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Comparing Leadership Styles Across Public and Private Institutions: A Multigroup Analysis for Fostering Academic Excellence

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Abstract

Across the globe the primary focus for educational institutions are mainly towards Academic excellence. It encompasses of faculty achievement, student achievement and institutional achievements. In other hand the Leadership styles play a significant role in shaping organizational dynamics in general. In higher education setup it helps to promote academic excellence and allied outcomes. This study investigates the influence of directive and people-oriented leadership styles on various dimensions of academic excellence (faculty, student, and institutional) within government and private educational institutions. Utilizing multi-group analysis, significant differences in the relationship dynamics between leadership styles and academic outcomes across these settings were studied. Notably, directive leadership demonstrates a stronger association with student achievement in private institutions compared to government institutions. Conversely, people-oriented leadership exhibits a consistent positive influence on student achievement across both sectors. While both leadership styles contribute to faculty achievements, people-oriented leadership additionally promotes institutional success, particularly within government institutions.

Keywords: Academic Excellence, Leadership Styles, Multigroup Analysis, Directive, People -oriented

Introduction and Theoretical Background:

Leadership styles can a play a pivotal role in influencing academic excellence to greater extent. Developing holistic strategies for advancing academic excellence and imbibing a culture of continuous improvement within their institutions is seen as the prioritized task of educational leaders.

Effective leadership is necessary to foster growth, encourage positive change, and inspire success. Leadership within educational institutions plays a pivotal role in shaping organizational climate faculty-student interactions and ultimately academic achievements. Two prominent leadership styles often observed in academia are directive leadership and people-oriented leadership. This literature review aims to explore existing research examining the effects of these leadership styles on faculty and student achievements within educational settings.

This study is intended to explore the intricate interplay between academic excellence and its constituent components within the educational settings by considering suitable leadership styles. Furthermore, this study aims to explore potential moderating variables that could influence the relationship between leadership styles and academic excellence.

Factors such as organizational culture, leadership effectiveness, and faculty-student rapport may shape how different leadership styles manifest and their subsequent impact on academic outcomes. By considering contextual variables within educational institutions, this research seeks to provide a comprehensive understanding of the complex relationship between leadership styles and academic excellence. Ultimately, findings from this study could inform leadership practices in academia, guiding administrators and educators in fostering environments conducive to promoting student success and academic achievement.

Attribute 1: Faculty Achievement: In educational institutions faculty members play a pivotal role in taking forward steps towards academic excellence. It is mainly by their teaching, research and other service contributions. The past and the ongoing research in this filed has identified various factors contributing to faculty achievement, including teaching effectiveness, scholarly productivity, and professional engagement (Blömeke, Gustafsson, & Shavelson, 2015). Periodic interventions in terms of effective faculty development programs, mentoring initiatives, and supportive institutional climates have been associated with enhanced faculty performance and job satisfaction (Gmelch & Miskin, 2004). Incentivising the faculty members for their quality teaching, research work and for other extended services would attribute to faculty achievement and in turn to academic excellence according to the study largely conducted by (Hattie & Marsh, 1996).

Faculty Development programs : Research suggests that faculty development programs focusing on pedagogy, research methodologies, and leadership skills can significantly enhance faculty effectiveness and contribute to academic

excellence (Kuh, 2016). These types of programs provide opportunities for professional growth, networking and collaboration ultimately benefiting faculty members and their institutions (Diamond & Adam, 2013).

Interdisciplinary collaboration: It isevident from the past and ongoing research that interdisciplinary collaboration helps to broaden the faculty perspectives, stimulate innovative research and address heterogenous and complex societal issues (Bozeman & Boardman, 2014). Also, interdisciplinary collaboration has attributed well in terms of resourceful contributions there by enhancing institutional research reputation Bornmann & Mutz, 2015

Community Outreach: According to(Holland et al., 2017),faculty involvement in community outreach activitiesstrengthens the link between the institution and its surrounding community An enriching experiential learning opportunities for both students and faculty members can be attained through these activities .

Technology Integration: Technology serves as a catalyst to enhance teaching effectiveness and student engagement in the digital era (Bates &Sangrà, 2011). By integrating technologies like virtual reality, augmented reality and mixed reality faculty members can create dynamic and interactive learning experiences that could be customized to diverse learning styles and preferences (Means et al., 2013).

Mentorship and Advising: Periodic faculty mentorship help to achieve academic achievement (Jacobi, 1991). Also to overcome the various academic professional challenges and realize their full potential for more productivity (Baker & Griffin, 2010)

Diversity equity and Inclusion :Promotion of inclusive learning environments induces sense of belonging among students from diverse backgrounds (Milem et al., 2016) Faculty-led efforts to promote cultural competence, contribute to a more equitable and socially just academic community.

Faculty achievements across variousfactorshelps educational institutions to foster a culture of excellence, innovation, and continuous improvement, thereby enhancing academic excellence and institutional reputation.

Attribute 2 :Student Achievement:

Student accomplishment and academic excellence serve as the pillars of educational triumph. Academic excellence transcends mere grades; It involves surpassing conventional standards, embracing adversities, and continuously aspiring for advancement. Student accomplishment isn't solely gauged by academic scores but also by personal evolution, leadership acumen, and contributions to the wider community. Ultimately, it's about empowering students to realize their utmost capabilities and evolve into lifelong scholars equipped to confront the complexities of tomorrow. Effective leadership fosters an atmosphere conducive to learning, nurturing students' academic growth and overall success and hence the leadership styles of educational administrators profoundly influence student achievement.

Effective Student Engagement : Student engagement is one of the major indicator for academic. The student engagement in multiple aspects like co-curricular activities, games, academic competitions, faculty-student interactions, and fest have been fruitful for enhancing student learning outcomes according to the study conducted by Chickering and Gamson's (1987). Further, the importance of active learning, student-faculty collaboration, helps in promoting student engagement and academic achievement .

Self-Motivation: Self-Motivation of the individuals help them to set challenging goals, exert effort, and persist leading academic success according to the study conducted by (Zimmerman, 2000).

Faculty Influence on Student Learning: The role played by the faculty members are critical in shaping student achievements and academic excellence through their teaching practices, mentoring relationships, and scholarly expertise (Umbach & Wawrzynski, 2005). Their study reveals the significant impact of faculty-student interactions on student learning outcomes, personal development, and career aspirations. Teaching learning practices such as active learning, feedback, and personalized instruction, contribute to higher levels of student engagement, satisfaction, and academic success.

Hence, understanding the complex chemistry between student engagement, social-emotional development, self-efficacy, and faculty influence, educational institutions can develop holistic strategies to support student achievements and foster a culture of academic excellence.

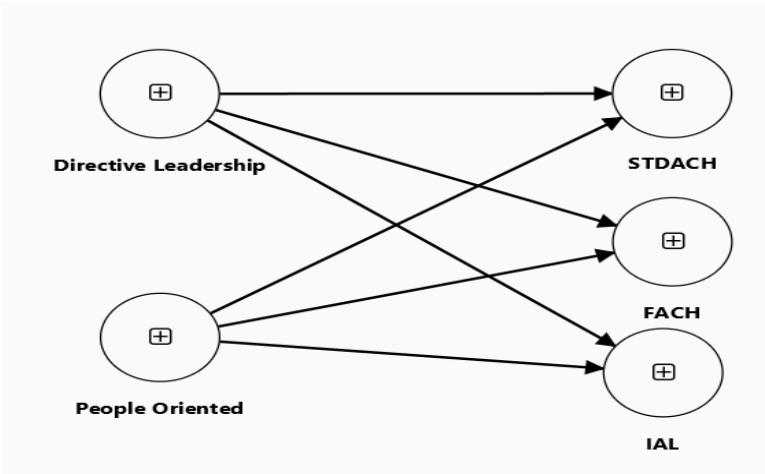
Institutional Achievement:

The leadership styles of educational administrators significantly shape up institutional achievement. Whether employing a visionary,collaborative, or strategic approach, administrators set the tone for organizational culture and performance. Effective leadership fosters innovation, collaboration, and a shared commitment to excellence, ultimately driving institutional success. Based on the existing literature it is very evident that Academic excellence of an institution is very critical for institutional sustainability

Research Gap

While existing literature underscores the significance of leadership in promoting academic excellence, there remains a notable gap in research regarding the efficacy of the two most prevalent leadership styles in enhancing academic outcomes, particularly within both private and government institutions.

Conceptual Model



Hypothesis

H1: Directive leadership significantly influences student achievements

H2: Directive leadership significantly influences faculty achievements

H3: Directive leadership significantly influences institutional achievements

H4: People oriented leadership significantly influence student achievements

H5: People Oriented leadership significantly influence faculty achievements

H6: Directive leadership significantly influences faculty achievements

H7: There is no significant difference between Directive and people-oriented leadership styles in Government and Private institutions.

Hypotheses H1 to H3 posit that directive leadership significantly influences various dimensions of academic excellence, including student, faculty, and institutional achievements. Conversely, hypotheses H4 to H6 propose that people-oriented leadership exerts a significant influence on student, faculty, and institutional achievements. The inclusion of hypothesis H7 acknowledges the need to explore potential differences between directive and people-oriented leadership styles in the specific context of private and government educational institutions in Indian context, providing a comprehensive framework for investigating the efficacy of different leadership approaches in enhancing academic outcomes.

Unit of Analysis

In this study, the focus is on examining two types of leadership styles, namely directiveleadership and people-oriented leadership, in relation to their impact on academic excellence. Academic excellence encompasses achievements among students, faculty, and institutional levels. The outcome variable centers on the perceptions of academicians within management institutions across the country. As a result, the unit of analysis for this study is identified as individual faculty members within management education**.**

Research Design

The research employs a cross-sectional survey design, implying that data is gathered at a specific moment in time. According to Yin (1994), a survey design is appropriate when research questions pertain to "what," "how many," or "how much." Consequently, the study utilizes structured survey questionnaires to collect primary data. These instruments, originally crafted in English, have been adapted from existing literature and are assessed using a 7-point Likert scale.Structural equation modeling was employed to assess the developed conceptual model.

Data Collection and Sample

Participants were drawn from the faculty and leadership teams of Indian management institutions. Data collection utilized survey instruments through stratified random sampling. The questionnaire was distributed to 1000 individuals within these institutes, yielding 410 responses (41% response rate). Of these, 1.22% were excluded due to incompleteness. The questionnaire utilized a Likert scale ranging from 1 (indicating "strongly disagree") to 7 (indicating "strongly agree").

The sample for the research study consisted of 405 participants from both private and government institutions, with 284 and 121 individuals respectively. Academic positions were diverse, encompassing 56 Deans/Directors and individuals holding higher administrative roles, 135 Professors, 94 Associate Professors, and 120 Assistant Professors. This varied composition ensured a comprehensive representation across different ranks within the academic landscape, facilitating a nuanced exploration of the research questions.

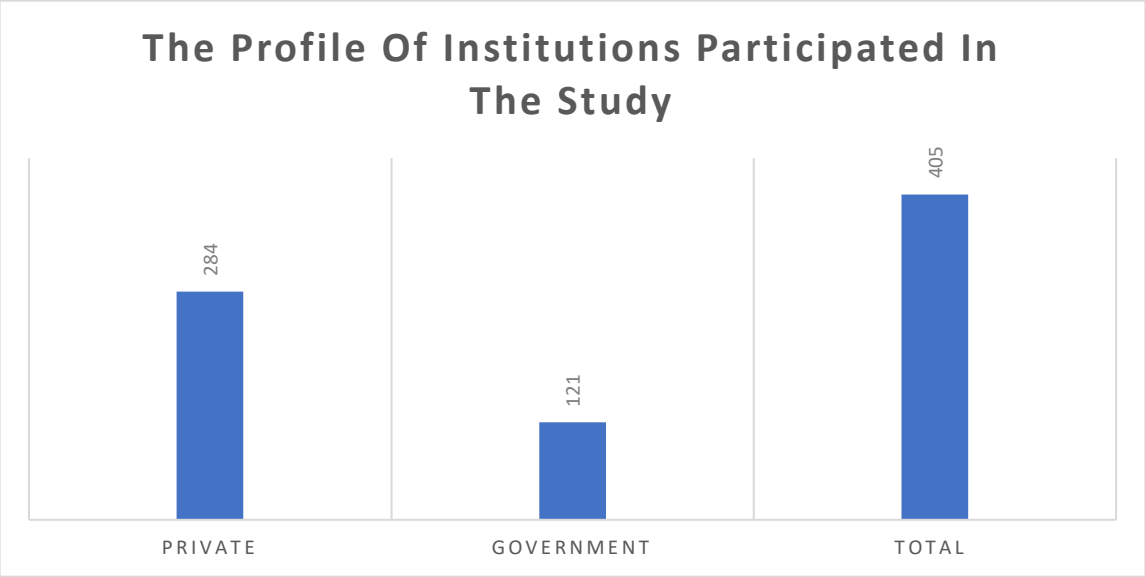


Fig1 : Profile of Institutions

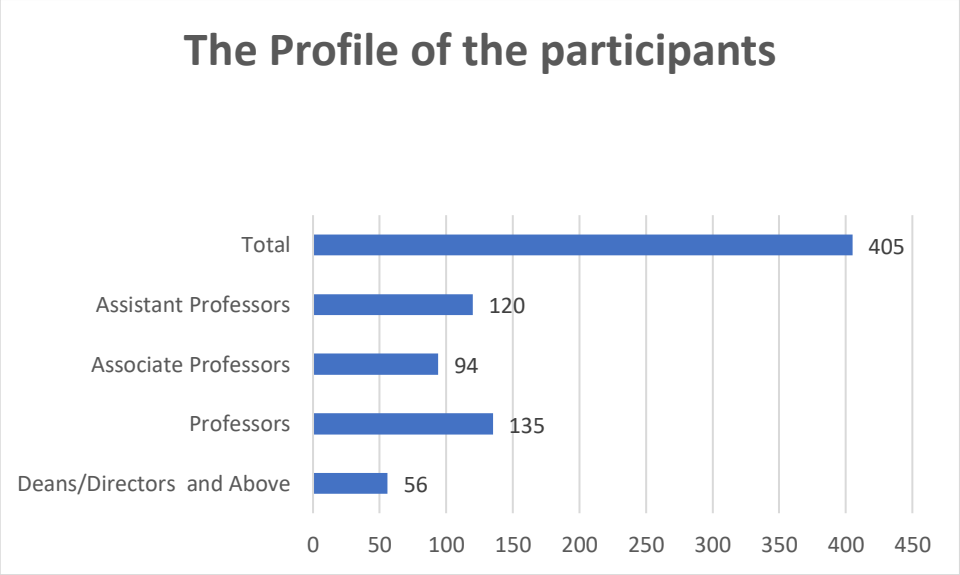


Fig 2: The Profile of the participants

In this study, Partial Least Squares (PLS), a multivariate analysis method employed for examining structural models, is utilized to assess the conceptual model depicted in Fig. 1. Structural Equation Modeling (SEM) is also employed to concurrently investigate the relationships between dependent and independent constructs. Additionally, common method bias analysis was conducted to mitigate potential biases in the collected data, with the obtained values falling below the recommended threshold of 50%.

Evaluation of the measurement model

The initial phase of the analysis focused on evaluating the measurement model, which was instrumental in assessing the reliability, convergent validity, and discriminant validity of both items and constructs. Convergent validity, as outlined by Churchill (1979), is determined through factors such as factor loading, average variance extracted (AVE), and composite reliability (CR). Table 3 illustrates that factor loadings exceed 0.5, indicating suitability for further analysis as proposed by Hair et al. (2006) and Churchill (1979). Moreover, the construct reliability values for all constructs surpass 0.8, affirming convergent validity. The AVE value, exceeding 0.5 as suggested by Hair et al. (2006), further supports this assertion. Additionally, the obtained Cronbach's alpha value exceeds 0.7. The analysis of factor loading, CR, AVE, and Cronbach's alpha values collectively reinforces the validity of the constructs.

Table 1: Convergent Validity

	Cronbach's alpha	**Composite reliability (rho_a)**	**Composite reliability (rho_c)**	**Average variance extracted (AVE)**
Directive **DRL1:0.862** **DRL2:0.872** **DRL3:0.850**	0.826	0.827	0.896	0.742
FACH **FACH2:0.833** **FACH5:0.775** **FACH6:0.876**	0.878	0.885	0.908	0.621
IAL **IAL1:0.870** **IAL2:0.848** **IAL3:0.861** **IAL4:0.893** **IAL5:0.886** **IAL6:0.883**	0.939	0.958	0.951	0.763
People Oriented **PPL1:0.827** **PPL2:0.891** **PPL3:0.888**	0.838	0.843	0.903	0.756
STDACH **STDACH1:0.808** **STDACH2:0.810** **STDACH3:0.766** **STDACH4:0.859** **STDACH5:0.816**	0.888	0.899	0.911	0.565

Table 2: Discriminant Validity-Fronell and Larker Criteria

	Directive	FACH	IAL	People Oriented	STDACH
Directive	**0.861**				
FACH	0.669	**0.788**			
IAL	0.469	0.626	**0.874**		
People Oriented	0.869	0.681	0.476	**0.908**	

STDACH	0.69	0.752	0.628	0.703	**0.805**

Discriminant validity was assessed to ensure that the constructs in the model represent distinct theoretical concepts. Fornell and Larcker's (1981) criteria were employed for this purpose, which involves comparing the square roots of the average variance extracted (AVE) for each construct with the correlations between constructs.
Table 2 presents the correlation matrix among the constructs: Directive, FACH, IAL, People Oriented, and STDACH. The diagonal values represent the AVE for each construct.

To compute the AVE for each construct, the squared loadings of its indicators were averaged. The square roots of these values represent the square roots of the AVEs, displayed along the diagonal.

The square roots of the AVEs for each construct are as follows:

Directive: 0.861
FACH: 0.788
IAL: 0.788
People Oriented: 0.908
STDACH: 0.896

These values were then compared with the correlations between constructs. The criterion for discriminant validity is met if the square root of the AVE for each construct is greater than the correlation between that construct and any other construct in the model.

The results indicate that the square roots of the AVEs for all constructs are greater than the correlations between them, confirming discriminant validity in the model. Therefore, each construct adequately represents a distinct theoretical concept, supporting the validity of the measurement model.

Structural Model Analysis and Discussion

As an initial step to build structural model multicollinearity among the predictor variables was evaluated using the Variance Inflation Factor (VIF). VIF values greater than 10 are often considered indicative of multicollinearity, suggesting high correlation among predictors.The VIF values were computed for each predictor variable, with values exceeding the threshold of 10 indicating potential multicollinearity. In this study as indicated in Table 3, none of the predictor variables exhibited VIF values exceeding this threshold, suggesting that multicollinearity is not a significant concern in the regression analysis

Table 3: VIF Value

	VIF
FACH2	3.545
FACH5	2.887
FACH6	1.943
IAL1	2.701
IAL2	3.063
IAL3	3.352
IAL4	4.082
IAL5	4.019
IAL6	3.121
DRL1	1.674
DRL2	1.877
DRL3	1.944
PPL1	2.359
PPL2	1.806
PPL3	2.237

	VIF
STDACH1	2.361
STDACH2	2.457
STDACH3	1.903
STDACH4	1.6
STDACH5	2.377

As a next step all the proposed hypothesis was tested.The findings of study shed light on the nuanced relationships between leadership styles and various dimensions of academic achievements within government and private educational institutions. analysis considered two key leadership styles: Directive Leadership and People-Oriented Leadership, and their impact on faculty achievements, institutional achievements, and student achievements.

Impact of Directive Leadership on Academic Excellence:

Results indicate a significant positive relationship between Directive Leadership style and Faculty Achievements in both government and private educational institutions, as well as in the combined model. Interestingly, while the relationship between Directive Leadership and Institutional Achievements was significant in private institutions, it did not reach significance in the combined model or government institutions. A significant positive relationship was observed between Directive Leadership style and Student Achievements in both the combined model and private institutions. However, this relationship was not significant in government institutions.

Impact of People-Oriented Leadership on Academic Excellence:

Analysis revealed a significant positive relationship between People-Oriented Leadership style and Faculty Achievements in the combined model, as weas in both government and private institutions.The relationship between People-Oriented Leadership and Institutional Achievements was significant in both the combined model and government institutions, indicating a positive impact of this leadership style on institutional success. A consistent and significant positive relationship between People-Oriented Leadership style and Student Achievements was found across all analyses, including the combined model, government, and private institutions.

These findings suggest that while both Directive and People-Oriented Leadership styles play crucial roles in shaping academic achievements, their impact varies across different dimensions of achievements and institutional settings. Directive Leadership appears to be more strongly associated with faculty achievements, while People-Oriented Leadership demonstrates a broader influence on both faculty and student achievements, as well as institutional success.

However, it's important to note that the significance of the relationship between Directive Leadership and Institutional Achievements was only observed in private institutions, not in government institutions or the combined model. This highlights the need for further exploration into the contextual factors that may influence the effectiveness of leadership styles in different institutional settings.

Table 4: Direct Relationship

Overall Model					**Government Institutes**				**Private Institutes**			
Hypothesis	Beta	T statistics	P values	Significance	Beta	T statistics	P values	Significance	Original sample (O)	T statistics	P values	Significance
DirectiveLeadership -> Faculty	0.291	3.396	0.001	Yes	0.295	2.038	0.042	Yes	0.326	3.11	0.002	Yes

Achievements												
DirectiveLeadership -> Institutional Achievements	0.205	1.855	0.064	No	0.056	0.339	0.735	No	0.328	2.338	0.019	Yes
DirectiveLeadership -> Student Achievements	0.293	3.476	0.001	Yes	0.008	0.063	0.95	No	0.42	3.822	0	Yes
People OrientedLeadership ->Faculty Achievements	0.416	4.784	0	Yes	0.483	3.37	0.001	Yes	0.365	3.425	0.001	Yes
People Oriented ->Institutional Achievements	0.29	2.551	0.011	Yes	0.503	3.384	0.001	Yes	0.155	1.043	0.297	No
People Oriented leadership->Student Achievements	0.437	5.079	0	Yes	0.718	6.276	0	Yes	0.313	2.792	0.005	Yes

Table 5 :R Square Value

	Student Achievements	Faculty Achievements	Institutional Achievements
Combined Model	0.510	0.478	0.234
Government Institutions	0.526	0.572	0.306
Private Institutions	0.514	0.457	0.225

Model Explanatory Power

Assessing the model's explanatory power provides insight into the extent to which the independent variables account for the variance in the endogenous variables. In this study, we examined this for three dimensions of academic achievements: Student Achievements, Faculty Achievements, and Institutional Achievements, across different institutional settings (Combined Model, Government Institutions, and Private Institutions).

Student Achievements: Explanatory Power (R-Squared): Across all samples, the R-Squared values for Student Achievements ranged from 0.510 to 0.526. These values indicate that approximately 51% to 53% of the variance in Student Achievements can be explained by the independent variables included in the model.
Faculty Achievements: Explanatory Power (R-Squared): The R-Squared values for Faculty Achievements ranged from 0.478 to 0.572 across the different samples. This suggests that approximately 48% to 57% of the variance in Faculty Achievements is accounted for by the independent variables.
Institutional Achievements: Explanatory Power (R-Squared): For Institutional Achievements, the R-Squared values ranged from 0.234 to 0.306. This indicates that the independent variables explain approximately 23% to 31% of the variance in Institutional Achievements.
Overall, the findings suggest that the model has a moderate to substantial level of explanatory power for Student and Faculty Achievements across different institutional settings. However, the explanatory power for Institutional

Achievements is comparatively weaker. These results provide valuable insights into the factors influencing academic achievements and underscore the need for further research to enhance the model's explanatory capabilities.

A non-zero Q square predict value also indicated predictive relevance of the model.

Multi Group Analysis

The study underscores the importance of understanding the complex interplay between leadership styles and academic achievements in educational institutions. These insights can inform strategic leadership approaches tailored to enhance academic success across diverse institutional contexts.

Utilizing Multi-Group Analysis, we explored the disparities between Government and Private institutions regarding the relevance of directive and people-oriented leadership styles to student achievements. findings revealed significant distinctions in the relationship dynamics between these leadership styles and student achievements across the two settings.
Specifically, we observed a contrast in the impact of directive leadership style on student achievements between Private and Government institutions. Analysis unveiled that directive leadership proves to be significantly more efficacious in enhancing student achievements within Private institutions compared to Government institutions

Results also uncovered a remarkable divergence in the relationship between people-oriented leadership style and student achievements within Government and Private institutions. It is the Government institutions that demonstrate stronger support for the effectiveness of people-oriented leadership style in facilitating student achievements compared to Private institutions.
Analysis did not reveal any significant differences in the relationship between the two different styles of leadership and dependent variables "Faculty Achievements " and " Institutional Achievements" across the two settings. Overview of the results, are available in Table 6.

Table 6 : MGA

Hypothesis	Difference (Government - Private)	p value	Significance
Directive -> STDACH	-0.412	**0.01**	**Yes**
People Oriented -> STDACH	0.405	**0.01**	**Yes**
People Oriented -> IAL	0.348	0.097	No
Directive -> IAL	-0.272	0.205	No
People Oriented -> FACH	0.118	0.507	No
Directive -> FACH	-0.031	0.877	No

Conclusion and Implications of the Research

By examining the impacts of Directive Leadership and People-Oriented Leadership on faculty achievements, institutional achievements, and student achievements, we have uncovered nuanced patterns that contribute to understanding of effective leadership in educational settings.

Directive Leadership emerged as a significant factor positively influencing faculty achievements in both government and private institutions, as well as in the combined model. However, its impact on institutional achievements was noteworthy only within private institutions, suggesting contextual variations in the effectiveness of this leadership style across different institutional settings. Nonetheless, Directive Leadership demonstrated a significant positive relationship with student achievements, particularly in private institutions, underscoring its importance in fostering academic success.

Similarly, analysis revealed the significant positive impact of People-Oriented Leadership on faculty achievements, institutional achievements, and student achievements. This leadership style exhibited a broader influence on academic achievements and institutional success, emphasizing its relevance in educational leadership contexts.

However, it is essential to note that while People-Oriented Leadership showed consistent effectiveness, the significance of the relationship between Directive Leadership and Institutional Achievements was observed only in private institutions. This discrepancy underscores the importance of exploring contextual factors that may influence the

effectiveness of leadership styles in different institutional settings, thereby highlighting avenues for further research and inquiry.

This study employed Multi-Group Analysis to delve into the differences between Government and Private institutions regarding the impact of directive and people-oriented leadership styles on student achievements. Findings shed light on significant distinctions in the relationship dynamics between these leadership styles and student achievements across the two institutional settings.

Specifically, we uncovered a striking contrast in the effectiveness of directive leadership style in enhancing student achievements between Private and Government institutions. The analysisrevealed that directive leadership style significantly contributes to greater student achievements within Private institutions compared to Government institutions. This highlights the differential efficacy of directive leadership in fostering academic success, with Private institutions reaping greater benefits from this leadership approach.

Furthermore, results unveiled a divergence in the relationship between people-oriented leadership style and student achievements within Government and Private institutions. Government institutions exhibited stronger support for the effectiveness of people-oriented leadership style in facilitating student achievements compared to Private institutions. This finding underscores the unique dynamics and priorities shaping leadership practices within Government institutions, where people-oriented leadership style emerges as a more influential factor in driving student success.

However, analysis did not reveal any significant differences in the relationship between the two different styles of leadership and dependent variables such as Faculty Achievements and Institutional Achievements across the two settings. This suggests that, while directive and people-oriented leadership styles may manifest differently in their impact on student achievements between Government and Private institutions, the overall relationship between these leadership styles and Faculty/Institutional Achievements remains consistent across both settings.
These findings have implications for organizational practices and underscore the need for tailored leadership strategies to optimize student outcomes in diverse institutional settings. Moving forward, further research is warranted to explore the underlying mechanisms driving the observed differences and to inform evidence-based leadership practices in educational institutions.
Overall, the findings underscore the importance of tailored leadership strategies in promoting academic achievements within educational institutions. These insights contribute to the ongoing research on effective leadership practices in education and provide guidance for informed decision-making in educational leadership contexts.

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