic

approach. Such a system would cater to the diverse capabilities and skills of each student, ensuring more personalized and comprehensive educational outcomes.

3.4 Research design

The present study focuses on examining the impact of educational leadership on India's current educational system. It employs both qualitative and quantitative methodologies, targeting leaders from educational institutions in India. The research involves primary data collection through surveys, including interviews with institutional leaders, and questionnaires distributed to college staff and students. The qualitative approach encompasses primary data gathered via personal interviews, observations, and questionnaires. Case studies, which provide narrative and descriptive insights, support this method. The qualitative research will specifically engage school and college principals through personal interviews and questionnaires. Grounded theory will be used to develop theories inductively by systematically analyzing qualitative data, while phenomenology will describe participants' experiences and the practical challenges of the current educational system. The study is focused on schools and colleges in India, aiming to provide a comprehensive understanding of the Indian education system's current state and its shortcomings. It seeks to explore how institutional leaders can enhance student capabilities by advocating for a more integrated and cost-effective educational model. The goal is to address the disparities in the current system, which often leads to unequal educational opportunities due to variations in curriculum, educational levels, grading systems, and financial constraints. The research underscores the importance of high-quality education at all levels, from early childhood through higher education, and emphasizes the need for a clear educational pathway to ensure student success. By analyzing data collected

through surveys, interviews, and questionnaires, the study aims to offer a detailed analysis of the challenges within the education system and propose sustainable solutions.

3.5 Population and sample

This study aimed to assess the impact of educational leadership on the Indian educational system by analyzing feedback from a diverse sample of stakeholders, including students, teachers, and principals. The total sample size comprised 510 participants, strategically divided to capture a broad spectrum of perspectives within the educational landscape. Specifically, 250 responses were gathered from students, 250 from teachers, and 10 from principals representing various educational institutions across India. This balanced distribution ensures a comprehensive understanding of the dynamics at play from multiple viewpoints within the system. To collect data from students and teachers, a structured questionnaire was developed containing 15 carefully designed questions. These questions were formulated to elicit detailed insights into the respondents' experiences, perceptions, and opinions regarding the effectiveness of educational leadership and its influence on their educational environment. The questionnaire aimed to cover various aspects such as leadership effectiveness, communication practices, and the overall impact of leadership on educational outcomes and institutional efficiency. By focusing on a diverse set of questions, the research sought to uncover nuanced perspectives that could inform a deeper understanding of the current challenges and opportunities within the Indian education system.

In addition to the questionnaire, a schedule method was employed to gather responses from the principals. This approach involved a series of pre-arranged interviews with the principals, allowing for a more in-depth exploration of their views and experiences. The schedule method facilitated structured, face-to-face interactions, providing principals with

the opportunity to discuss their roles, challenges, and strategies for effective leadership in greater detail. Given the principals' critical role in shaping and implementing educational policies and practices, their insights were invaluable for understanding the broader implications of leadership on institutional performance and student success.

The combined data from students, teachers, and principals provided a rich, multi-faceted view of the educational leadership landscape. Students' responses offered a firsthand account of the impact of leadership on their learning experiences and academic achievements. Teachers' feedback highlighted the interplay between leadership practices and their own professional development and classroom effectiveness. Principals' perspectives added a strategic layer, shedding light on the challenges of leading educational institutions and the strategies they employ to foster a supportive and productive learning environment. By integrating these diverse viewpoints, the study aimed to paint a comprehensive picture of how educational leadership affects various aspects of the educational system. The responses were analyzed to identify common themes, patterns, and discrepancies among the different stakeholder groups. This analysis was crucial for developing actionable recommendations aimed at enhancing leadership practices and addressing the identified gaps and challenges. In conclusion, the study's methodological approach, which combined a substantial sample size with targeted data collection methods, ensured a robust and insightful examination of educational leadership in India. The use of questionnaires for students and teachers, coupled with the schedule method for principals, provided a well-rounded understanding of the current state of educational leadership and its impact on the educational system. The findings are expected to offer valuable insights for policymakers, educators, and leaders striving to improve educational outcomes and foster a more effective and inclusive educational environment in India.

3.6 Participant selection

In accordance with the research design, primary data was meticulously gathered from educational leaders through in-depth personal interviews, which provided critical insights into leadership dynamics. To substantiate and enrich the findings, questionnaires were distributed to college faculty and students across various educational institutions. The participant selection was strategically specific to India: principals, representing the leadership cohort, were selected from the age range of 45 to 65, ensuring experienced insights into institutional governance. Faculty members, spanning ages 25 to 65, contributed their perspectives on teaching practices and institutional climate. Students have one distinct age bracket: college students aged 17 to 25, to capture a broad spectrum of experiences from different educational stages. This targeted selection aimed to comprehensively address the nuances of the current educational system, providing a robust foundation for formulating well-informed recommendations. RK Sharma and MK Sharma (2006) analysed about problems of education in India in 2006 itself highlighted. Ananya Kaushik dash (2023) et.al describes about the privatization of the Indian education system, relating to the economy and India's Education model and new education policies. Chetan bulla (2016) et.al examined how cloud computing technology has changed the approach to education in India. Naik (2021) et.al detailed about how the education system was affected overall during the covid situations .Analysed and surveyed about the online education system and the traditional education system.

3.7 Instrumentation

In this research, the primary instrument used for data collection was a structured survey questionnaire. The questionnaire was designed to measure the perceptions and expectations of both teachers and students regarding changes in the education system.

The items in the questionnaire covered various dimensions, including satisfaction with the current system, areas requiring improvement, and suggestions for future development. Cronbach's alpha was employed to test the reliability of the questionnaire, and results indicated acceptable internal consistency, with values of 0.76 for teachers and 0.71 for students. These reliability scores suggest that the instrument was effective for capturing consistent responses across different respondents. Additionally, the study made use of strategic quadrant analysis and weighted averages to further explore the responses, allowing for the identification of key strengths, areas for improvement, and priorities. The use of these statistical tools highlights the methodological rigor of the study's instrumentation, ensuring that the data collected could be effectively analyzed for meaningful insights.

3.8 Data collection procedure

The data collection process involved distributing the survey questionnaires to both teachers and students within the targeted educational institutions. A total of 250 students and 250 teachers participated in the study, ensuring that both perspectives were equally represented. The responses were collected anonymously to encourage honest feedback and reduce bias. After collection, the responses were processed and categorized based on specific criteria such as gender, role (teacher or student), and other demographic factors. This categorization allowed for further comparative analysis between different groups. To ensure the validity of the data collection process, each survey was carefully checked for completion, and incomplete responses were discarded. Furthermore, statistical tests, including hypothesis testing and analysis of variance (ANOVA), were applied to the collected data to determine whether there were significant differences in expectations and perceptions based on gender and role (teachers versus students).

3.9 Data analysis

The data analysis for this study was comprehensive and involved several statistical

techniques to ensure robust results. Cronbach's alpha was calculated to assess the

reliability of the questionnaire, with results indicating acceptable internal consistency.

The core analysis involved using strategic quadrant analysis to categorize the feedback

into four key areas: strengths, areas to focus on, monitor, and maintain. This allowed the

researchers to prioritize actions based on the most critical factors identified in the data.

Additionally, weighted averages were calculated to compare the ratings given by both

teachers and students. The study also employed hypothesis testing, specifically ANOVA,

to test the null hypothesis that there were no significant differences between male and

female respondents' expectations. The results showed that there were no significant

differences, with p-values above the significance level (0.05). Furthermore, a t-test was

used to compare the overall ratings between teachers and students, which revealed that

their expectations regarding required changes in the education system were also not

significantly different.

3.10 Research design limitations

- The amalgamation of qualitative and quantitative data poses a formidable challenge, as these distinct data types necessitate disparate analytical methodologies. The confluence of these approaches may result in an oversimplification or the forfeiture of subtle nuances.
- The efficacy of the questionnaire is contingent upon the perspicuity of its inquiries and the respondents' interpretations. Misconstrues or ambiguities within the questions hold the potential to elicit biased or erroneous responses.

- The execution of research across five diverse states entails a substantial commitment of resources and time. The orchestration of logistics, coordination with heterogeneous populations, and the assurance of data quality present formidable tasks.

- The generalizability of the findings to populations beyond the specifically scrutinized states is not easily assured, owing to regional disparities in demographics, cultures, and other contextual factors.
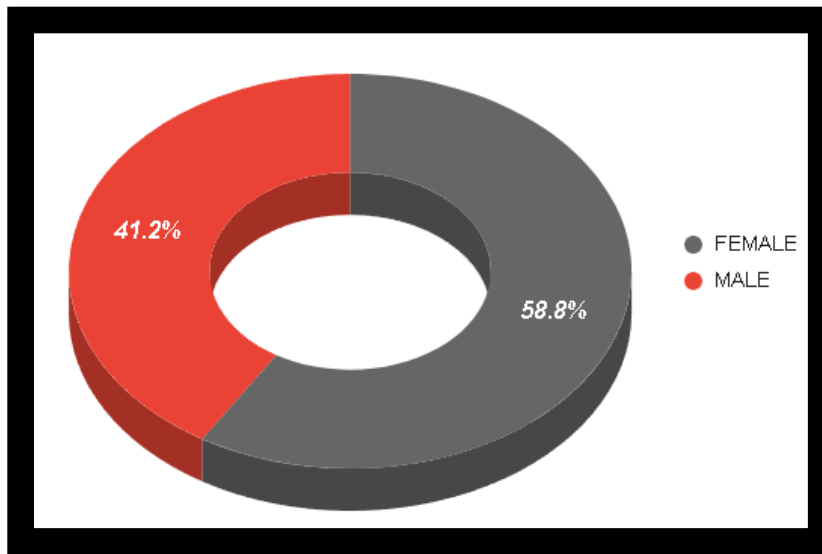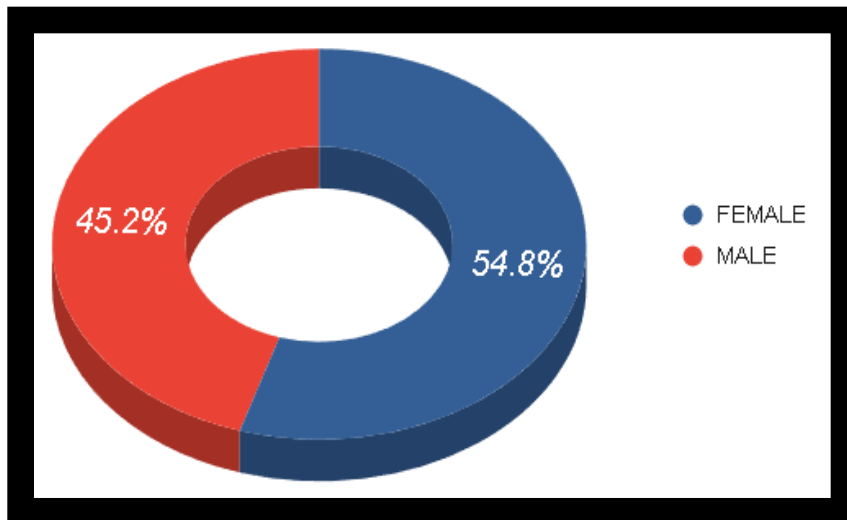
CHAPTER IV

RESULTS

4.1 Survey Analysis

4.1.1   Demographics

Fig.4.1 Gender Diversity of Teacher Respondents

**Fig.4.2 Gender Diversity of Students Respondents**

4.1.2 Student Survey

Fig.4.3 Purpose of Education
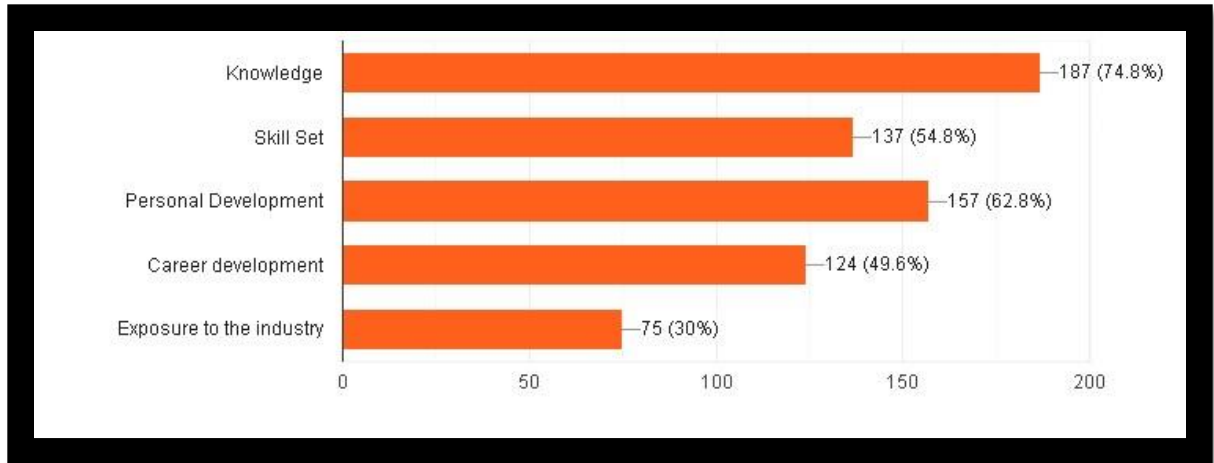
The majority of students, approximately 74%, view education as primarily serving the dual objectives of acquiring knowledge and fostering personal development. A notable 54% of students emphasize the importance of gaining relevant skills, while 49% regard career advancement as a key educational goal. However, only 30% of students consider industry exposure to be of primary importance, placing it as a lower priority in their educational pursuits. The current generation of students prioritizes developing a strong skill set and expanding knowledge in areas of personal interest. They seek education as a means of self-improvement, focusing on areas where they feel they need growth. Additionally, students today are driven by a clear vision of their career paths, aligning their educational goals with their passions. Exposure to industry remains important but is considered secondary to developing a deep understanding of their chosen field.

Fig.4.4 Education Is Essential for All
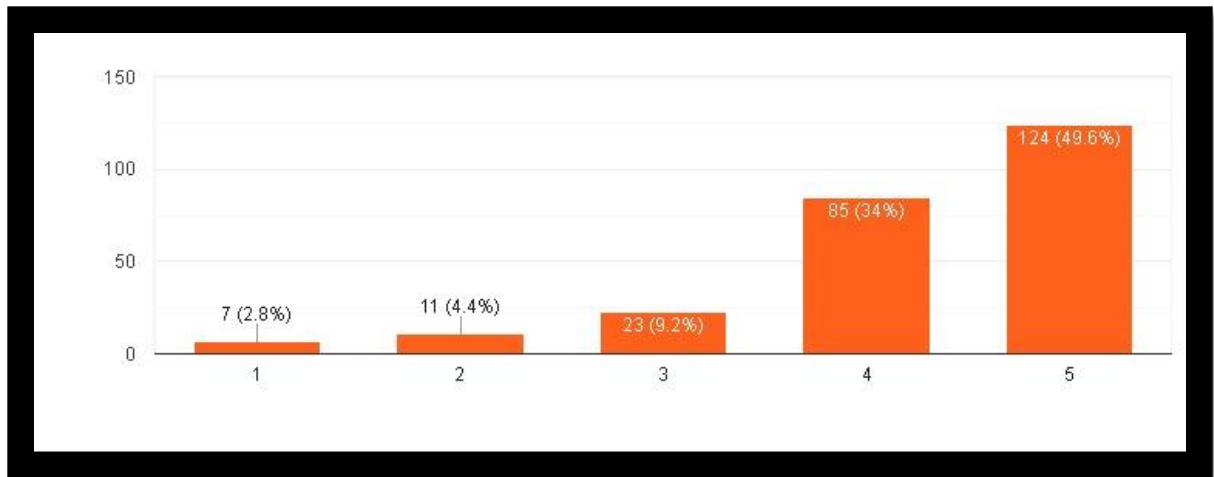
A large proportion of the respondents, nearly 50%, strongly believe in the critical importance of education, stating that it is essential for everyone. Education is seen as a lifelong process of gaining knowledge, and it is not limited by age. In my opinion, education is crucial because it enhances our understanding of life's purpose. It helps individuals comprehend the world around them, develop critical thinking, and lead more fulfilling lives. Education is not just about learning facts but about understanding and applying knowledge, which is necessary for personal growth and societal progress.

Fig.4.5 Criticisms of the Current Education System
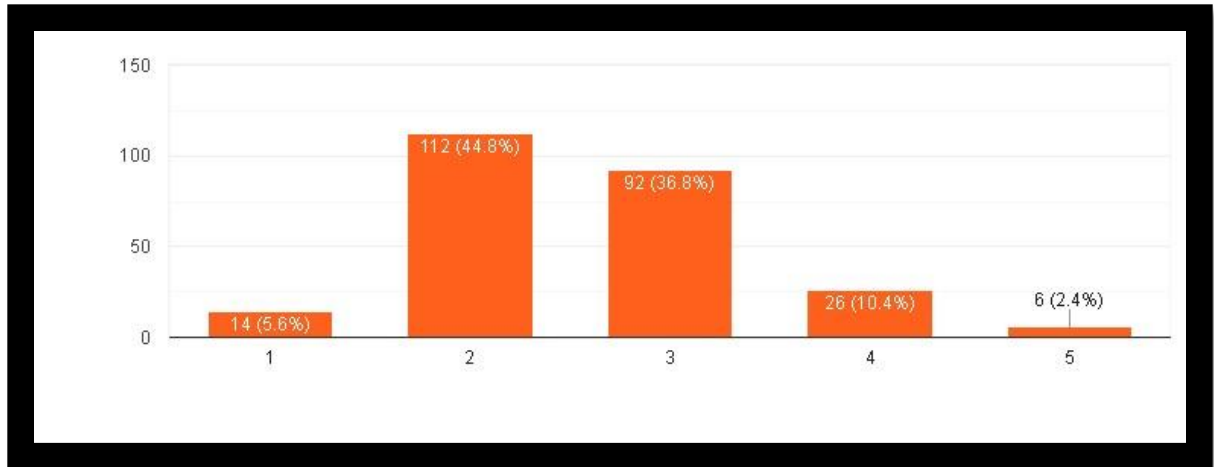
Many respondents expressed dissatisfaction with the current education system. Approximately 44.8% of students reported being unsatisfied, while a mere 2% claimed to be extremely satisfied with the system. The remaining respondents were indifferent or moderately content. From my perspective, the dissatisfaction largely stems from the rigid and outdated structure of the Indian education system. The lack of practical application and skill development are key reasons students are unhappy with their educational experiences. The survey's results align with the common criticism that the current system focuses too heavily on rote learning and theoretical knowledge, with little emphasis on real-world skills.

Fig.4.6 Skill and Personal Development through Graduation
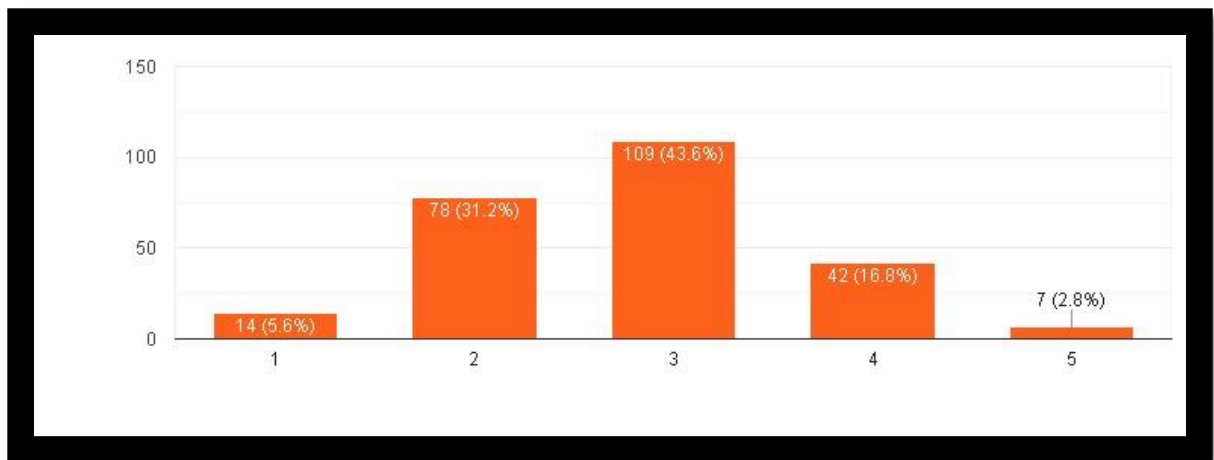
The survey results regarding the development of skills and personal growth through graduation present a divided view. Only 43.6% of students felt that graduation contributed significantly to their skill and personal development, while a small percentage (2.8%) rated it as excellent. However, 31.2% believed that skills and personal growth do not necessarily result from graduation, and 16.8% felt that graduation brought about a significant change in students' performance. In my view, simply graduating is not sufficient for personal or skill development. The Indian education system needs to integrate skill enhancement programs from the early stages of schooling. By doing so, students will have a more well-rounded development, which will ultimately enhance their decision-making skills by the time they graduate.

Fig.4.7 The Effectiveness of Education in School versus College
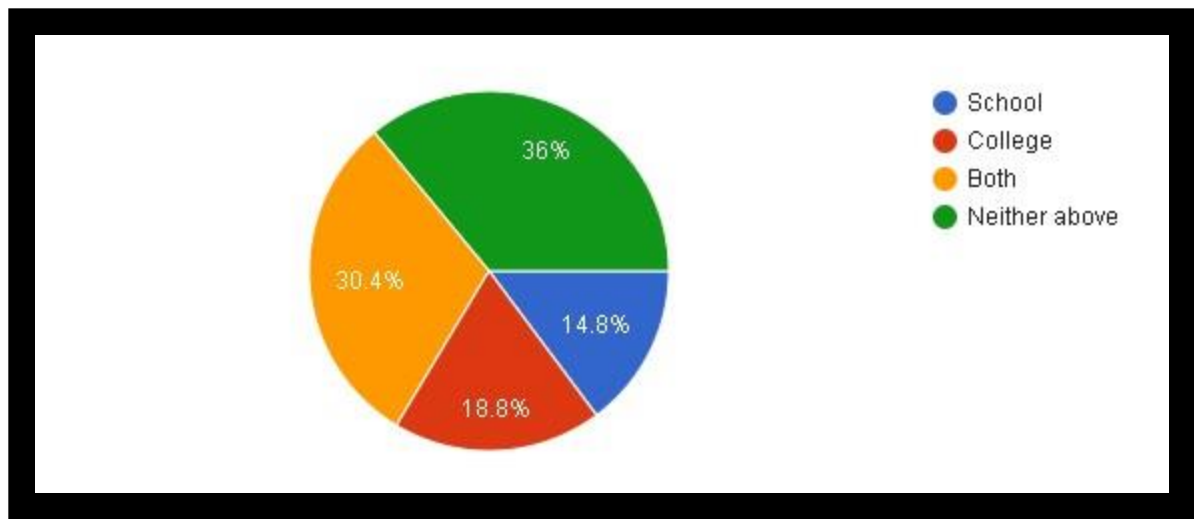
When asked whether education in school or college was more effective, students were split. About 36% of students felt that neither school nor college education was particularly fruitful. On the other hand, 30.4% believed that both school and college education were effective, while 18.8% said only college education was valuable, and 14.8% supported school education alone. I believe both school and college play crucial roles in a student's educational journey. School education lays the foundation, while college education builds upon that base, helping students specialize and refine their skills. A sustainable and holistic approach to education across both levels is essential for steady progress toward a student's academic and professional goals.

Fig.4.8 Application of Education to Real-Life Situations
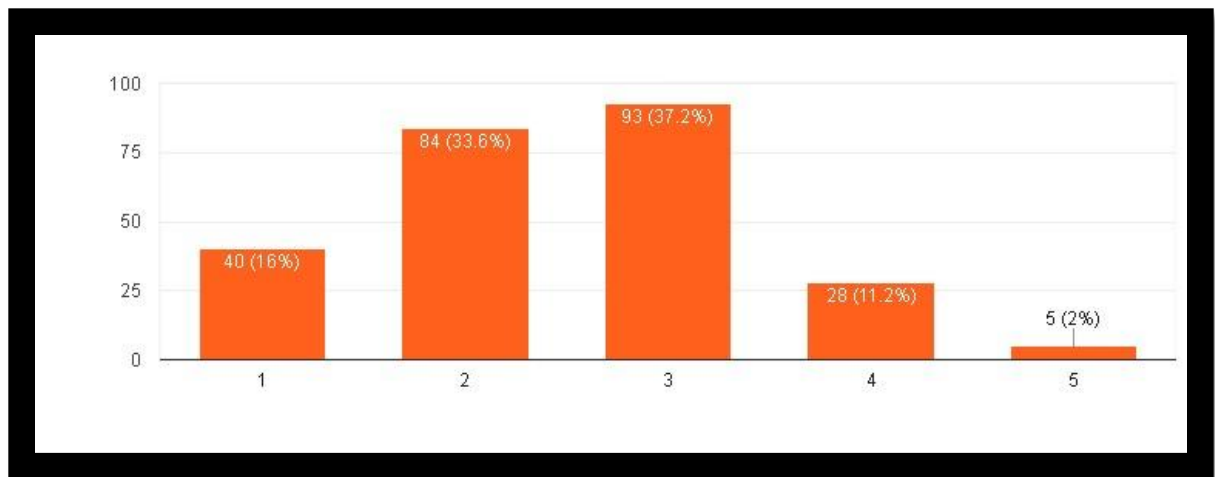
One of the most telling results from the survey was the extent to which students applied what they had learned in real-life situations. An alarming 16% of students reported that they had never applied their school or college education in real-world scenarios. Only 2% of students said they applied what they had learned in practical situations, while 33.6% were neutral, and 37.2% stated they occasionally applied their knowledge. This statistic highlights a major flaw in the education system: the gap between theoretical learning and practical application. Education should not be confined to acquiring knowledge from textbooks but should be about understanding how to use that knowledge in real-world contexts. The true value of education is realized when students are able to apply their learning to solve real-life problems, which, unfortunately, many are unable to do effectively. When education is applied practically, it validates the time and effort invested and ensures that learning is meaningful.

Fig.4.9 The Pressure on Students Due to Extracurricular Activities
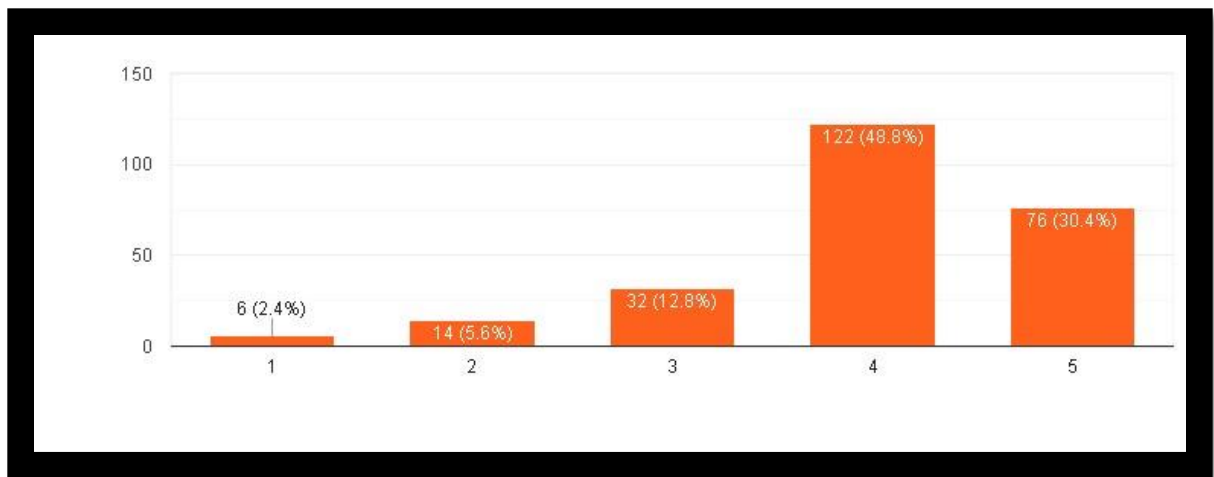
Another critical concern raised by the survey was the overwhelming pressure students feel from extracurricular activities. A staggering 71% of students reported feeling stressed due to additional activities such as skill enhancement workshops, placement training, internships, and sports, all of which are piled onto the regular academic workload. This added pressure comes from the extended hours required to balance these activities with regular classes. From my perspective, students need more time for personal commitments and relaxation, which is currently lacking in the Indian education system. A more sustainable hybrid educational model could offer a solution. Such a system would allow students to balance their academic learning, extracurricular activities, and personal life, fostering a more harmonious and less stressful educational experience.

Fig.4.10 Different Learning Methods
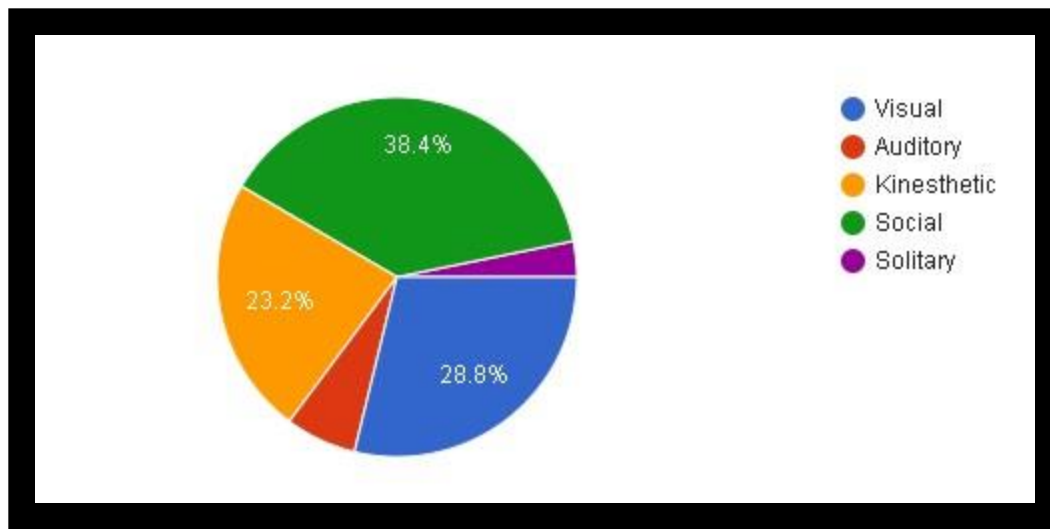
The survey also explored various learning methods, acknowledging that students have unique preferences. The results indicated that 38.4% of students preferred social learning, where they could interact and share knowledge with peers. The second most popular method was kinesthetic learning, chosen by 23.2% of students, followed by visual learning at 28.8%. Each student has their own learning style, and social learning has remained popular because it fosters collaboration and the exchange of ideas. It reflects a traditional classroom environment, which has long been the standard. However, many students now prefer more interactive and engaging learning experiences, like kinesthetic methods, where they can actively participate in activities rather than passively absorb information. Education systems should adapt to these diverse learning preferences, offering a range of teaching methods that cater to individual student needs.

Fig.4.11 Clarifying Doubts in Class
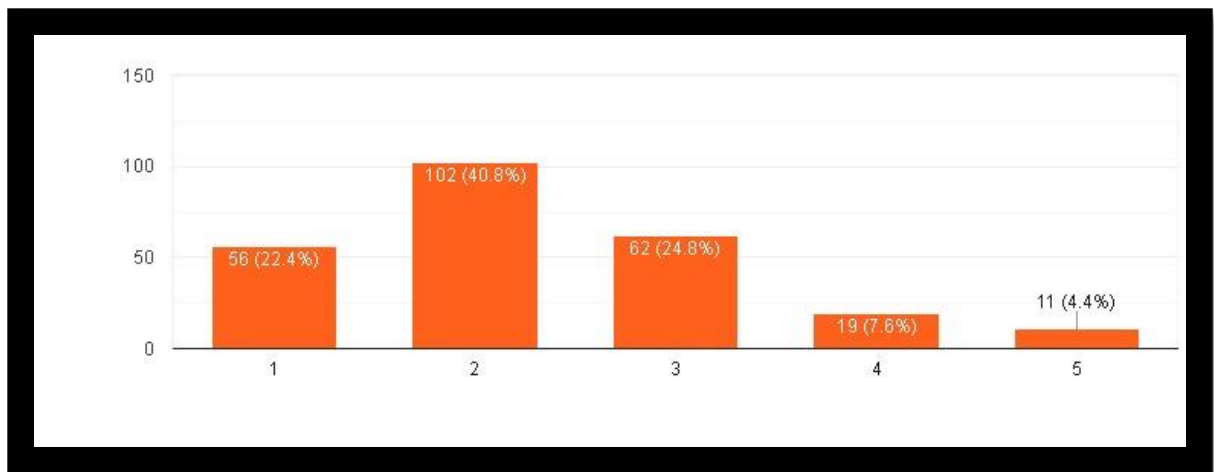
Another area of concern highlighted by the survey was students' hesitation to ask questions in class. About 40.8% of students admitted to not seeking clarification from teachers during lessons, while 22.4% said they did not listen carefully enough to ask questions. Only a small percentage actively engaged in classroom discussions and sought clarification. This highlights a lack of engagement and awareness among students regarding the importance of active participation in their education. In my view, students who are genuinely aware of the significance of education and understand that their time in school and college is meant for personal development are more likely to seek clarification when needed. This active engagement is essential for a deeper understanding of the subjects being taught.

Fig.4.12 The Need for Changes in the Current Education System
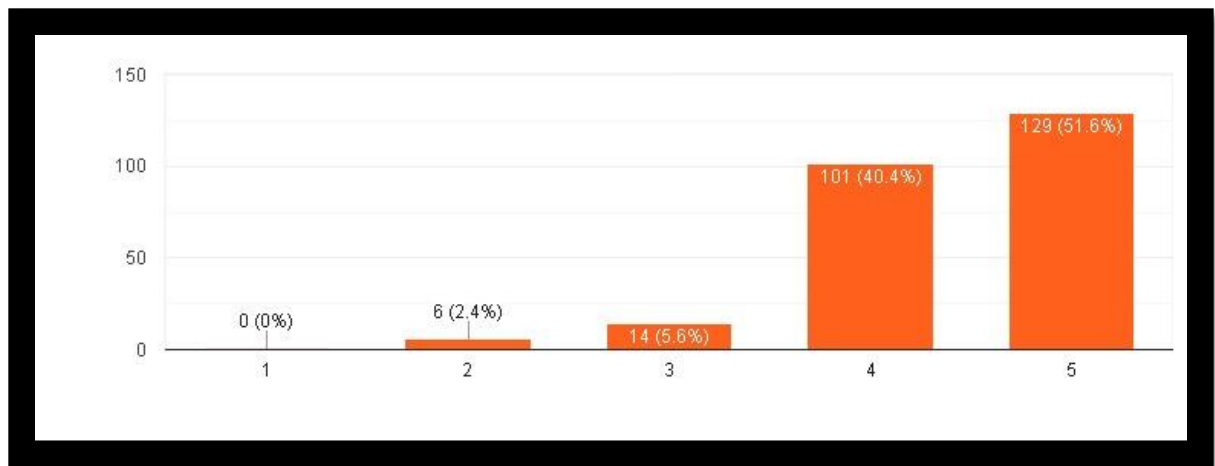
A significant number of students, 51.6%, called for changes to the current education system, while only 2.4% expressed satisfaction with the existing structure. The dissatisfaction stems from the high levels of stress students experience due to excessive workloads and deadlines. The COVID-19 pandemic has further complicated the situation, as online learning and the integration of technology have become commonplace, altering traditional learning methods. In my opinion, the Indian education system needs to adopt a more flexible, hybrid approach that allows students to balance their academic responsibilities with personal commitments and extracurricular activities. Such a system would enable students to achieve their educational goals without becoming overwhelmed.

Fig.4.13 Communication between Principals and Students
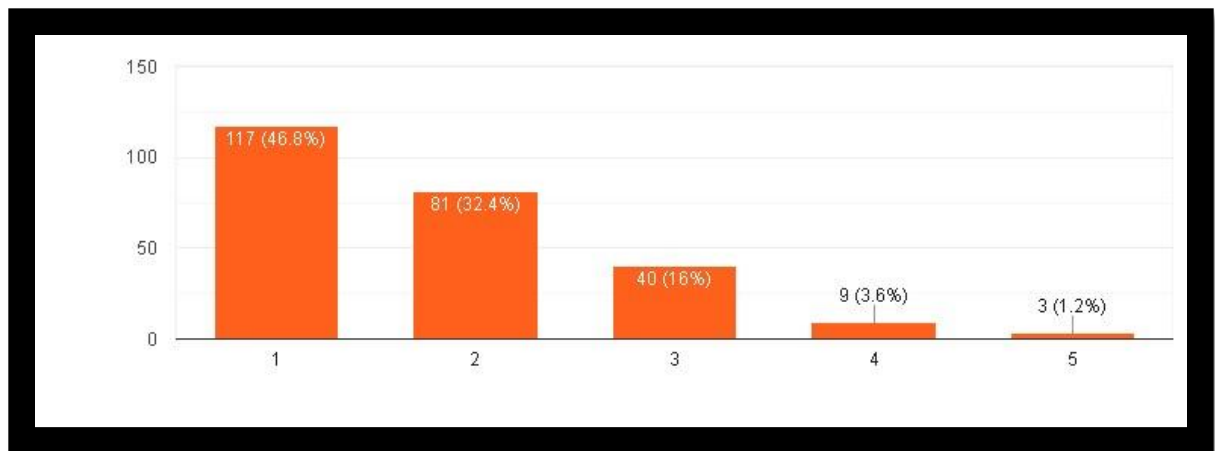
The survey revealed a lack of communication between principals and students. A considerable 46.8% of students reported that their principals rarely interacted with them, while 32.4% said the principal only communicated when necessary. A mere 4.8% of students felt that their principal frequently engaged with them. This lack of communication is concerning, as principals hold leadership positions and should be actively involved in addressing students' concerns. In my view, principals must take a more hands-on approach to leadership, working closely with students to ensure their needs are met throughout their educational journey. Effective communication between students and school leadership is essential for creating a supportive educational environment.

Fig.4.14 Influence of Others on Students' Field of Study
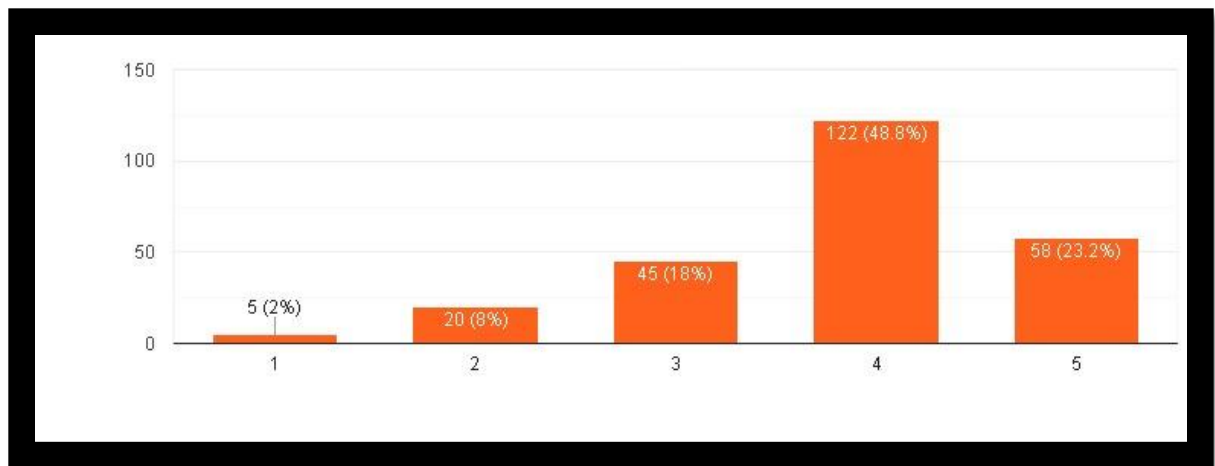
The survey also highlighted the external influences on students' decisions regarding their field of study. Nearly 48.8% of students admitted that their choice of study was influenced by others, with 23.2% stating that they had no control over the decision. Only 10% of students were able to choose their field of study based on personal interest and passion. From my perspective, today's students are more capable of making informed decisions about their futures, and educational institutions should support their right to pursue their passions. Parents and educators must respect students' preferences and provide them with the freedom to make choices that align with their interests. When students choose their field of study independently, they are more likely to excel and remain committed to their careers in the long term.

Fig.4.15 Factors Influencing Students' Educational Decisions
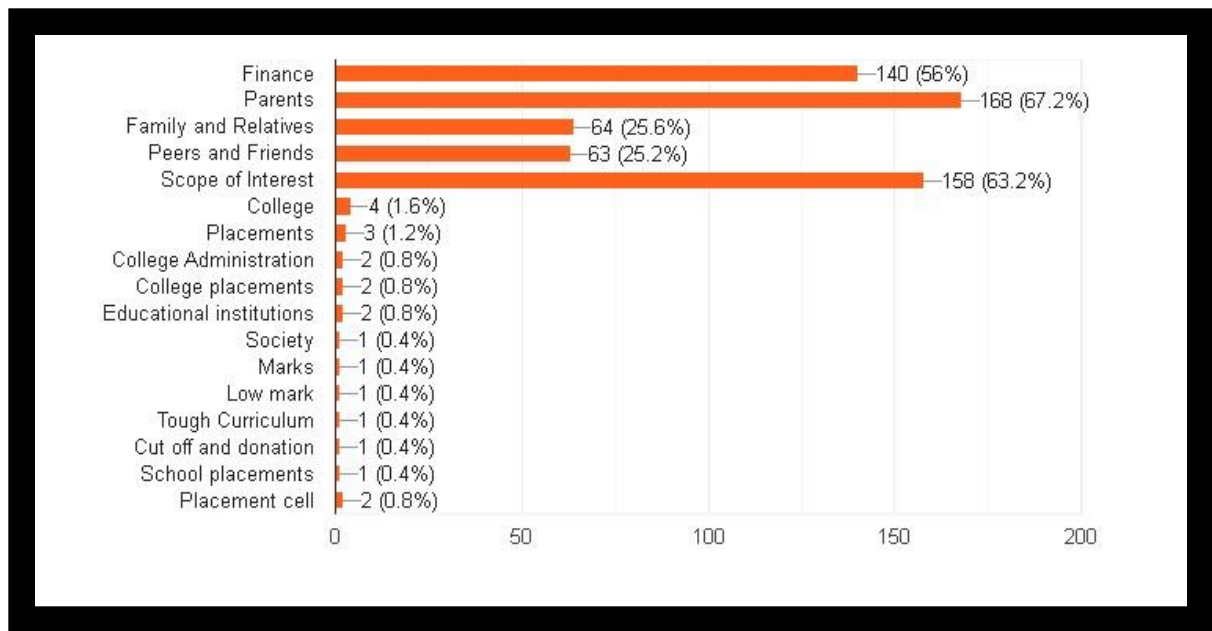
Several factors were identified as influencing students' educational decisions. The majority of students (67.2%) cited parents as a key influence, followed by financial considerations (56%), and friends and peers (25%). College management, placement cells, and institutional policies also played a role. While it is natural for external factors to influence students' decisions, it is important to allow them the freedom to choose their academic path. In my opinion, students should have greater autonomy in selecting their field of study, as they are the ones who will be pursuing the education and career. External influences should be considered, but ultimately, students' passions and interests should guide their decisions.

Fig.4.16 Calls for Improvement in the Current Education System
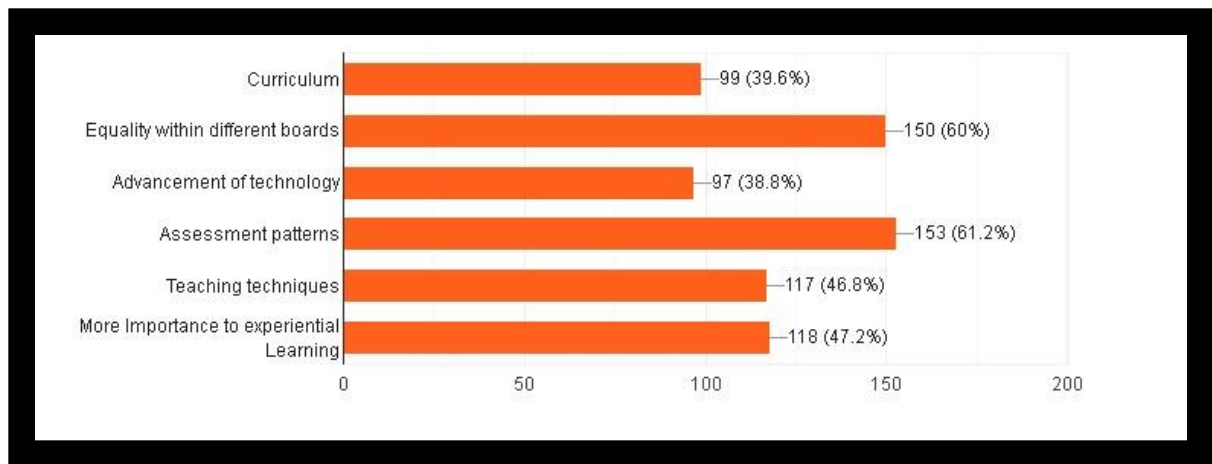
Many students (60%) expressed a desire for changes in the assessment methods and equal treatment across different educational boards. A significant number (45%) advocated for more experiential learning and improvements in teaching techniques. Furthermore, 30% suggested integrating technological advancements into the curriculum, along with skill enhancement activities, to reduce the theoretical burden. In my view, the education system should focus on creating a more equitable and inclusive learning environment. All students should have access to the same resources and opportunities, regardless of their background or the institution they attend. Reducing inequalities in fees, policies, and educational

Fig.4.17 Knowledge of teachers in their respective subjects
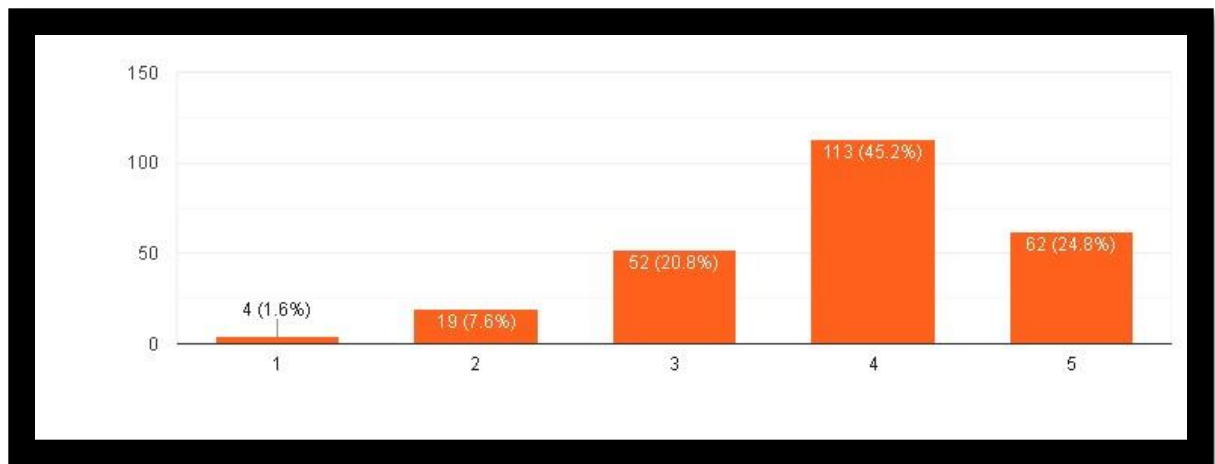
According to student feedback, around 60% of teachers possess a strong command of their respective subjects. However, 20% of teachers, while knowledgeable in their fields, are perceived to lack the necessary teaching skills to effectively convey information. Only 8% of teachers hold PhDs, but despite their qualifications, these educators are often hired at minimal salaries, which impacts students' ability to gain from their expertise. In my view, experienced teachers are crucial for ensuring high-quality education, as student outcomes directly reflect the depth and quality of instruction. Teaching is not merely about subject expertise; it also requires a mastery of the art of communication and instructional skills. Unfortunately, many private institutions tend to hire less experienced teachers at lower wages, which compromises the quality of education. Consequently, the overall academic performance and success of students may suffer due to this hiring trend.

Husain Salilul Akareem and Syed Shahadat Hossain (2012) researched on the issue of education quality has been a longstanding global concern, becoming increasingly specialized and commercialized over time. In this study, a sample of 400 students from five prominent private universities in Bangladesh was analyzed to assess their

perceptions of education quality. Principal component analysis was employed to identify groupings among variables representing various dimensions of educational quality. The research examined whether perceptions of education quality were associated with students' current academic status and socio-economic backgrounds. The results indicated that administrative and faculty characteristics play a significant role in shaping perceptions of education quality, while institutional features and student characteristics have a more moderate influence. Additionally, the study revealed that students' views on education quality are closely linked to their socio-economic status and academic standing.

By treating all students in India with equality, irrespective of religion, caste, financial status, skills, knowledge, or social standing, the researcher emphasizes the critical importance of the education system and the right to education for all as a means to improve quality of life. The study underscores how a well-planned and structured education system can provide substantial benefits to every student in India, ensuring quality outcomes. As future leaders, students require a comprehensive foundation in knowledge, critical thinking, problem-solving, technological proficiency, innovation, and more, all of which are attainable through education. In conclusion, a robust education system fosters a more prosperous environment and enhances overall living conditions.

Pawan Kalyani (2020) Analysed that Education holds a pivotal role in nation-building, shaping the future of a country and determining the fate of its people. Its influence on national growth and development is profound and enduring. In the current global landscape, the significance of education cannot be overstated. A comparative analysis of pre- and post-independence eras reveals the transformative power of education. After 34 years, the Indian government is poised to reform the education system with the third amendment to its education policy. The new National Education

Policy (NEP) 2020 introduces numerous changes that will undoubtedly impact all stakeholders. This study delves into the NEP 2020, examining its implications for various stakeholders and raising awareness about its potential future effects through a series of questions distributed across social media platforms, followed by a comprehensive analysis of the responses.

Sam Hill and Thomas Chalaux (2011) Examined that education remains a top priority for both India's central and state governments, experiencing rapid growth across all levels. Significant investments in school infrastructure and teacher recruitment have expanded access to primary and secondary education. In higher education, the number of institutions continues to proliferate at a swift pace. Additionally, the implementation of a new law guaranteeing every child the right to free and compulsory education is expected to further increase enrolment, advancing the government's objective of achieving universal elementary education, encompassing eight years of schooling.

Adolescents were found to dedicate approximately one-third of their waking hours to school-related activities, with girls devoting more time than boys. Schoolwork often elicited negative subjective experiences, manifested in diminished emotional well-being, below-average activation levels, reduced sense of autonomy, and heightened social anxiety, particularly during homework sessions. The trade-offs encountered by Indian adolescents were evident, as those who allocated more time to homework reported lower overall emotional states and increased internalizing problems, whereas those who engaged in more leisure activities experienced improved emotional well-being but also reported heightened academic anxiety and lower academic performance.

4.1.3 Teachers Survey

Fig.4.18 Satisfaction with the Current Education System
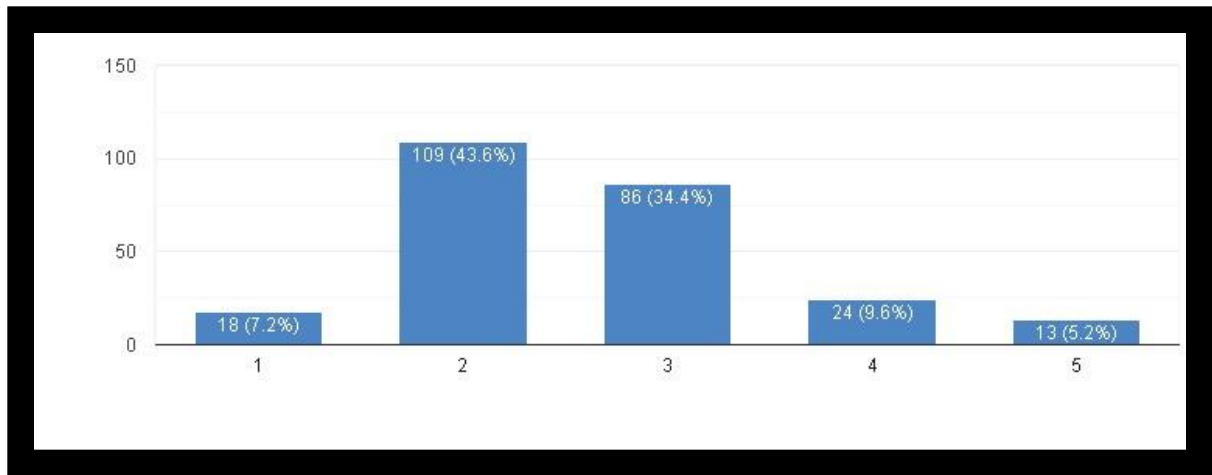
The level of satisfaction among educators regarding the current education system reveals a significant concern. According to recent data, a substantial 43.6% of teachers express dissatisfaction with the prevailing system, indicating a notable discontent with its effectiveness. Additionally, 34.4% of educators report only partial satisfaction, highlighting that while there are some positive aspects, the system fails to meet their expectations fully. A mere 15% of teachers find themselves content with the present framework. One of the key challenges identified is the difficulty in adapting to rapidly advancing technologies, which poses a substantial hurdle for educators as they strive to manage the evolving needs of contemporary students. This issue is compounded by the relatively low compensation that teachers receive for their roles, further exacerbating the dissatisfaction felt within the profession. The struggle to keep pace with technological

advancements and the lack of adequate financial remuneration are pivotal factors contributing to the overall dissatisfaction among teachers in the current education system.

Fig.4.19 Student Development in Contemporary Education
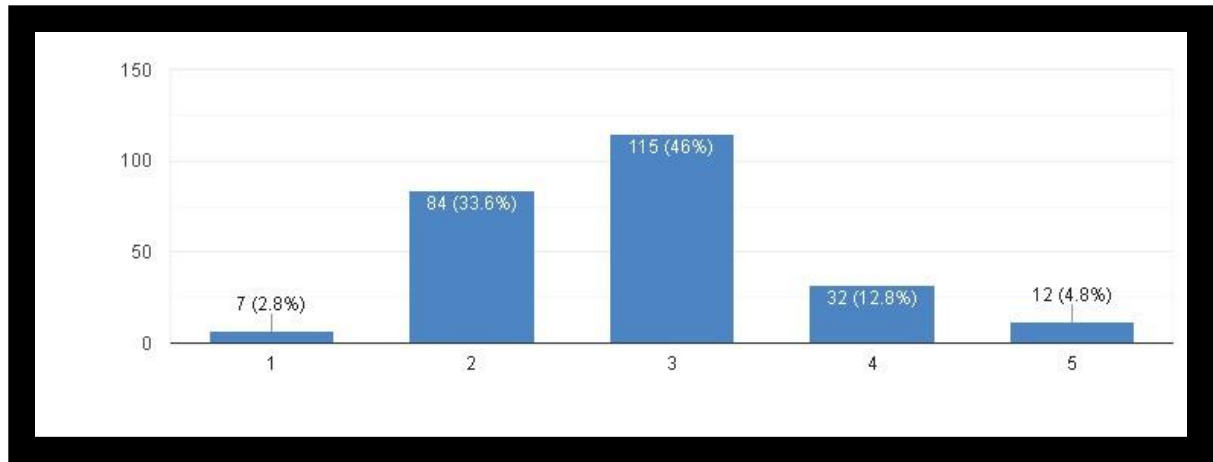
In evaluating student development within the framework of contemporary education, the responses from educators are varied. Approximately 46% of teachers perceive the current educational approaches as moderately effective, acknowledging some degree of success while recognizing areas that require improvement. Conversely, a smaller proportion, just 4.8%, regard the system as extremely effective, indicating a minority view that the existing methods are highly successful. Unfortunately, around 35% of educators find the contemporary education model to be ineffective, suggesting a significant portion of the teaching community feels that the system does not adequately support student development. This disparity underscores the need for a more standardized framework nationwide to enhance the overall efficacy of educational practices and ensure that all students receive a uniformly high quality of education.

Fig.4.20 Accessibility and Adaptability of Education in India
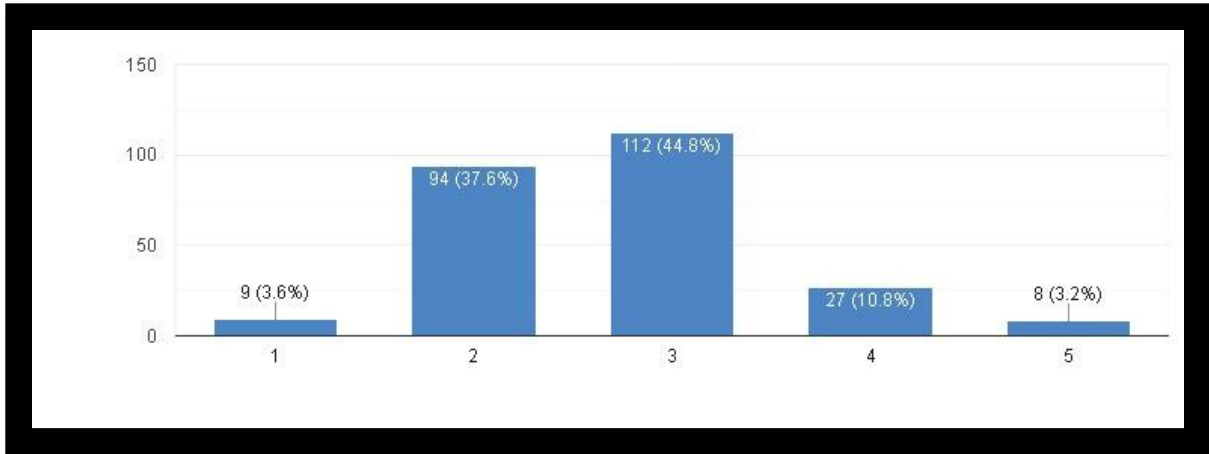
The accessibility and adaptability of education in India are subjects of considerable debate. A notable 44.8% of respondents report that education accessibility is moderate, indicating a reasonable but not optimal level of access. There is also a significant adaptability rate, suggesting that some adjustments are being made to better meet the needs of students. However, approximately 38% of individuals believe that the current education model falls short of effectiveness for modern students, pointing to a mismatch between educational provisions and student needs. Additionally, 3.6% of students lack access to the latest technology due to inadequate infrastructure within their institutions. This gap in technological access further hinders educational progress, as not all teachers are equipped to upgrade their skills according to the latest models. The challenges in ensuring widespread access to updated technological resources and effective teaching methods highlight the need for systemic reforms to enhance both accessibility and adaptability within the Indian education sector.

Fig.4.21 Sustainable Teaching Methods Benefiting Students
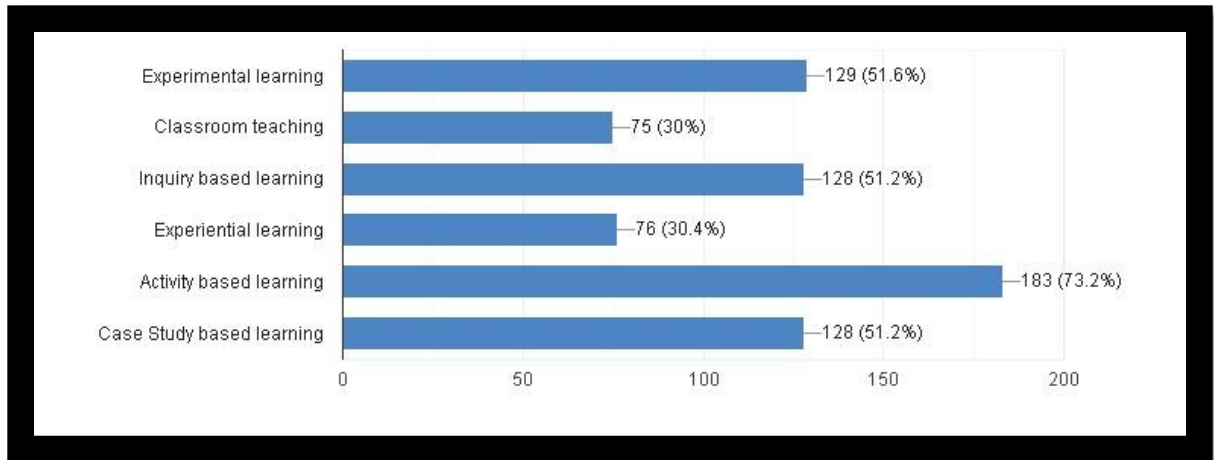
The adoption of sustainable teaching methods plays a crucial role in engaging students and fostering their development. According to recent data, 73% of teachers assert that students become more engaged through activity-based teaching methods. These methods include hands-on activities, interactive lessons, and practical applications of theoretical concepts, which significantly enhance student participation. Furthermore, 51% of students express satisfaction with experimental learning, inquiry-based learning, and case study-based approaches, as these methods stimulate their creativity and innovation. Such approaches encourage students to explore their skills and apply their knowledge in real-world contexts. Despite these advantages, only 30% of students currently engage actively in classroom learning, indicating a need for broader implementation of effective teaching methods. To address this, the Indian education system must evolve to ensure sustainability and equality in educational practices, thereby maximizing the benefits for all students.

Fig.4.22 Knowledge Acquisition among Students
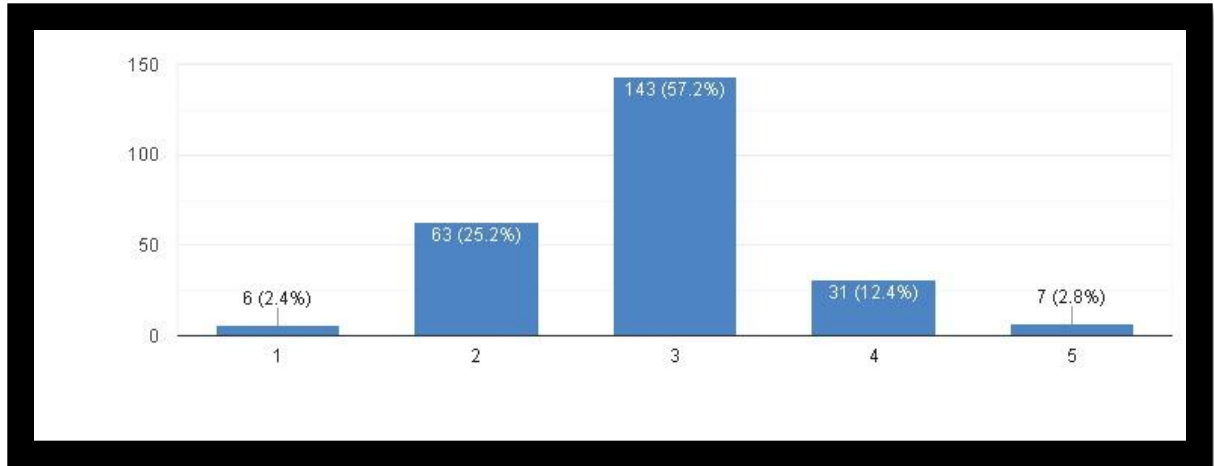
Knowledge acquisition among students is a multifaceted process, reflecting varying levels of understanding and application. Approximately 57.2% of students remain neutral regarding their knowledge acquisition, suggesting a moderate level of engagement and comprehension. A smaller segment, 15%, demonstrates significant knowledge acquisition, showcasing a deeper grasp of the subject matter and the ability to apply concepts effectively. Conversely, 27% of students exhibit only a light trace of knowledge acquisition, indicating less comprehensive understanding. The evidence of knowledge acquisition is observable through students' ability to apply concepts in practical situations, their critical thinking skills, and the quality of their inquiries and discussions. The expansion of digital tools and resources has further facilitated independent research and exploration, contributing to enhanced knowledge. Collaborative projects and creative outputs also reflect the evolving nature of students' understanding. Given these observations, there is a clear need for modifications in the Indian education system to better support and enhance student knowledge acquisition.

Fig.4.23 Improvement in Students' Skills
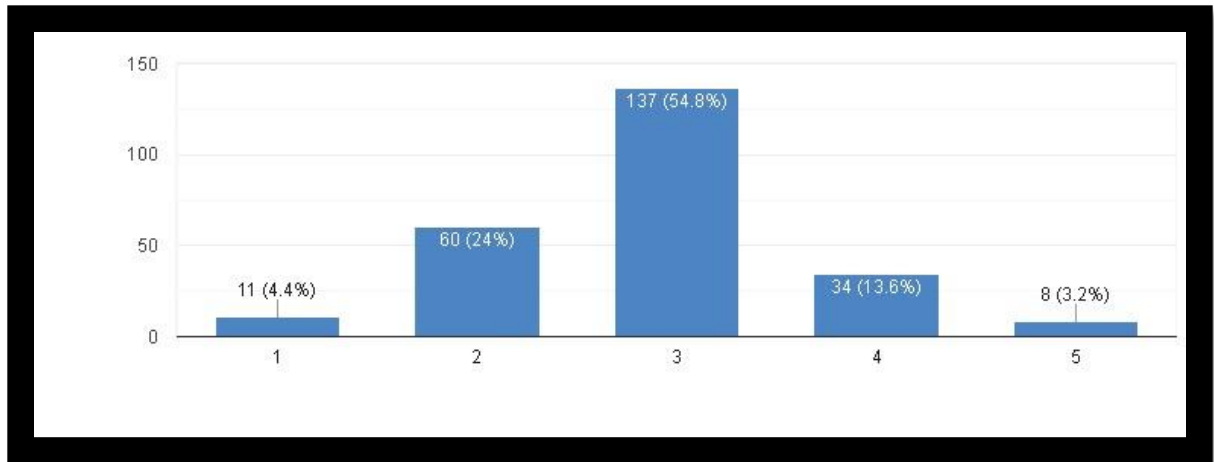
The improvement in students' skills is a crucial indicator of the effectiveness of the education system. According to recent surveys, 55% of students demonstrate neutral skill development, indicating a moderate level of progress. Conversely, 35% of students exhibit minimal skill enhancement, which is often attributed to suboptimal teaching methodologies, inadequate infrastructure, and limited teacher capabilities. A more promising 17% of students show significant improvements in their skills, thanks in large part to supportive educational environments provided by their colleges, teachers, and principals. The Indian education system has made strides in facilitating skill development through an increased focus on project-based and experiential learning. Enhanced analytical and problem-solving abilities are evident due to practical applications in subjects such as STEM. The emphasis on extracurricular activities, internships, and vocational training has further bolstered real-world skills. The integration of technology in classrooms has advanced digital literacy and research capabilities, while continuous assessment methods

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help track and refine student skills. Nonetheless, ongoing efforts are required to address the gaps and ensure that all students benefit equally from these improvements.

Fig.4.24 Active Participation of Students Seeking Clarification
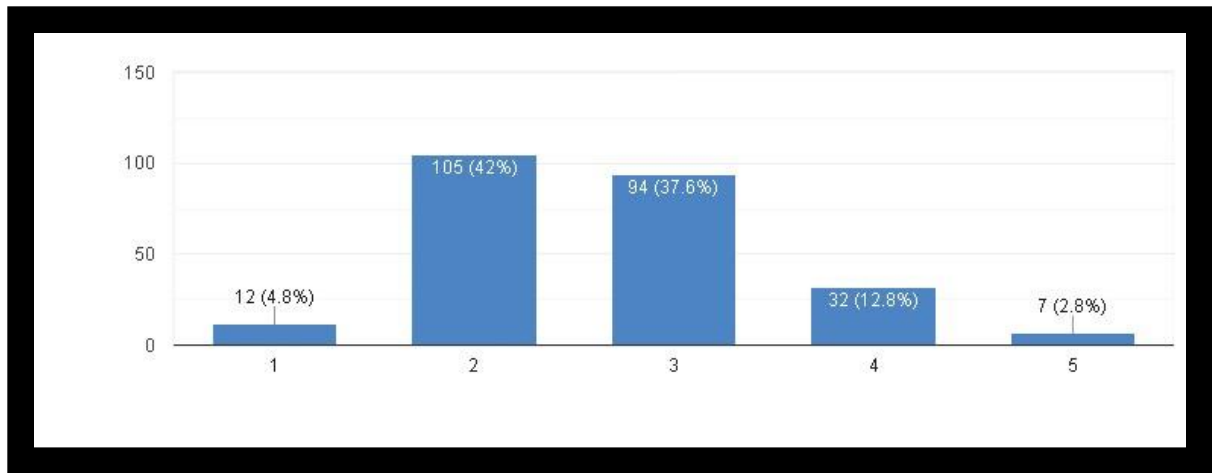
Active participation in seeking clarification is a key indicator of student engagement and learning. In India, approximately 47% of students do not ask questions during classroom sessions, reflecting a lack of proactive involvement. Only 15% of students actively seek clarifications and engage in discussions, demonstrating a high level of engagement and a desire to fully understand the material. Another 37.6% of students display neutral behavior, occasionally asking questions but not consistently. The active participation of students is crucial as it reflects their eagerness to grasp complex concepts and contributes to a collaborative learning environment. When students pose thoughtful queries and participate in debates, they not only enhance their own understanding but also contribute to the collective learning experience of the class. This interactive approach fosters a deeper and more meaningful educational experience, underscoring the importance of encouraging student engagement and clarification-seeking behaviors.

Fig.4.25 Students Managing Their Time for Academic Pursuits
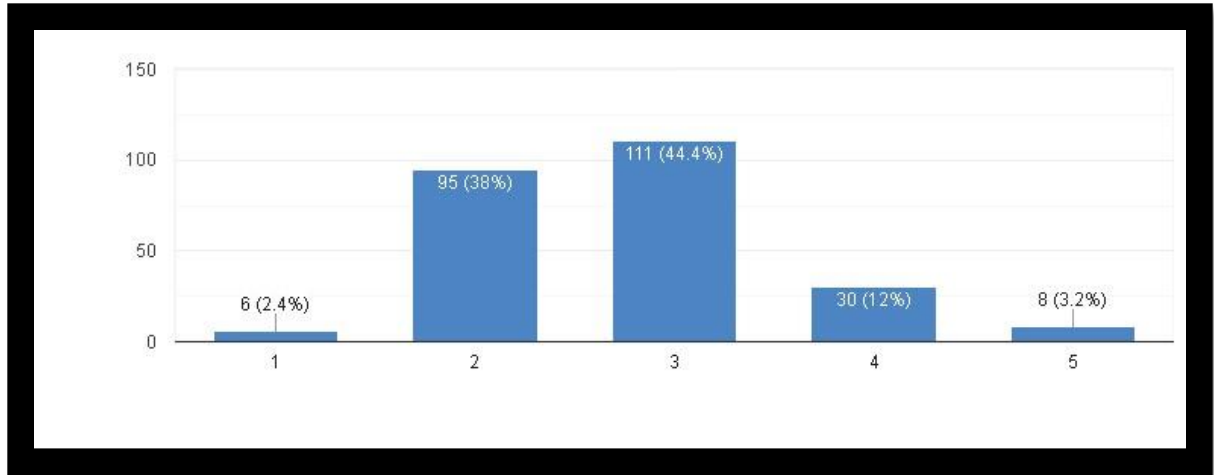
Effective time management is essential for balancing academic and personal responsibilities. According to recent surveys, 44.4% of students report being able to manage their time, although they acknowledge room for improvement in planning. Approximately 40% of students struggle with poor time management, while only 15% demonstrate exceptional productivity and effective use of their time. Students are increasingly developing skills to balance academic commitments with extracurricular activities and personal interests. Many use tools such as planners or digital applications to organize tasks and deadlines efficiently. Their ability to prioritize important activities, such as exam preparation and project deadlines, reflects growing maturity in time management. Despite these efforts, the pressure of academic workload can sometimes impede optimal time management, necessitating ongoing adjustments and learning. Effective time management is crucial for maximizing educational outcomes and ensuring a balanced approach to academic and personal pursuits.

Fig.4.26 Teachers Accommodating Diverse Student Needs in One Classroom
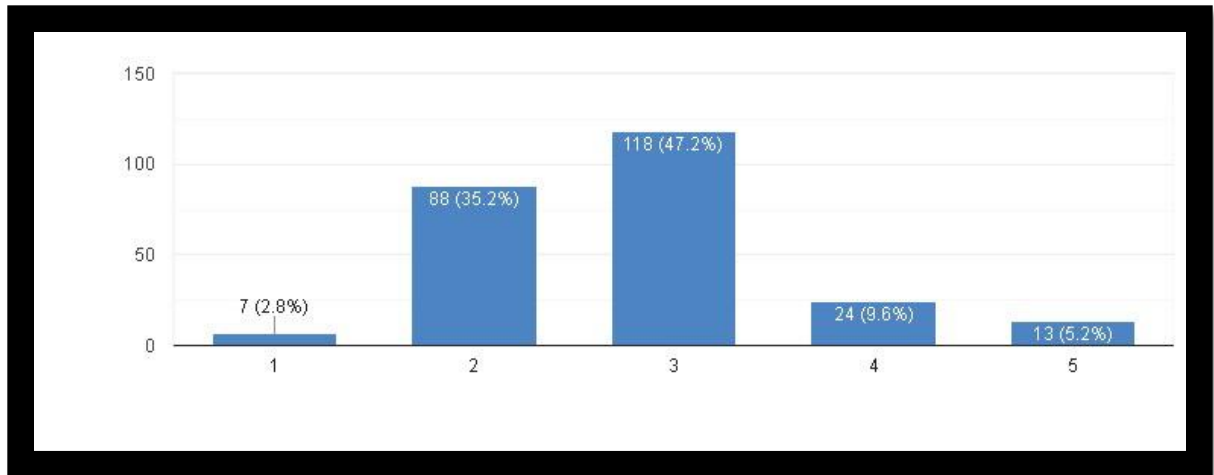
Accommodating the diverse needs of students within a single classroom is a complex task requiring skill and experience. Approximately 47% of teachers, particularly those who are senior and well-trained, are capable of managing diverse student needs effectively. In contrast, 37% of teachers, often less experienced or older, struggle with this challenge. Only 15% of teachers are highly adept at managing a varied student population. To address the diverse needs of students, teachers employ differentiated instruction, tailoring lessons to accommodate various learning styles and abilities. They design flexible lesson plans that incorporate a range of activities and resources, catering to different levels of understanding. By integrating visual, auditory, and kinesthetic learning methods, teachers ensure that all students are engaged and supported. Regular assessments and individualized interactions help identify and address specific challenges, fostering an inclusive learning environment. Encouraging peer collaboration also allows students to

learn from one another, bridging gaps in understanding and enhancing the overall educational experience

Fig.4.27 Hybrid Education System to Meet Modern Students' Needs
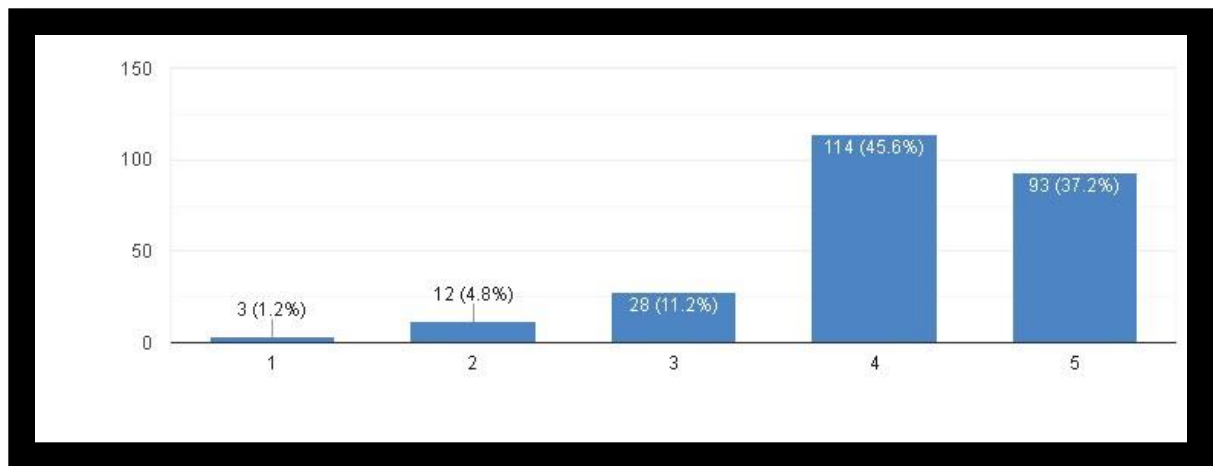
The hybrid education system is increasingly recognized for its effectiveness in meeting the needs of modern students. Approximately 70% of teachers strongly support the implementation of a hybrid education model, which combines traditional classroom teaching with digital learning platforms. This model offers flexibility and accessibility, catering to diverse learning styles and allowing students to learn at their own pace while benefiting from in-person interactions with teachers. The integration of technology facilitates access to extensive resources and global collaboration, enriching the overall educational experience. By blending structured classroom settings with independent online learning, the hybrid approach fosters academic rigor and promotes self-directed learning. It also prepares students for the digital age, equipping them with essential skills for future success. However, 30% of teachers believe that while they can manage classes effectively, the hybrid model is necessary to fully address the needs of modern students. This

underscores the growing recognition of the hybrid approach as a crucial element in contemporary education.

Fig.4.28 Students Contended with Their Academic Performance
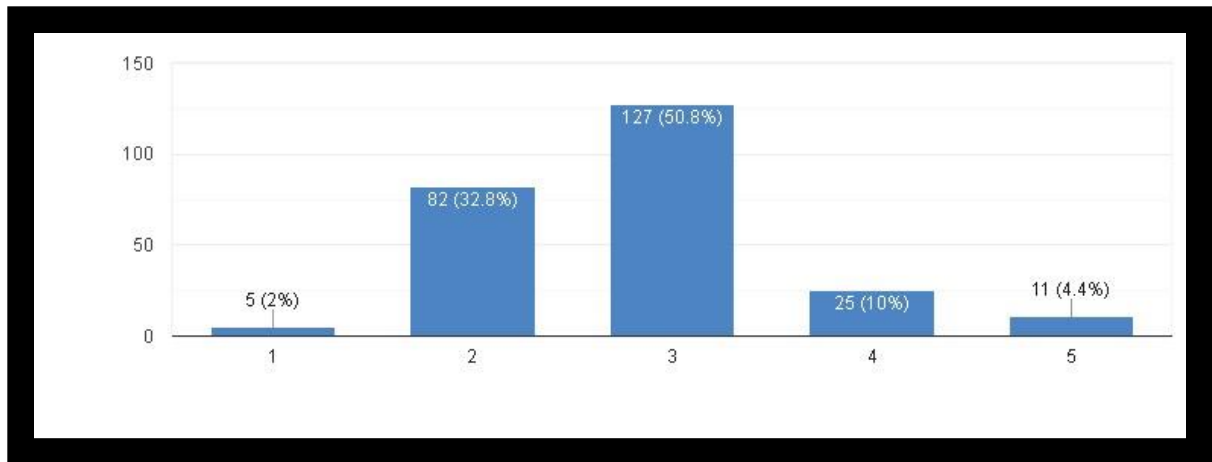
Student satisfaction with academic performance varies widely, reflecting differing levels of contentment and achievement. According to recent data, 50% of teachers observe that students are generally content with their performance. This satisfaction often stems from the successful application of their efforts, resulting in improved grades and personal milestones. Students find fulfillment in achieving personal goals, whether through mastering challenging subjects or receiving positive feedback from educators. Balancing academic pursuits with other interests also contributes to their sense of accomplishment, showcasing growth in both intellectual and time management skills. Regular self-assessment helps students identify strengths and areas for improvement, fostering a mindset of continuous learning. However, some students may experience pressure to perform better, which can drive them to strive for higher achievements and greater satisfaction in their academic endeavors.

Fig.4.29 Students Achieving Scores Above 65%
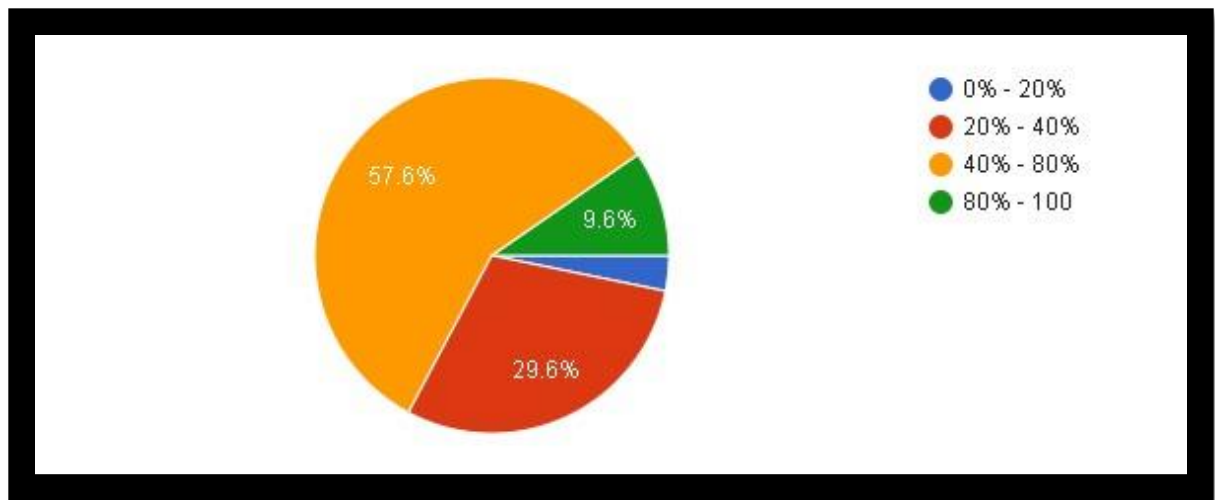
Student performance, as reflected in their exam scores, varies significantly. Approximately 57.6% of students score between 40% and 80%, indicating a broad range of achievement levels. Around 29.6% of students score between 20% and 40%, while 10% are capable of achieving scores between 80% and 100%. This distribution also suggests a potential failure rate of approximately 20%. Achieving a consistent score of 65% or higher in each semester within a class of 60 students demonstrates a reliable grasp of the curriculum and consistent performance across subjects. This level of achievement reflects sustained effort and understanding, contributing positively to the overall class average. Maintaining such performance levels indicates students' ability to uphold their efforts over time, providing a solid foundation for future academic success. Ensuring that all students achieve above 65% necessitates a more equitable and effective educational system.

Fig.4.30 Students' Satisfaction with Academic Achievements
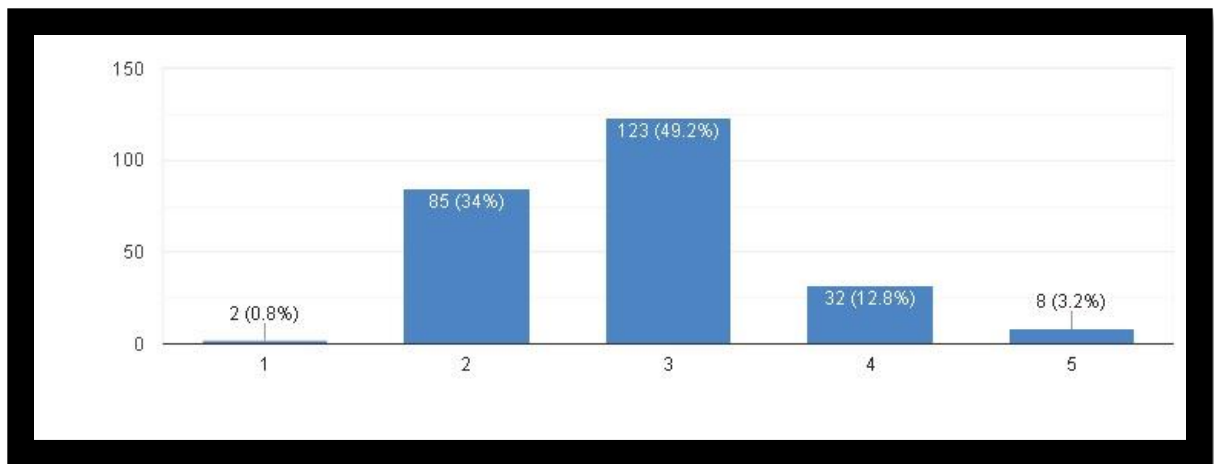
Student satisfaction with academic achievements is a significant indicator of educational success. Data shows that 15% of students are extremely satisfied with their overall academic performance. In contrast, 49.2% of students have a neutral stance, being satisfied with certain aspects but not all. Approximately 35% of students express dissatisfaction with their achievements. Satisfaction often arises from seeing hard work translate into high grades or personal milestones, reinforcing students' commitment to continued learning. Achieving set goals enhances confidence and motivates students to pursue new objectives. Positive feedback from teachers and peers further amplifies their sense of accomplishment. Overall, satisfaction with academic achievements underscores the importance of fostering a supportive and motivating educational environment to encourage ongoing personal growth.

Fig.4.31 Factors Contributing to Student Underperformance
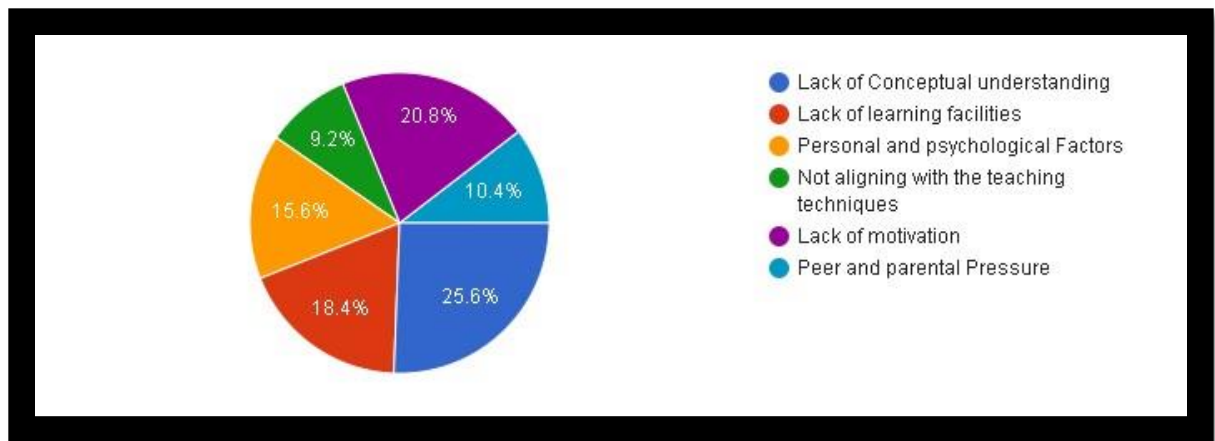
Several factors contribute to student underperformance, reflecting various challenges within the education system. Approximately 25.6% of students lack conceptual understanding during classroom sessions, potentially due to differences in curriculum or previous educational experiences. Another 20.8% of students experience a lack of motivation from educational institutions, schools, or parents, impacting their engagement and performance. Additionally, 18.4% of students face inadequate learning facilities, particularly in government schools and colleges lacking proper resources. Personal or psychological factors affect 15.6% of students, while 10.4% experience parental pressure, and 9.2% struggle with misalignment between teaching techniques and their learning styles. Addressing these issues requires a sustainable approach to education, where both teachers and students are motivated and supported to improve performance and outcomes.

Fig.4.32 Eight Hours of Education per Day
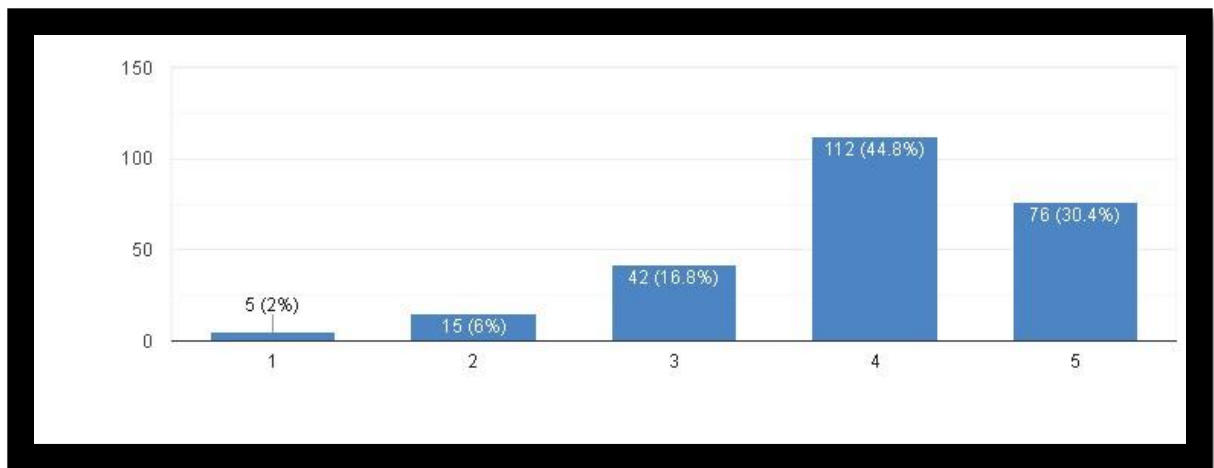
The effectiveness of an eight-hour school day is a topic of considerable discussion. A majority of teachers, 75%, believe that eight hours of institutional working is sufficient to cover the comprehensive curriculum while allowing for meaningful student-teacher interactions. However, 16.8% of teachers advocate for additional hours to accommodate extra activities and enrichment opportunities. Conversely, 8% of students feel that more educational hours are necessary to fully grasp the concepts taught in class. An eight-hour school day typically provides a balanced structure that includes instructional time and necessary breaks. Ensuring high-quality education and student engagement within this timeframe is crucial. Implementing a hybrid education model could further enhance student performance, allowing for a balanced approach within the existing eight-hour framework. Leu, Elizabeth (2005) Examines a curated selection of literature addressing the roles of teachers, schools, and local communities in fostering quality education within less-developed countries. The review posits that gaining insight into the dynamics within schools and classrooms is essential for formulating more effective strategies to enhance educational quality. The results indicate that teachers who favored facilitator and delegator roles were more predisposed to integrating educational technology.

Additionally, the study addresses the cultural barriers within the Indian teaching environment that hinder the adoption of educational technology, offering a comparative analysis with developed Western nations, which have made significant advancements in this area. This research is crucial, as enhancing educational quality is a priority for developing nations like India, where governments grapple with the challenge of efficiently utilizing limited resources and overcoming traditional cultural constraints to elevate educational standards in an increasingly technology-driven world.Paul Cooper and Donald MCintyre (1996) Explored how effective teachers can teach and how fast the students are able to understand the concepts is studied highlighting the teaching and learning methodologies.

Reliability Test - Cronbach's Alpha

Cronbach's alpha is a widely used measure of internal consistency in psychometrics and research methodology. It assesses the extent to which a set of items or questions in a scale or test consistently measure the underlying construct.

Cronbach's Alpha ranges between 0 and 1, with higher values indicating that the survey or questionnaire is more reliable.

Cronbach's Alpha Formula:

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum_{i=1}^{k} \sigma_y^2}{\sigma_x^2}\right)$$

- α = Cronbach's Alpha
- k = Number of items in your scale
- Σα²y = Summated variance of each item
- α²x = Variance of total scores

Teachers_Data	0.76
Students_Data	0.71

Result: Since we calculated Cronbach's Alpha to be **0.76 for the teachers' data and 0.71 for the students' data,** we can conclude that the survey questionnaire and data are "acceptable for the research methodology."

Strategic Quadrant Analysis – Students Data

Strategic Quadrant Analysis (360 – degree Analysis): Which opportunity should we prioritize? Which threat poses the greatest risk? What path should we pursue to provide the highest impact? These are the types of questions that are often answered by a Strategic Quadrant. Strategic Quadrants are used to inform decision-making, planning, and prioritization by organizing similar data elements and assessing them against a set of criteria. When used properly, quadrant analysis can inform decisions at every level of a company.

Fig.4.33 Quadrant Analysis of Students

Figure 4.33 illustrates a Quadrant Analysis of overall attributes. The four quadrants are Strengths, Areas to Focus, Monitor, and Maintain.

Strengths: This quadrant highlights attributes with high correlation and mean values. These strengths require no further action.

Areas to Focus: Attributes in this quadrant need more attention to improve the analysis. By prioritizing these areas, we can potentially move them into the Strengths quadrant.

Monitor: This quadrant requires ongoing observation to track any changes in action regarding existing attributes.

Maintain: This quadrant should preserve the current attributes without introducing new ones in the future.

Attributes	Correlation	Mean Value
Total Respondents = 250		
What is the purpose of education in your opinion	0.00	1.35
How necessary do you think education is for everyone	0.27	4.23
How satisfied are you with the current education system	0.46	2.59
How would you rate your skills and personal development upon graduation	0.50	2.80
Did you find education more effective in school or college	0.27	3.12
How often do you apply what you've learned in real-life situations	0.52	2.50
How much pressure do you feel due to educational activities	0.11	3.99
What type of learning do you prefer	0.27	2.07
How actively do you seek clarification from teachers during sessions	0.38	2.31
How likely do you believe the education system needs a change	0.16	4.41
How often does the principal personally communicate with students	0.29	1.80
How much was your field of study chosen, influenced by other factors	0.11	3.83
What factors influence your educational decisions	0.23	2.50
What aspects of the current education system do you think need improvement	0.43	3.58
How knowledgeable do you find your teachers in their subjects	0.28	3.84

Fig.4.34 Table of overall attributes

Histogram

Strengths: This quadrant highlights attributes with high correlation and mean values.
These strengths require no further action.
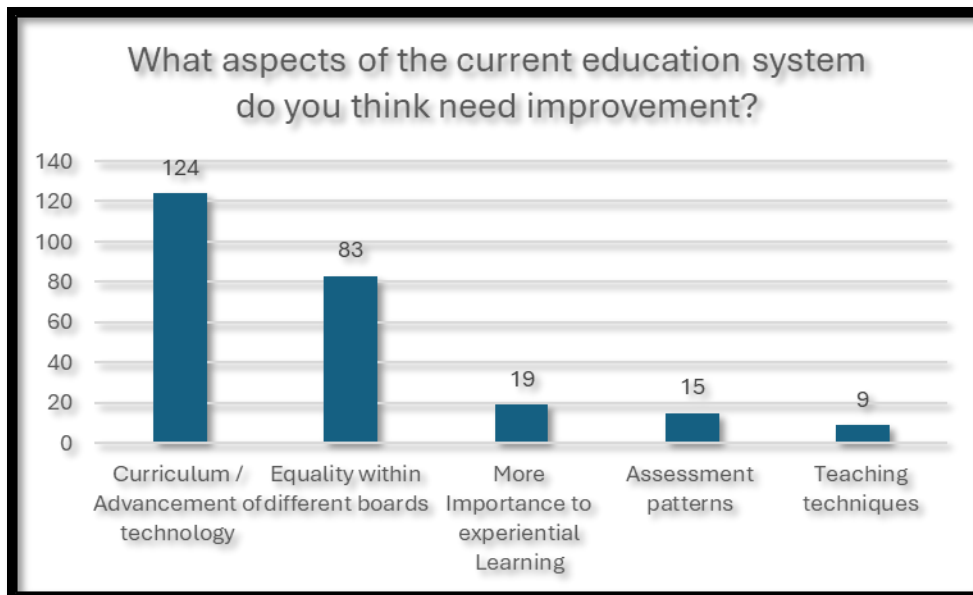
Fig.4.35 Histogram of strengths

Analysis of Weighted Average – Students Data

This Weighted Average analysis helps us understand how students' responses compare to the overall rating. Fig.4.36 illustrates that the top attributes require more attention than the others.

Fig.4.36 Attributes require more attention

Fig.4.37 Purpose of education

Testing of Hypothesis - Anova Table – Students Data

Testing of Hypothesis:

H0(Null Hypothesis): There is no difference in expectations regarding required changes in the education system between male and female students.

H1(Alternative Hypothesis): There is a difference in expectations regarding required changes in the education system between male and female students.

Anova - Table						
SUMMARY						
Groups	*Count*	*Sum*	*Average*	*Variance*		
Female Rating	137	411	3	0.073529		
Male Rating	113	342	3.026549	0.079646		
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.043646	1	0.043646	0.572094	0.450146	3.879228
Within Groups	18.92035	248	0.076292			
Total	18.964	249				

Fig.4.38 ANOVA

Result: Based on the results, the p-value is above the level of significance (alpha=0.05), i.e., 0.45, hence we are accepting the null hypothesis and concluding that "There is no difference in expectations regarding required changes in the education system between male and female students".

Strategic Quadrant Analysis – Teachers Data

Strategic Quadrant Analysis (360 – degree Analysis): Which opportunity should we prioritize? Which threat poses the greatest risk? What path should we pursue to provide the highest impact? These are the types of questions that are often answered by a Strategic Quadrant.

Strategic Quadrants are used to inform decision-making, planning, and prioritization by organizing similar data elements and assessing them against a set of criteria. When used properly, quadrant analysis can inform decisions at every level of a company.
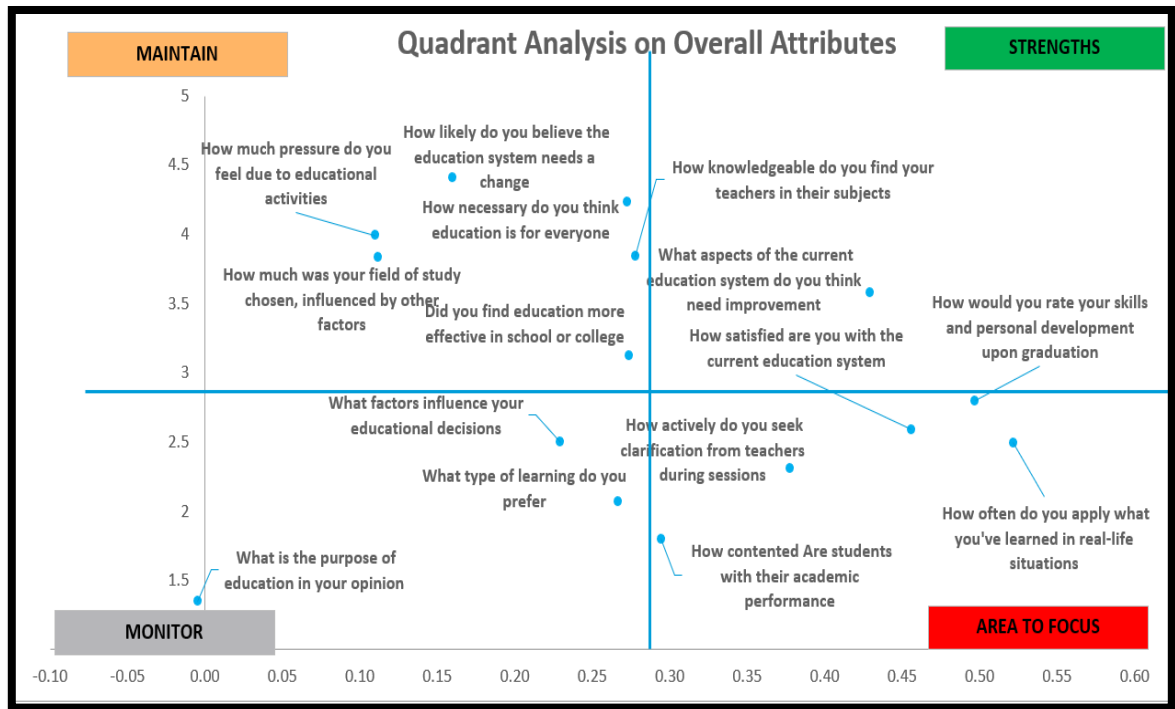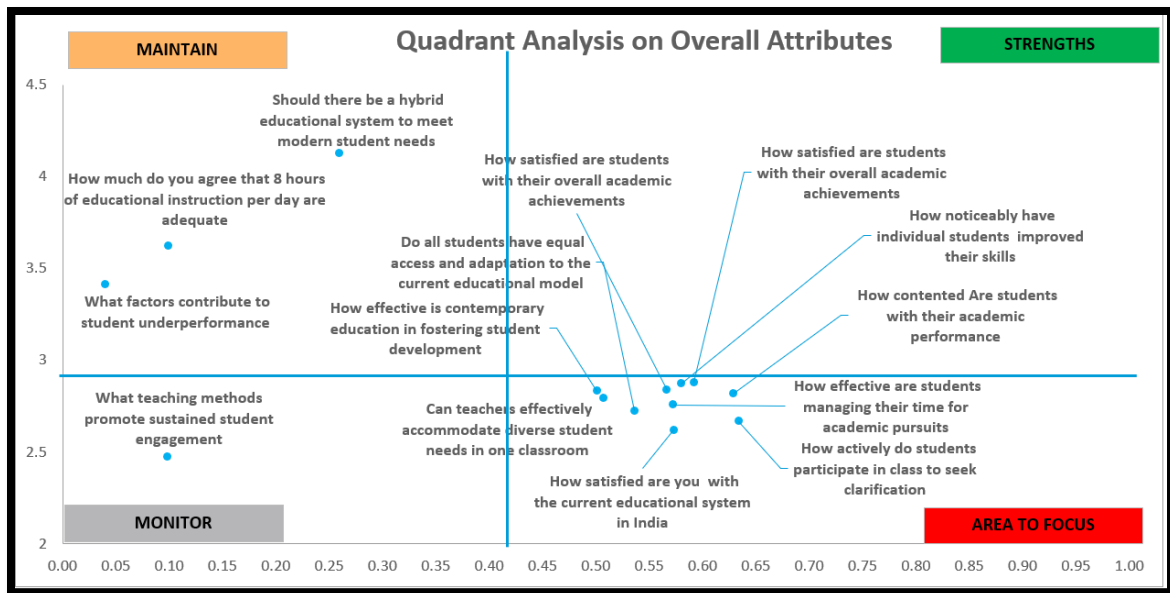

Fig.4.39 Quadrant Analysis of Teachers

Fig.4.39 illustrates a Quadrant Analysis of overall attributes. The four quadrants are Strengths, Areas to Focus, Monitor, and Maintain.

Strengths: This quadrant highlights attributes with high correlation and mean values. These strengths require no further action.

Areas to Focus: Attributes in this quadrant need more attention to improve the analysis. By prioritizing these areas, we can potentially move them into the Strengths quadrant.

Monitor: This quadrant requires ongoing observation to track any changes in action regarding existing attributes.

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Maintain: This quadrant should preserve the current attributes without introducing new ones in the future.

Attributes	Correlation	Mean Value
Total Respondents = 250		
How satisfied are you with the current educational system in India	0.57	2.62
How effective is contemporary education in fostering student development	0.50	2.83
Do all students have equal access and adaptation to the current educational model	0.54	2.72
What teaching methods promote sustained student engagement	0.10	2.47
How evident is knowledge acquisition among students	0.59	2.88
How noticeably have individual students improved their skills	0.58	2.87
How actively do students participate in class to seek clarification	0.63	2.67
How effective are students managing their time for academic pursuits	0.57	2.76
Can teachers effectively accommodate diverse student needs in one classroom	0.51	2.79
Should there be a hybrid educational system to meet modern student needs	0.26	4.13
How contented Are students with their academic performance	0.63	2.82
What percentage of students typically achieve scores above 65% each semester in a group of 60	0.03	1.58
How satisfied are students with their overall academic achievements	0.57	2.84
What factors contribute to student underperformance	0.04	3.41
How much do you agree that 8 hours of educational instruction per day are adequate	0.10	3.62

Fig.4.40 Overall Attributes of teachers

Analysis of Weighted Average – Teachers Data

This Weighted Average analysis helps us understand how students' responses compare to the overall rating. Figure 4.41 illustrates that the top attributes require more attention than the others.
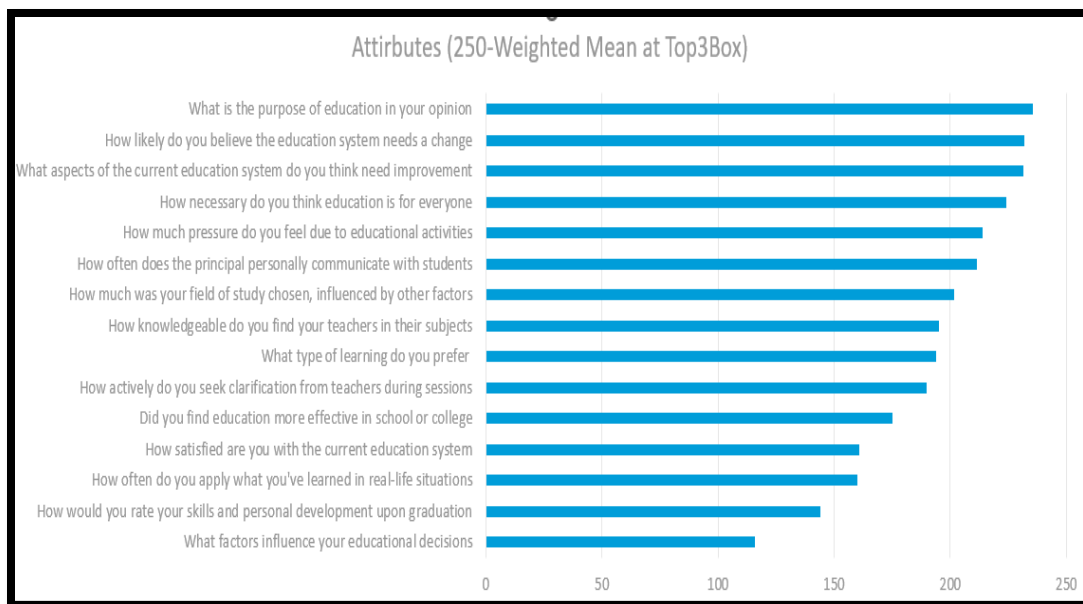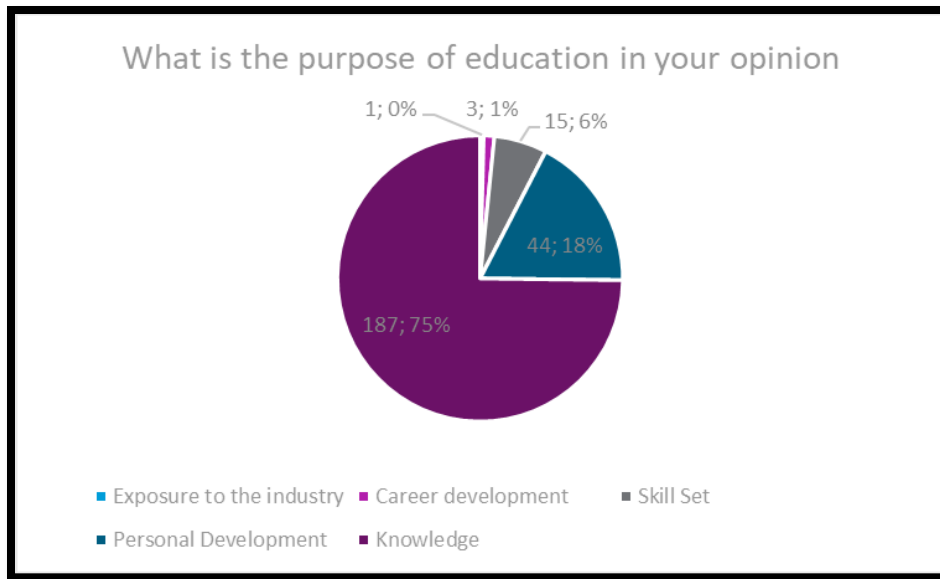

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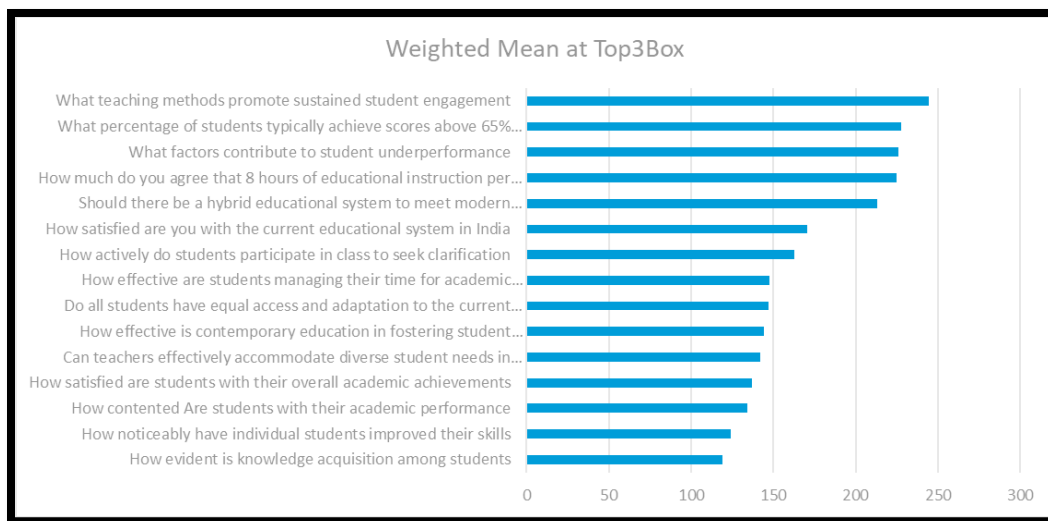
Fig.4.41 Attributes require more attention - Teachers

Testing of Hypothesis and Anova Table – Teachers Data

Testing of Hypothesis:

H0: There is no difference in expectations regarding required changes in the education system between male and female Teaching Staff.

H1: There is a difference in expectations regarding required changes in the education system between male and female students.

Anova - Table						
SUMMARY						
Groups	*Count*	*Sum*	*Average*	*Variance*		
Female Rating	147	451	3.068027	0.283012		
Male Rating	103	315	3.058252	0.11422		
ANOVA						
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	0.005787	1	0.005787	0.027092	0.869395	3.879228
Within Groups	52.97021	248	0.21359			
Total	52.976	249				

Fig.4.42 ANOVA Teachers

Result: Based on the results , the p-value is above the level of significance (alpha=0.05), i.e., 0.86, hence we are accepting the null hypothesis and concluding that "There is no difference in expectations regarding required changes in the education system between male and female students".

Testing -Test for Teachers and Students

Testing of Hypothesis:

H0: There is no difference in expectations regarding required changes in the education system between Teachers and Students.

H1: There is a difference in expectations regarding required changes in the education system between Teachers and Students.

t-Test: Two-Sample Assuming Unequal Variances		
	Strudents_Rating	Teachers_Rating
Mean	3.012	3.012
Variance	0.076160643	0.220738956
Observations	250	250
Hypothesized Mean Difference	0	
df	403	
t Stat	0	
P(T<=t) one-tail	0.5	
t Critical one-tail	1.648643451	
P(T<=t) two-tail	1	
t Critical two-tail	1.965867932	

Fig.4.43 T-Test

Result: Based on the results, the p-value is above the level of significance (alpha=0.05), i.e., 1, hence we are accepting the null hypothesis and concluding that "There is no

difference in expectations regarding required changes in the education system between Teachers and Students .

4.2 Summary of Findings

The study yielded several key findings from the data analysis. First, the reliability of the survey questionnaire was confirmed with Cronbach's alpha values of 0.76 for teachers and 0.71 for students, indicating good internal consistency. The strategic quadrant analysis identified specific areas that need attention in the education system. For example, both teachers and students highlighted similar strengths and areas to focus on, suggesting a consensus on the critical issues facing the educational system. The weighted average analysis further revealed that certain attributes in the student responses required more attention compared to those from teachers. Additionally, the hypothesis testing using ANOVA showed no significant differences in expectations based on gender or role. This implies that both male and female participants, as well as teachers and students, generally shared similar views about the changes needed in the education system. These results provide valuable insights for policymakers and educators aiming to address the needs of both groups.

4.3 Conclusion

The survey reveals significant dissatisfaction with the current education system among both students and teachers, largely due to its inability to balance academic rigor with practical skill development. There is a clear demand for a reformed, hybrid model that incorporates technology, reduces student pressure, and emphasizes hands-on learning. Both students and teachers seek a more personalized and adaptive education system, one that values equality and fosters holistic development. Addressing these concerns by

adopting more experiential learning methods, improving teacher training, and granting students greater autonomy in their educational decisions will be key to making education more effective, meaningful, and aligned with the demands of contemporary society.

CHAPTER V

DISCUSSION

5.1 Discussion of Results

The results of this study offer several important implications. First, the high reliability scores suggest that the questionnaire used was an effective tool for capturing the views of both teachers and students. The lack of significant differences between male and female participants, as well as between teachers and students, indicates a broad consensus on the issues facing the education system. This uniformity in opinion suggests that educational reforms should be inclusive, addressing common concerns across all demographics. Moreover, the strategic quadrant analysis highlights critical areas where improvements are needed, particularly in the attributes requiring more focus and attention. The fact that both teachers and students identified similar strengths suggests that the current system has certain foundational elements that work well, which can be leveraged in future reforms. Overall, these findings underscore the importance of using data-driven approaches to identify and prioritize areas of improvement in education. The results also encourage continued collaboration between teachers and students to ensure that reforms reflect the needs of all stakeholders. Bernd Schulz(2008) studied that educators to assume a pivotal role in fostering soft skills development, as they exert significant influence over students' personal and professional growth during their time at university. Integrating soft skills training within hard skills courses proves to be an exceptionally effective and efficient strategy, not only for enhancing the appeal and engagement of the curriculum but also for cultivating essential interpersonal abilities. Soft skills play a crucial role in shaping an individual's character, making it imperative for every student to acquire competencies that extend beyond mere academic or technical expertise. The impact of both school and college

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education on a student's overall performance cannot be overstated, as these stages form the cornerstone of intellectual and personal advancement. In particular, the methodologies of teaching and learning hold paramount importance, as they directly influence student outcomes and their preparedness for the future. Maria Jose Bezanilla et al. (2019) explored that critical thinking is an essential skill increasingly demanded from students in both their personal and professional spheres. Consequently, it is imperative that universities make concerted efforts to incorporate this competency into their curricula, programs, and instructional practices. However, substantial progress is still needed, as a precise definition of critical thinking remains elusive, and the development of innovative, active teaching methodologies is necessary to effectively cultivate this skill. This survey also sheds light on the challenges faced by educators, who must continuously adapt to rapidly evolving technological advancements. It is imperative that teachers remain up-to-date with the latest innovations and effectively integrate them into the classroom to enhance the learning experience. Kari Holdhus et al.(2016) Proposed that five academic traditions—rhetoric, music, theatre/drama, organizational theory, and education—are particularly pertinent for analysis. The dialogic, open-ended, interactive, and responsive elements of improvisation are shared characteristics across these disciplines and could serve as a unifying foundation for positioning improvisation as a central curricular concept in teaching, and by extension, in teacher education. This requires a concerted effort to stay informed about cutting-edge educational technologies and to implement these tools in ways that enrich the teaching process and better engage students. Several critical parameters must be considered to improve the current education system. These include the varying educational boards, the rising cost of education, the emphasis on skill enhancement, the integration of technology, and the issue of time management within educational structures. In light of these complexities, it becomes clear that a more unified and comprehensive education system is

essential to ensuring that all students, regardless of background, have access to equitable opportunities for growth and success. An effective and integrated system would not only streamline the educational process but also ensure that all students benefit equally from a high-quality education. The educational journey, from the earliest stages of schooling through to graduation, represents one of the most transformative experiences a student undergoes. Lorraine Brown(2009) Findings from an ethnographic study exploring the adjustment experiences of international postgraduate students in England highlight the transformative potential of the international student journey. Transformation of the students in India has to reflect on them by the time they complete their educational journey.It shapes their intellectual and personal development and lays the foundation for their future. As such, it is our duty to provide students with the best possible education system, one that nurtures their talents and equips them with the skills and knowledge they need to succeed in an increasingly complex and competitive world. The responsibility for enacting such sweeping improvements in the education system lies in the hands of the higher authorities—namely, government officials and leaders within the education sector. Only through their vision, policies, and leadership can meaningful changes be made. This survey, therefore, serves as a crucial starting point for understanding the current deficiencies and outlining a path toward a more effective and equitable education system.
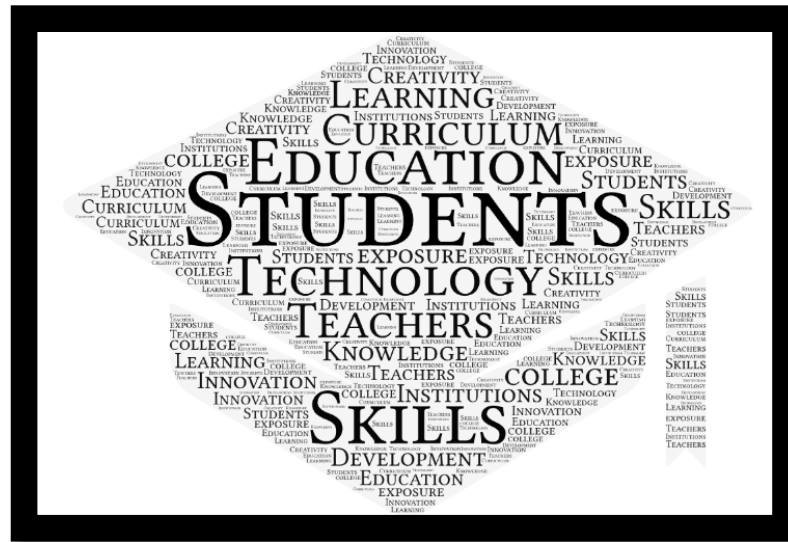
The current education system must evolve to offer students broader exposure across various disciplines and areas of knowledge. To achieve this, integrating different educational boards is a necessary step toward providing all students with equal opportunities. A unified system would eliminate disparities and create a level playing field for students, regardless of the board under which they study. In addition to this, the rapid development of technology and the digital world necessitates the adoption of a more modern, hybrid education system that can seamlessly incorporate both traditional and digital learning methods. The importance of this shift cannot be overstated, as the future of education lies in its ability to adapt to the technological landscape.

Helene Arlestig et al.(2016) Analysed the various chapters in the volume provide a rich and varied mosaic of what is currently known and what is yet to be discovered about the roles and practices of principals, and their contributions to the improvement of teaching and the learning and achievement of students. The particular foci and methodological emphases of the research reported illustrate the different phases in the development of educational policies and provision in each country. In this evolving educational

framework, the role of school principals becomes even more significant. As the leaders of educational institutions, their insights, observations, and decisions carry great weight in shaping the educational experience of students. Their ability to implement forward-thinking policies and adapt to new educational challenges will be pivotal in driving the success of any reformed system. Mark Brundrett and Megan Crawford(2017) Explored how school leaders are developed with different programs and perspectives. Therefore, the involvement of school leadership is essential in ensuring that students are not only equipped with academic knowledge but also prepared for the technological and social demands of the future.

5.2 Discussion of Research Question One

How does educational institutional leaders influence the growth of students in India?

In India, the role of educational institutional leaders, particularly principals, is pivotal in shaping the growth and success of students. The country's education system is highly diversified, with various educational boards designed to cater to students from different socioeconomic backgrounds, financial capacities, and regions, as well as their distinct learning preferences and interests. These boards, such as the Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE), and state boards, offer a range of curriculums that differ in their focus on skill development, knowledge dissemination, and career orientation. The diversity in educational boards highlights the need for flexible teaching methods that meet the unique needs of students across the nation. Principals and institutional leaders play a critical role in navigating this complexity, making informed decisions that significantly influence the academic and personal growth of students. One of the most important functions of an institutional leader in India is selecting

the right educational board for their institution. This decision can profoundly affect students' academic trajectories, future career opportunities, and personal development. For instance, boards like CBSE focus heavily on a structured and uniform curriculum, which is often considered ideal for students aspiring to pursue engineering and medical careers. On the other hand, ICSE offers a more holistic approach, emphasizing arts, humanities, and creative thinking. State boards are tailored to regional needs, often integrating local languages and focusing on state-level educational priorities. Therefore, the principal's ability to assess the needs of their student body and align them with the most appropriate educational board is a vital leadership task. Beyond selecting the educational board, institutional leaders are also responsible for implementing effective teaching methodologies. In a diverse country like India, students' learning styles and preferences vary widely, influenced by factors such as geographic location, cultural background, and financial status. A principal must ensure that the teaching methods adopted in their institution are adaptable, innovative, and conducive to student engagement. Effective teaching methods go beyond traditional rote learning and include interactive and experiential learning techniques, which help students better understand complex concepts. By incorporating technology and modern teaching tools, leaders can bridge the gap between theoretical knowledge and practical application, ensuring students are well-prepared for the challenges of the 21st century.

Leadership in educational institutions extends beyond administrative duties and into the realm of student mentorship and development. A successful principal does not merely manage the day-to-day operations of the school but also serves as a guide and mentor to both teachers and students. In this capacity, they must possess strong leadership, managerial, and counseling skills. These qualities enable them to foster a nurturing environment that promotes holistic student growth. Students often face a wide range of

challenges, including academic pressure, personal issues, and career-related anxieties. A principal who is equipped with counseling skills can help students navigate these difficulties, providing guidance and support that enhances their emotional well-being and academic performance. Effective leadership in Indian educational institutions also involves fostering a positive school culture that prioritizes learning, inclusivity, and student empowerment. Principals must work to create an environment where students feel safe, supported, and motivated to learn. This includes promoting values such as discipline, respect, and collaboration, which contribute to the overall development of students. By setting high standards for behavior and academic achievement, institutional leaders can instill a sense of responsibility and ambition in their students. A positive school culture not only improves academic outcomes but also prepares students to be responsible, well rounded individuals who can contribute meaningfully to society. The decision-making process within educational institutions is another area where leadership plays a crucial role in influencing student growth. Principals must make decisions regarding curriculum design, extracurricular activities, resource allocation, and teacher recruitment, all of which have a direct impact on student outcomes. For instance, the introduction of extracurricular programs such as sports, arts, and clubs can significantly enhance students' personal development, providing them with opportunities to explore their interests and talents outside the classroom. Similarly, recruiting highly qualified and motivated teachers is essential for maintaining a high standard of education. Principals who are skilled in decision-making can balance the various needs of their institution, ensuring that students receive a well-rounded education that prepares them for future success.

In addition to managing internal affairs, educational leaders in India must also navigate external challenges such as government regulations, financial constraints, and societal expectations. The Indian education system is heavily influenced by state and central

government policies, which dictate everything from curriculum standards to funding allocations. Principals must be adept at working within these constraints while still prioritizing the needs of their students. This requires a high level of managerial expertise, as they must balance limited resources while ensuring that their institution continues to provide a high-quality education. Financial challenges, in particular, can have a significant impact on the availability of resources such as technology, teaching materials, and infrastructure, all of which are crucial for student success. Given the evolving landscape of education, particularly with the rise of digital learning and technological advancements, institutional leaders must also stay informed about the latest trends and innovations in education. The integration of technology into the classroom has become increasingly important, particularly in light of the COVID-19 pandemic, which accelerated the shift toward online and hybrid learning models. Principals must be proactive in adopting new technologies and teaching methods that enhance the learning experience for students. This includes investing in digital infrastructure, training teachers to use technology effectively, and ensuring that students have access to the tools they need to succeed in a digitally-driven world. Zahara Tussoleha Rony et al. (2023) studies the 21st century higher education encompasses an educational establishment responsible for overseeing advanced educational tiers, where those engaged in the pursuit of knowledge are recognized as students, and those imparting instruction are identified as lecturers. Numerous qualifications, competencies, and a profound commitment stand as prerequisites for leaders to effectively respond to rapid changes. Consequently, one significant challenge they face is guiding a diverse workforce spanning Generation X, Generation Y, and Generation Z. Each of these cohorts brings its distinct strengths, characteristics, and peculiarities. Without astute management, these differences can brew "generational tension" that detrimentally affects team dynamics. Hence relating to the current study upgradation of education is a

must keeping the current generation students in mind and how productive the tie spent at college can be beneficial. Higher education encompasses institutions tasked with overseeing advanced learning processes, where those pursuing knowledge are referred to as students, and those imparting instruction are designated as lecturers. Leaders within these institutions must exhibit a diverse array of qualifications, competencies, and a profound commitment to adeptly navigate the swiftly evolving educational landscape. A significant challenge they face is the management of a heterogeneous workforce comprising Generation X, Generation Y, and Generation Z, each characterized by distinct strengths, attributes, and behavioral patterns. Mismanagement of these generational differences can result in "generational tension," which may adversely affect team cohesion and organizational dynamics.

Dr, Glenn R.Andrin et al. (2023) investigates the interdependent relationship between leadership and a positive school culture is continually underscored, emphasizing how leaders play a crucial role in cultivating collaborative, trusting, and constantly evolving educational settings. The study offers significant insights into effective leadership models in education, serving as a valuable resource for policymakers, administrators, and educators in creating dynamic, goal-oriented institutions.

M.Durairaj et al. (2024) examines the transformative potential of visionary leadership within India's education system, emphasizing key aspects such as leadership in education, policy reform, educator empowerment, innovation, inclusivity, community engagement, and data-driven decision-making. It advocates for a comprehensive, holistic approach that prioritizes diversity, accessibility, and quality in education. It highlights the crucial role visionary leader's play in driving significant changes, fostering innovation, and advancing progress in the Indian education sector. By exploring the characteristics and strategies of such leaders, the review sheds light on their ability to advocate for meaningful reforms and

shape the future of education. Furthermore, it addresses the challenges faced by these leaders, providing valuable insights and lessons that can be applied to overcome obstacles in the sector. The valuable resource for educators, policymakers, and stakeholders interested in improving India's education system, as it underscores the need for transformative leadership to promote inclusive, equitable, and high-quality education.

Sudhir Rana et al. (2021) manuscript examines the future of higher education from the perspective of an emerging country, focusing on how new education policies, rankings, and accreditation are influencing Indian higher education institutions. It explores how these institutions can strategically position themselves on the international stage. The study consolidates current trends and provides a foundation for future research and practical applications. The authors found that while Indian higher educational institutions have begun establishing an international presence, they face numerous challenges, including government bureaucracy, international salary standards, attracting a global student population, and addressing cultural sensitivity. Additionally, they discovered that the issue of positioning is not a one-time effort but an ongoing, complex challenge—a "wicked problem"—requiring continuous evaluation, adjustment, and implementation. Therefore the Indian education system needs a hybrid change to meet the Indian student's performances and Indian students meeting the international standards too, as many students from India fly abroad for better salary, better workplace and better living.

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begun establishing an international presence, they face numerous challenges, including government bureaucracy, international salary standards, attracting a global student population, and addressing cultural sensitivity. Additionally, they discovered that the issue of positioning is not a one-time effort but an ongoing, complex challenge—a "wicked problem"—requiring continuous evaluation, adjustment, and implementation. Therefore the Indian education system needs a hybrid change to meet the Indian student's performances and Indian students meeting the international standards too, as many students from India fly abroad for better salary, better workplace and better living. Jason A.Grissom and Susanna Loeb (2011) examined the significance of effective school principals is widely acknowledged, there is limited research identifying the specific skills principals need to drive school success. This study utilizes a unique dataset that merges survey responses from principals, assistant principals, teachers, and parents with detailed administrative data to determine which principal skills are most strongly associated with positive school outcomes. A factor analysis of a 42-item task inventory reveals five distinct skill categories, but only one—principals' organizational management skills—consistently predicts improvements in student achievement and other success indicators. Evaluations of principals by assistant principals reinforce this finding. The study advocates for a comprehensive view of principal leadership, emphasizing the importance of organizational management skills alongside the traditional focus on curriculum and instruction support.

Philip Selznick (2011) analysed in detail from administrative management to institutional leadership. The transition from administrative management to institutional leadership reflects a significant shift in the way educational institutions are governed. Traditional administrative management focused on operational efficiency, task delegation, and maintaining order, often with a rigid, hierarchical structure. However, the evolving demands of educational environments have necessitated a more dynamic approach, with

institutional leadership emphasizing vision, collaboration, and strategic direction. Leadership in modern educational institutions now requires not just managerial competence but also the ability to inspire, innovate, and adapt to changing circumstances. Research suggests that effective institutional leadership fosters a culture of shared responsibility, empowering stakeholders to contribute to institutional goals. Unlike the administrative model, which can be more transactional, institutional leadership is transformational, aiming to cultivate long-term growth and development in both students and staff. This paradigm shift aligns with the growing complexity of educational landscapes, requiring leaders to balance management with visionary leadership skills to enhance institutional performance and student outcomes. Peter gronn (2002) examined that distributed leadership has emerged as a significant unit of analysis in educational research, reflecting a shift from individual-centric leadership models to collective, shared leadership practices. Unlike traditional leadership models that focus on the role of a single leader, distributed leadership examines how leadership responsibilities are dispersed across various individuals and groups within an organization. This approach emphasizes collaboration, shared decision-making, and collective expertise, where leadership is enacted through interactions rather than formal positions. Studies indicate that distributed leadership can enhance organizational effectiveness by fostering a culture of collaboration, innovation, and empowerment. It encourages the involvement of teachers, staff, and other stakeholders in the decision-making process, leading to a more inclusive and democratic approach to leadership. As a unit of analysis, distributed leadership offers valuable insights into the dynamics of leadership practice, showing how leadership is embedded in the organizational fabric rather than concentrated in one person. This approach is particularly relevant in complex educational settings, where the distribution of leadership roles can lead to improved outcomes and increased institutional resilience. Viviane M.J.Robinson et

al.(2008) explored the impact of leadership on student outcomes has been extensively studied, with research demonstrating that effective leadership plays a crucial role in enhancing student achievement. Educational leaders, particularly principals and administrators, influence teaching quality, school climate, and resource allocation, which in turn shape student performance Different types of leadership, including transformational, instructional, and distributed leadership, have varying effects on student outcomes. Transformational leadership, characterized by vision, inspiration, and motivation, is known to foster a positive school culture and teacher morale, indirectly contributing to improved student performance. Instructional leadership, which focuses directly on the core activities of teaching and learning, has a more direct influence on student achievement by improving teaching practices and ensuring alignment with educational goals. Research suggests that instructional leadership has the most immediate impact on student learning, particularly in underperforming schools. Distributed leadership, on the other hand, spreads leadership responsibilities across various stakeholders, including teachers and staff. While its impact on student outcomes is more indirect, it encourages collaboration and shared decision-making, fostering a supportive environment conducive to student success. However, the differential effects of these leadership types highlight the complexity of leadership in education. For instance, while transformational leadership may enhance school culture, it may not always lead to direct improvements in academic performance. Instructional leadership is often found to have a stronger correlation with measurable academic outcomes, while distributed leadership tends to enhance organizational cohesion and long-term sustainability. The variation in effects underscores the importance of context, suggesting that different leadership styles may be more or less effective depending on the specific needs and challenges of the educational institution. Gary L. Anderson and Angus Mungal et al. (2013) describe how

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the role of school administrators is evolving, with principals in New York City, for example, adopting CEO-like functions in a market-driven environment. This shift, observable in other regions like Chile, Singapore, and England, reflects broader economic and policy changes impacting school administration and raises questions about equity and diversity. Mochamad Soelten et al. (2023) examine the impact of transformational leadership on organizational performance within Child Welfare Institutions in Indonesia. Their study highlights that organizational commitment alone is insufficient for improving performance; rather, consistent leadership and a focus on transformational leadership significantly enhance organizational outcomes. In the realm of educational leadership in India, the role of institutional leaders encompasses a wide array of responsibilities, central to which is the management of administrative efficiency. This involves overseeing daily operations, including budgeting, resource allocation, and infrastructure maintenance. Leaders are tasked with ensuring financial transparency and the optimal utilization of resources to enhance institutional performance. Vision and Strategic Planning: At the core of institutional leadership lies the establishment of a compelling vision and long-term strategic goals. Leaders must chart a course that not only aligns with educational standards but also equips students to navigate future challenges effectively. Kenneth Leithwood and Doris Jantzi (2008) inspected that Leader efficacy refers to a leader's belief in their ability to successfully influence and guide others, and it plays a critical role in shaping educational outcomes, particularly student learning. In the context of schools, principals and educational leaders with high leader efficacy are more likely to foster positive environments, motivate teachers, and implement effective instructional strategies that directly benefit student achievement. When leaders believe in their capacity to impact learning, they set ambitious goals, promote a culture of high expectations, and engage in continuous improvement practices. These leaders are more resilient in the face of

challenges, better able to support teacher development, and more proactive in creating innovative solutions to educational problems. Their confidence often translates into greater commitment from staff and students, resulting in improved academic performance.

Research shows that leader efficacy is closely linked to student engagement, equity, and inclusive practices, as these leaders are more inclined to champion diverse learning needs and ensure resources are allocated fairly. Ultimately, leader efficacy contributes to a more focused and energized school culture, where both teachers and students thrive. The link between leadership and student learning underscores the importance of developing strong, self-assured leaders in education. Bush, Tony (2008) researched on Leadership and management development in education is crucial for enhancing the effectiveness and quality of schools and educational institutions. Effective leaders and managers drive improvements in teaching and learning, create positive school cultures, and ensure efficient operation of educational organizations. Development programs focus on equipping educational leaders with skills in strategic planning, instructional leadership, and change management.These programs often emphasize the importance of vision setting, goal alignment, and data-driven decision-making. Leaders are trained to foster collaboration among staff, engage with the community, and support professional development for teachers. Management development includes training in organizational skills, resource allocation, and administrative processes. Furthermore, effective development programs address the need for emotional intelligence, resilience, and adaptability. As educational landscapes evolve with new technologies and changing societal expectations, continuous development helps leaders stay responsive and proactive. Investing in leadership and management development ultimately enhances student outcomes and supports the broader mission of educational excellence.

In conclusion, the influence of educational institutional leaders on student growth in India cannot be overstated. Principals and school leaders play a multifaceted role that encompasses decision-making, curriculum implementation, student mentorship, and resource management. Their leadership is critical in shaping not only the academic success of students but also their personal development and future prospects. To be effective, educational leaders must possess a wide range of skills, including leadership, managerial, and counselling abilities, all of which contribute to creating a supportive and empowering learning environment. In a country as diverse as India, where students come from varied backgrounds and face different challenges, strong and effective leadership is essential to ensuring that all students have the opportunity to reach their full potential.

5.3 Discussion of Research Question Two
How do the role of stakeholders collectively contribute to the efficiency of educational leadership within an institution?

The role of stakeholders in educational institutions is multifaceted and deeply interconnected. These stakeholders include students, teachers, principals, the educational minister, and government entities such as the Ministry of Education. Their collective contributions significantly impact the efficiency of educational leadership within an institution. To understand how each stakeholder influences the system, it is essential to explore how the various levels of educational governance—from national to local—operate in tandem to ensure a seamless educational experience. The journey of education, from policy creation at the national level to its implementation at the classroom level, involves coordination and cooperation among these key players.

Ministry of Education (National Level)

At the highest level of educational governance, the Ministry of Education holds the responsibility of setting the national direction for education. This body formulates and implements national education policies that serve as a framework for all institutions across the country. It also provides the necessary funding for educational initiatives and programs, ensuring that institutions have the financial resources needed to operate efficiently. Moreover, the Ministry of Education is tasked with developing curriculum frameworks that standardize the content and learning outcomes expected at each educational level. These frameworks guide the teaching and learning process, ensuring consistency across the nation. The Ministry also establishes essential standards and regulations, setting benchmarks for educational quality. These standards ensure that institutions maintain a certain level of excellence in education, which reflects in the quality of teaching and learning outcomes. By fulfilling these responsibilities, the Ministry of Education plays a crucial role in providing a solid foundation for the educational system, upon which all other levels of governance build.

State/Provincial Education Department (Regional Level)

The role of state or provincial education departments is to adapt the national policies to the specific needs of the region. This level of governance ensures that the national curriculum and standards are implemented in a manner that aligns with the regional context, taking into account local cultural, economic, and social factors. State departments allocate funds to schools based on state budgets, ensuring that resources are distributed equitably across districts and institutions.

A key function of these departments is overseeing the implementation of curriculum in schools. This includes monitoring teacher recruitment and professional development to ensure that educators are well-equipped to deliver the curriculum effectively. By recruiting

qualified teachers and offering ongoing professional development opportunities, state education departments contribute to the continuous improvement of teaching quality. Additionally, they are responsible for ensuring compliance with state standards, which may include additional regulations tailored to the needs of the region. The state education department's ability to adapt national policies to local realities is essential in ensuring that education remains relevant and responsive to the needs of the population.

District Education Offices (Local Level)

At the local level, district education offices act as intermediaries between state departments and individual schools. They supervise district schools, ensuring that state policies and national regulations are effectively implemented. These offices play a crucial role in allocating state funding to schools, ensuring that resources are directed to where they are most needed. They also monitor the performance of schools through local inspections, ensuring compliance with both state and national policies. District education offices also work closely with local school boards to address any challenges that may arise at the school level. This collaboration helps ensure that schools operate efficiently and in alignment with the broader educational objectives set by state and national authorities. By providing support and oversight, district education offices help maintain the quality of education within their jurisdictions, ensuring that schools have the resources and guidance necessary to meet educational standards.

Schools/Institutions (School Level)

Schools and educational institutions are the frontline of the education system, where policies and curriculum frameworks are put into practice. Schools receive funding from district or state education offices, which they use to manage daily operations, such as hiring staff, scheduling classes, and maintaining school facilities. The administration at this level,

led by the principal, is responsible for implementing the curriculum and standards established by higher authorities. They monitor teacher performance, ensuring that educators are delivering the curriculum effectively and supporting student learning.

Schools also play a critical role in assessing and evaluating student performance, a key component of ensuring educational outcomes. Principals and teachers work together to create a conducive learning environment, ensuring that students receive the guidance and support they need to succeed. Additionally, schools foster personal development by providing students with opportunities for extracurricular activities, leadership, and skill-building beyond academic content.

Teachers

Teachers are the backbone of the educational process. They are responsible for delivering the curriculum to students, ensuring that the content is understood and absorbed. Teachers monitor and assess student progress through regular evaluations, exams, and assignments. They are also responsible for maintaining classroom discipline, creating a structured environment that is conducive to learning. Beyond academics, teachers provide emotional and social support to students, acting as mentors and role models.

Communication with parents and guardians is another key aspect of a teacher's role. By keeping parents informed about their child's progress, teachers help foster a collaborative environment where students receive support both at school and at home. Teachers must also stay up-to-date with the latest pedagogical practices and technological advancements to ensure that they can deliver the best education possible. Their role is not static but evolves as the educational landscape changes, requiring ongoing professional development and adaptation.

Students

At the heart of the educational system are the students, who are the ultimate beneficiaries of all the efforts and structures put in place by stakeholders. Students receive education based on the curriculum developed at the national level and delivered through the various institutions. They participate in assessments and exams that measure their academic performance, and their advancement through the educational system is based on their achievements. Students also gain essential life skills and knowledge that prepare them for future careers and roles in society. Their progress and success depend not only on their own efforts but also on the quality of education provided by the teachers, schools, and the broader educational system.

Ruby Sengar, Smriti Pande and Narendra Singh Chaudhary (2024) seeks to examine the perspectives of teachers from higher education institutions on sustainability within higher education. The findings of the study reveal several issues and challenges that hinder the sustainability. The authors identified factors such as unclear leadership vision, infrequent policy evaluations, unethical behavior, demotivating organizational cultures, lack of social responsibility, and significant financial demands, which collectively place substantial pressure on institutions and obstruct their sustainability efforts. The short-sighted focus of leaders on immediate profits further exacerbates these challenges. The study offers a framework with recommendations to adopt in order to become more sustainable and overcome the obstacles they face. It can serve as a valuable resource for organizations and policymakers, helping them understand the various implications and implement necessary changes to address these bottlenecks. Additionally, employers can use the study's findings to make informed decisions that enhance employee well-being and formulate appropriate policies to support institutional sustainability. Gamala, Javan J et al. (2022) investigated the extent to which the school environment and the managerial skills of school heads

impact school performance. Data was gathered using a standardized, expert-validated questionnaire. The findings indicated that the school environment was moderately favorable, while both the managerial skills of school heads and the schools' performance levels were very high. Although the results showed a relationship between the school heads' managerial skills, the school environment, and school performance, this relationship was found to be insignificant. Despite school heads demonstrating managerial skills within a supportive environment, these factors did not appear to influence school performance in this study. Consequently, the study recommends exploring other potential factors that may affect school performance. Mohd Shahid bin Ahmad, Rosliza Ahmad and Fatimah Zailly Ahmad Ramli (2024) analysed the issues related to principal leadership and counseling, which led to the development of the Integrated Principal Leadership Model and Counseling Approach using design and development research . Both qualitative and quantitative methods were employed. During the needs analysis phase, data was gathered through questionnaires from 282 participants across eight MRSM schools in Perak, with descriptive statistics (frequency and percentage) used for analysis. Additionally, interviews were conducted with 13 individuals experienced in leadership and counseling. The results indicated strong participant confidence in the need for counseling within principal leadership practices, with high mean values of 4.46 (97.90%) and 4.52 (98.50%) for the belief that counseling knowledge would enhance principals' administrative quality. In conclusion, the integrated principal leadership model development is essential for effective principal leadership, integrating counseling to improve leadership skills. Implementing this model is expected to enhance the leadership abilities of school principals supports the current research study. Huu Cuong Nguyen (2019) examines the professional development needs of educational leaders and teachers, highlighting the limited research available on leadership development at the institutional level. This study underscores the need for

targeted professional development for leaders and policymakers, contributing to the growing body of literature on this topic. Veronica G. Martinez-Acosta and Carlita B. Favero (2018) discuss the national conversation on creating more inclusive institutional environments within universities. The focus is on addressing the lack of diversity at higher administrative levels and implementing best practices for promoting inclusion. Adrianna Kezar and Peter D.Eckel (2002) recognises Institutional culture plays a pivotal role in shaping change strategies in higher education, influencing how reforms are initiated, implemented, and sustained. The concept of institutional culture refers to the shared values, beliefs, norms, and practices that define an organization's identity and operations In higher education institutions, this culture is often deeply rooted in historical traditions, academic freedom, and governance structures, which can either facilitate or hinder the process of change . Research suggests that successful change strategies in higher education must align with the existing institutional culture to ensure buy-in from faculty, staff, and other Institutions with a strong culture of innovation and collaboration tend to be more receptive to change, as they are more flexible and adaptable to new ideas .Conversely, institutions with rigid hierarchical structures or a deeply entrenched resistance to change may experience significant barriers to reform, with faculty and staff pushing back against initiatives that challenge the status. Moreover, the leadership's ability to navigate and leverage institutional culture is crucial in determining the success of change strategies. Leaders who understand and respect the cultural dynamics of their institutions are better equipped to implement change in a way that minimizes resistance and fosters collective action. This requires leaders to engage in active dialogue with key stakeholders, demonstrate cultural sensitivity, and create a shared vision that resonates with the institution's core values. The interplay between institutional culture and change strategies becomes even more complex in times of external pressures, such as technological

advancements, policy shifts, or financial constraints. Institutions that can adapt their cultural practices while maintaining their core identity are more likely to navigate these pressures effectively and emerge stronger in the face of change. Ultimately, the success of change initiatives in higher education depends on the extent to which they are culturally compatible with the institution, as well as the leadership's ability to foster a change-friendly environment. Dennis A.Gioia and James B.Thomas (1996) Studied Strategic change in academia involves the adaptation and reconfiguration of institutional practices to address evolving educational demands and challenges. Recent literature emphasizes the need for higher education institutions to implement transformative strategies to stay relevant in a rapidly changing landscape. Studies highlight that successful strategic change often hinges on clear vision, strong leadership, and stakeholder engagement.

The role of institutional culture is critical, as it shapes the acceptance and effectiveness of change initiatives. Additionally, research points to the importance of data-driven decision-making and strategic planning in guiding academic institutions through periods of change. The adoption of innovative technologies and the re-evaluation of traditional academic models are key drivers of strategic change. Moreover, effective change management requires addressing resistance from faculty and staff, which is often mitigated through transparent communication and involvement in the change process. Recent studies also stress the importance of aligning strategic changes with institutional goals and external demands to ensure long-term sustainability. As academia continues to evolve, ongoing research into strategic change remains essential for fostering adaptive and resilient educational environments.

In conclusion, the efficiency of educational leadership within an institution is the result of the combined efforts of various stakeholders. From the Ministry of Education that sets the national policies, to the teachers who interact with students on a daily basis, every

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stakeholder has a specific role that contributes to the smooth functioning of the educational system. By working together, these stakeholders create a system that ensures students receive a comprehensive and well-rounded education. The collaboration among these groups is essential for addressing the challenges of modern education, such as the integration of technology and the need for skill development. Therefore, the collective contribution of all stakeholders is crucial in shaping a successful educational environment that fosters student growth and prepares them for the future.

CHAPTER VI:

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

6.1 Summary

This study focuses on the crucial role of leadership in managing educational institutions in India and the urgent need for advancements in the current system to ensure that all students benefit equally. With the rapid technological advancements and the rise of digitalized learning, particularly after the COVID-19 pandemic, the traditional model of education has been significantly disrupted. The age-old practice of learning through books and writing with pens is slowly becoming obsolete. Instead, students are increasingly drawn toward online platforms that offer them a more engaging and accessible learning environment. However, this shift has brought forth several challenges that need to be addressed to ensure a balanced and effective education system for the future.

The current inclination towards digital learning platforms has diminished students' interest in in-person exploration, which has long been an essential aspect of their holistic development. While the digital revolution in education has brought convenience and innovation, it has also underscored the importance of designing a hybrid model that blends both traditional and modern learning methods. A well-rounded education system should incorporate classroom sessions, activity-based learning, experimental approaches, case studies, and inquiry-based learning. This hybrid model is essential not only for imparting academic knowledge but also for nurturing critical thinking, problem-solving abilities, and real-world application of knowledge—skills that are indispensable in the 21st century.

Moreover, career advancement trends and the evolving job market have created new demands and pressures on students. With the advent of new, highly-paid career paths in fields such as technology, data science, and digital marketing, students are often swayed by the promise of lucrative futures. However, many students find themselves choosing

careers based solely on monetary gain without fully understanding their own passions, strengths, or interests. This trend highlights a significant flaw in the current education system, where students are often provided with a myriad of choices without adequate guidance, resulting in misdirection and frustration. A more personalized approach to career counseling, rooted in helping students explore their individual aptitudes and passions, is urgently needed to prevent them from pursuing careers that may not align with their true ambitions or talents. Education, unfortunately, has also become a highly profitable business sector in recent years, particularly in the private sector. The proliferation of private schools and colleges with business-driven motives has led to a dilution in the quality of education. These institutions often prioritize financial gain over the academic and personal development of their students. Consequently, students attending these institutions may not receive the high-quality education they deserve, leading to a potential gap in their preparedness for the professional world. The commercialization of education poses a serious threat to the integrity of the system, as it shifts the focus from fostering knowledge and skills to generating profit. This development demands a reevaluation of educational policies to ensure that the primary objective of education—student growth and development—remains at the forefront.

6.2 Implications

The current state of the education system in India is leading to increased stress among students. The implementation of new policies and activities, while well-intentioned, is often adding to an already overwhelming curriculum. The sheer volume of knowledge students are expected to absorb, coupled with the pressure to excel in both academic and extracurricular pursuits, is creating an environment of stress and anxiety. Students find

themselves burdened with the task of balancing traditional learning methods with newly introduced activities, often at the cost of their mental and emotional well-being.

Teachers, too, are grappling with the challenges posed by the evolving education system. The integration of new teaching methods and technologies requires additional time and effort from educators, who already face time constraints in managing their classrooms effectively. Many teachers find it difficult to incorporate innovative teaching techniques within the limited time they have, leading to diminished engagement with students. This, in turn, contributes to a decline in student performance, as teachers struggle to provide the personalized attention and guidance necessary for students to thrive.

The growing disconnect between students and teachers has far-reaching consequences, particularly in terms of career choices. As students feel increasingly overwhelmed by the expectations placed on them, they may be more likely to make hasty decisions regarding their future careers. Without adequate time for self-reflection and exploration, students may end up choosing careers that are ill-suited to their interests and abilities, ultimately leading to dissatisfaction and hindered skill development. If the current trajectory continues, the overall quality of students graduating from the system may decline, leaving them unprepared for the challenges of the professional world.

In light of these challenges, the need for a more integrated and supportive education system has never been more apparent. A streamlined approach to education that reduces unnecessary pressure on students while promoting a well-rounded curriculum would allow students to navigate their academic journeys with greater ease and clarity. By offering a balanced blend of academic, practical, and experiential learning opportunities, an integrated system can help students achieve their goals within a reasonable timeframe and without the overwhelming stress that currently plagues many learners.

Leadership in educational institutions plays a pivotal role in driving these changes. School principals and administrators are in a unique position to influence policy implementation and create an environment conducive to both student and teacher growth. Their insights, decisions, and leadership are critical in ensuring that the education system evolves to meet the needs of students in a rapidly changing world. The success of any new system will depend largely on their ability to adapt to these changes and to foster a learning environment that prioritizes the holistic development of every student.

This study serves as a call to action for policymakers, educators, and institutional leaders to recognize the shortcomings of the current system and to take the necessary steps to improve it. By adopting a more integrated and student-centered approach, the education system in India can better equip students to succeed in their academic and professional lives. The sooner these changes are implemented, the sooner students will be able to reap the benefits of a more supportive and effective education system.

6.3 Recommendations for Future Research

Equal   Distribution   of   Survey   across   All   States   in   India
The current research faced limitations in its geographic reach, as the survey was not conducted equally across all states within India. Future studies should aim to ensure broader and more representative participation from diverse regions. By extending the survey to include all states, researchers can obtain a comprehensive understanding of educational leadership practices and challenges across different cultural, social, and economic contexts. This will provide more reliable and generalizable results that reflect the complexities of the Indian education system as a whole.

Demographic   Analysis   of   Educational   Leadership

one of the significant gaps in the current study is the lack of demographic analysis. Future research should incorporate a thorough investigation of how various demographic factors—such as gender, age, and socio-economic background, and geographic location— impact leadership effectiveness in educational institutions. Understanding these demographic dynamics will enable researchers to assess whether certain groups face unique challenges or opportunities in leadership roles. Additionally, such an analysis could shed light on the intersectionality of leadership experiences, providing insights into how diverse leaders influence educational outcomes for different student populations.

Immediate Implementation of Research Findings

Given the urgency of addressing the challenges faced by students in the current education system, it is recommended that future research be implemented as soon as possible to provide timely benefits to students. Delaying the application of research findings could exacerbate existing issues such as stress, reduced performance, and poor career choices among students. Therefore, future studies should prioritize action-oriented research that not only gathers data but also proposes practical solutions and policies that can be quickly adopted by educational leaders and policymakers. By accelerating the implementation of research findings, the education system can adapt more effectively to students' needs.

Exploring   Leadership   Models   in   Diverse   Educational   Contexts

the diversity of India's educational landscape requires future research to explore various leadership models that are suited to different contexts. These may include urban versus rural schools, public versus private institutions, and regional variations in educational

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approaches. Research should examine how different leadership styles (e.g., transformational, transactional, or distributed leadership) function in these diverse settings and how they contribute to student success. A comparative study across different types of schools will provide valuable insights into which leadership models are most effective in fostering a positive learning environment and improving student outcomes across a range of educational contexts.

Leadership   in   Crisis   Situations
The COVID-19 pandemic has underscored the importance of effective leadership during crises. Future research should investigate how educational leaders can better manage crisis situations, whether they are public health-related, natural disasters, or other unforeseen challenges. This line of research should explore leadership strategies that enhance resilience, adaptability, and communication during times of crisis. It is also essential to study how leadership in crises affects students' academic performance and well-being, as well as how it shapes long-term institutional policies. Understanding leadership in crisis situations will help educational institutions be better prepared for future disruptions and ensure continuity in student learning and development.

6.4 Conclusion

The findings of this research underscore the pivotal role that educational leadership plays in influencing the growth and development of students in India. In a rapidly evolving educational landscape, particularly in the aftermath of the COVID-19 pandemic, there is an urgent need for systemic reforms that address the growing stress experienced by students and the challenges faced by teachers. The implementation of government programs, while beneficial in terms of employability training, has inadvertently added to students' burdens,

emphasizing the need for a more integrated education system that balances academic rigor with skill development in a stress-free environment.

One of the key takeaways from this study is the strong correlation between leadership effectiveness and the necessity for change, as highlighted by both students and teachers. Students, overwhelmed by the pressure to excel academically while simultaneously preparing for future careers, expressed a need for leadership that fosters a supportive and less stressful learning environment. Teachers echoed this sentiment, pointing out the critical role that institutional leaders play in creating a positive and collaborative teaching environment. The findings suggest that leaders who are adaptable, communicative, and receptive to feedback are more likely to inspire both students and teachers to perform at their best. Principals, as the strategic drivers of change within educational institutions, provided valuable insights into the complexities of leadership in the modern educational context. They emphasized the importance of clear communication, goal-setting, and the ability to navigate crises, such as the pandemic, with resilience and adaptability. Their perspectives highlight the necessity of leadership models that are both flexible and forward-thinking, capable of responding to the changing needs of the education system while maintaining a focus on long-term student success. The study also identified several areas where discrepancies exist between the perspectives of different stakeholders. While students and teachers were largely in agreement about the need for change, their specific priorities sometimes diverged. Students expressed a desire for greater curricular flexibility and innovation, while teachers were more focused on receiving institutional support to enhance their teaching practices. These differences underscore the importance of a leadership approach that is inclusive, taking into account the diverse needs of all stakeholders within the educational ecosystem.

In conclusion, the research highlights the critical role of educational leadership in shaping the future of India's education system. It calls for an integrated approach to leadership that fosters collaboration, communication, and adaptability, ensuring that both students and teachers can thrive in an increasingly complex educational environment. The study provides valuable insights for policymakers, educators, and institutional leaders seeking to improve educational outcomes and create a more inclusive and effective education system in India. Going forward, it is essential that educational leadership evolves in tandem with the changing demands of the workforce and society, ensuring that students are not only academically prepared but also equipped with the skills and resilience needed for future success.

APPENDIX A

SURVEY COVER LETTER

{Sample Text Sample Text Sample Text Sample Text Sample Text Sample Text Sample Text }

APPENDIX B

INFORMED CONSENT

{Sample Text Sample Text Sample Text Sample Text Sample Text Sample Text Sample Text }

APPENDIX C

INTERVIEW GUIDE

{Sample Text Sample Text Sample Text Sample Text Sample Text Sample Text Sample Text }

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APPENDIX A:

FIRST APPENDIX TITLE [USE "CHAPTER TITLE" STYLE]

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