Teacher Leadership and its Effectiveness in Enhancing Commitment and Organizational Effectiveness in Higher Education Institutes

– **Manisha Agarwal***

Research Scholar, Department of Commerce and Business Administration, MONIRBA, University of Allahabad, India

✉ manianand1069@gmail.com   iD https://orcid.org/0000-0001-5349-3206

– **A. K. Mukherjee**

Professor, Department of Commerce and Business Administration, MONIRBA, University of Allahabad, India

✉ aseemmukherjee@gmail.com   iD https://orcid.org/0000-0001-5614-9718

ABSTRACT

Purpose: The purpose of this paper is to examine the leadership effectiveness of leaders in higher education institutions and their commitment in order to pinpoint possible areas of improvement. This paper also examines the relationship between leadership effectiveness and commitment among teachers of higher educational institutes.

Design Methodology: As this is a conceptual paper, examination of available literature related to the topic, "Teacher Leadership and its Effectiveness in Enhancing Commitment And Organizational Effectiveness In Higher Education Institutes", was undertaken. The information available paved the way to study, explain and understand the relationship between leadership effectiveness and commitment among teachers in higher education.

Findings: The study showed that leadership effectiveness plays a very dominant role in developing institutes and their employees. A high degree of correlation between leadership and commitment among teachers has been reflected in the study. An academic leader should possess credibility, inspirational personality, knowledge, skills, abilities and experience to lead others, eagerness to acquire new skills, adapt to changing environment, be flexible, share information, be supportive and recognize the efforts of his subordinates. Performance of students is affected by levels of organizational commitment of teachers in higher education institutions as it improves the attitude of the students towards their work.

Originality/ Value: This study seeks to understand the concepts of leadership effectiveness and commitment so as to apply it to teachers in higher education specially in technical and management institutes. This was required because whatever is taught in these institutes gets directly converted to job. Hence an attempt was made to understand whether these qualities if a teacher has any influence on the student performance or naot.

Paper Type: View Point

KEYWORDS Leadership Effectiveness | Commitment | Higher Educational Institutes

Introduction

Leadership can be said to be a construct that involves the three aspects- the leader, the follower, and the relationship between them (Graen & Uhl-Bien, 1995; Steers et. al., 1996). Thus it can be said that effectiveness of leadership is dependent on the characteristics of the leader and the employees and also on the expected interactions between the two. An organization is essential in the life of the people and they have become dependent on them for various types of their needs. The satisfaction of their needs depends on the degree of effectiveness of organizations meaning that more the effectiveness more is the satisfaction. For achieving effectiveness organizations depend on performance of their leaders for solving organizational problems and balancing the demands from the external and internal environments (Mumford et. al., 2000). With change in nature of doing business, education industry is also changing. Institutes of education have under gone fundamental changes in their management practices to cope with the changes taking place in the environment like increased use of technology and competition for scarce resources. Problems needing creative solutions are increasingly predicted to characterize cultural organizational systems in which managers find themselves. Effectively managing a system's input through output processes in such a surrounding demands competence in a number of processes and strategies, as well as a theoretical foundation. A human resource management atmosphere, blended with an emphasis on methods to improve productivity, inessential for effective organizational performance and goal achievement. (Vinitwatanakhun, 1998).

According to Northouse, leadership is the process that aids leaders to influence a group of individuals (Northouse 2007). Human beings, being the most important resource of an organization, have to be managed effectively. To manage them in the interest of the organization requires a person who can do so efficiently and effectively. This person is the leader of the group who persuades the group members to seek organization's defined and desired objectives sincerely. In the absence of this person and his leadership the organization is merely a confusion of people. Leader's effective functioning binds the people together, motivates them, transforms their potential interactivity. Keith Davis, (1990) said, "Leaders are a key human resource in any organization." Various people define leadership variously. Peter Drucker (1954) defined it as "lifting of a man's vision to higher sight, the raising of man's performance to a higher standard, the building of a man's personality beyond its normal limitations." Leaders' power and ability to achieve the task depends on his ability to influence his men who are willing to accept his directions. Functionally a leader is an expert possessing needed knowledge and skills, is the representative of his group, a controller of intra-group relationships, a motivator of his employees. Drawing on Robert L, Katz's writings Davis (1990) wrote that a true leader must have and use three types of skills: technical, human and conceptual. Voluminous literature is available in this field of knowledge. The trait theory, according to Tead (1965) described ten qualities of personality thought to be essential for effective leadership. These were: physical and mental energy, a sense of purpose and direction, enthusiasm, friendliness, action, integrity, technical mastery, decisiveness, intelligence, skills and faith. Barnard (1938) had listed traits and qualities such as physique, skills, technology, perception, knowledge, memory, imagination, determination, persistence, endurance and courage. The type theory described four types of leadership- dictatorial, autocratic, democratic, and laissez - faire leadership.

One of the factor which can be said to be the basis for success of any organization is effective leadership. Success of educational organizations is not an exception. Researches' have clearly demonstrated that principals' leadership styles positively influence leaders' behavioral characteristics responsible for achieving institutional goals. Faisal, Azeem, Aysha et.al (2012) found that "the impact of educational leaders on institutional performance cannot be easily ignored." Studies by Day, et.al (2000, p.160) found that powerful impact of leadership is related to school effectiveness and improvement. Kelley et.al. (2005), Butt et.al. (2005), Rhodes et.al. (2004) held that a school's leadership has a vitally important role in the total climate of the school and the morale of the schoolteachers. Several studies have shown that teachers' stress is related to leadership style (Davis-Wilson, 2003; Tanning, 1997; Harris, 1999). Use of participatory leadership style by principals leads to more satisfied and productive teachers use of autocratic style(Vickie T, Randolph-Robinson, 2007). Leadership, particularly in the field of higher education in India goes unexplored and unknown. Research about characteristics of leadership from top to bottom in Indian education is totally lacking this researcher's observation reveals that leader-employee relationships from the level of education ministries down to the college level are authority-based. A Study by Puneker and Savur (1969) revealed that most superiors (70%) expressed the belief that subordinates can work only with supervision and have no sense of responsibility. In case of University Education, after 1980s the situation has become still worse as a result of the emergence of various national and state level regulatory bodies which have robbed the vice-chancellors, principals and teachers of the colleges of their status, dignity and powers favoring more and more the process of decision -making leading to their estrangement, low morale, low commitment and low job satisfaction.

Review of Literature

The aim of the literature review is to find out the impact of academic leadership in higher education with special reference to technical and management education. It aims to set forth the theoretical framework in which the issue of quality in the teaching- learning process and its tie up

Teacher Leadership and its Effectiveness in Enhancing Commitment and Organizational Effectiveness...

Global Journal of Enterprise Information System

with the academic leaders and their leadership styles has been thought This review's goal is to lay out the issue of commitment of teachers towards quality teaching, which has become a real concern for institutions of higher education today. Quality in the teaching-learning process has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. All the stakeholders who have invested in higher education desire value for their money and expect more efficiency in the teaching-learning process.

- Study by MerriIl-Sandsis and Miller (1988) identified leadership styles that promote growth of the employees and the organizations. It is important to know which leadership style would be effective. An organization's success depends on selecting a leader with the right leadership style.

- Fey et. al. (2001) concludes that organizational effectiveness is always a matter of comparison. Organizational effectiveness is multi-dimensional and will never be reducible to a single measure. Effective organizations use appropriate management practices.

- Loehrand Schuarts (2002) emphasized on their study the connections between organizational effectiveness and performance associated with it. Change impacts social structures. Therefore change should focus on personal and organizational effectiveness both.

- Wei et.al., (2003) focused on the means of using human resource management practices to effectively utilize human capital.

- Martin (2002) explained not only different styles of leadership but also what innovative practices are followed by leaders.

- Bor-Shiuan et. al., (2004) revealed that Paternalistic leadership (PL) is based on evident and powerful authority that has consideration for subordinates with moral leadership. It is the prevalent leadership style in Chinese business organizations.

- Hargreaves (2004) said that people often think that leadership not a process. The leader's attitude has an impact on the integration expectations and results. Lund (1982) study emphasized on leadership does not replace the traditional settings but rather complements them.

- Many researches in recent times have shown that transformational leadership is a strong predictor of performance in organizations. Transformational leadership lead to better outcomes in various organizational settings, as compared to transactional and laissez-faire leadership (Kevin & Jay,2005).

- Another study conducted by Ekeland & Terry (2005) concluded, Organizational commitment and

transformational leadership are correlate positively with each other and with organizational effectiveness.

- Bass (2000) as well as Patterson et. al., (2004) stipulate that transformational leaders do what they do in an effort to achieve the organization's goals. The transformational leader keeps his/her personal interest below the organization's interest and expects the follower to do same so that the organization's interests may be served.

- Bass and Avolio (1994) gave the concept of (a) inspirational motivation, (b) idealized influence, (c) individual consideration, and (d) intellection stimulation as well as charismatic and transactional behaviors. They compared the use of transformational leadership style with transactional style and studied the impact of transformational leadership.

- Colleges and universities play a significant role in nation's higher education system. Over the years there have been many challenges for these institutions. Joyce (2004) provide insight how leaders adapt their leadership styles to meet these challenges.

- Lindaet. al., (1983) examined impact of organizational effectiveness in institutions of higher education. They discussed the obstacles to the assessment of organizational effectiveness in higher education.

- Othman et al. (2013) studied the relationship between leadership style and organizational commitment of lecturers using Bass and Avolio's MLQ and OCQ developed by Meyer and Allen. They found positive correlation between transformational leadership and organizational commitment.

- Lawrence, Ott, and Bell's (2012) study showed positive relationship between organizational commitment and job satisfaction. They also found that personal characteristics of the respondents were positively related with organizational commitment.

- Chughtai and Zafar (2006) in their study found that organizational commitment and satisfaction of faculty with their supervisor were positively related.

At the level of institutions of higher education in India, leadership is least studied. How the teachers and other heads exercise their leadership and how it affects their subordinates and institutional characteristics is not at all known. Naik (1982), Darji (1975), Shukla (1983), Desai (1979), Alka Agarwal (1989) have conducted studies in this area in diverse contexts which are not sufficient to throw light on characteristics of leadership styles and their impact on teachers' behaviors' and institutions' goal-achievement. There seems an urgent need to study qualities and characteristics of leadership in India's higher education in the context of various leadership theories and leadership styles. Also the need for identifying the most prevalent and dominant

leadership style of college teachers currently used by them and their impact on quality of higher education cannot be ignored for any longer. For developing leadership skills and awareness about leadership theories and various styles along with their impact on teachers' behavioral characteristics and institutional effectiveness, some kind of training program for college teachers' cannot be over looked.

Objectives

The objectives of the study are:

1. To explore the link among the variables - academic leadership, commitment of faculty members and organizational effectiveness.

2. To develop measures to evaluate leadership effectiveness in higher education institutes.

3. To examine the leadership effectiveness of leaders in higher education institutions.

Significance of the Study

Due to rapid expansion of education in all spheres, gradual increase of student population and modernization of curriculum and teaching, there is a growing demand for good leadership throughout the world. There is a global problem to provide properly qualified and effective teachers and ensure their retention in the profession. It appears equally true with teachers and heads of the department as well. The problem has arisen because of the lacunas in the present system of teaching profession. The present study attempts to find out some leadership behaviour that might make higher education institutes an effective teaching-learning institution. The findings of the study will practically have the significant role in identifying the different dimensions of leadership, which may help in promoting a positive environment. The study will identify leadership styles that might have positive impact on teachers' morale and commitment and promote organisational effectiveness of the institutes.

Leadership Effectiveness in Higher Education

House (2004) has defined leadership as the ability to influence others and to direct their efforts to achieve success. Leaders have different leadership styles, authoritarian, democratic, achievement oriented, through which they can lead their subordinates. Different organizations need different leaderships styles. A leader should be flexible enough to change his style according to situations. Academic Leadership is the leadership that is required in higher education. According to Gmelch, W. H. (2002) academic leader collects all of his followers, and he gives directions to each member about how to perform, and finally he should empower them to do the required task. Academic leaders have more challenges than the leaders of business organization. There are many stakeholders

in academics such as students, faculty members, etc so an academic leader must should use different policy for each one. According to previous researchers employees of higher education system need autonomy; as they want complete professional freedom to perform their job effectively. For this purpose faculty members have to incise their professional autonomy. Moore (2008) stated that academic institutes are facing lot of pressures due to quality assurance, performance management and continuous improvements. Hence strong leadership is the need of the hour. So to deal with such situation a strong and persuading leader is required to lead people. As according to Hertzberg et al (1959) employee may become dissatisfied due to absence of extrinsic factors and satisfaction can be achieved due to presence of proper intrinsic factors. So leader must try to reduce dissatisfies so that their employees can provide their best on the job.

Leadership and Organizational Commitment in Higher Education Institutes

According to Nordin (2012), commitment of teachers is closely related to the quality of programs of the institute. This is due to the fact that committed teachers show better performance at work and put in more efforts to achieve the goals. There are many factors like emotional intelligence, that impact the relationship between leadership and organizational commitment. Setting realistic goal for faculty leads to self motivation, increased efficacy, more effective transformational leaders and increased commitment. The institute should consider focusing on outstanding researchers, they should recruit quality faculty, pay attention to their development and support their personal goals. Effective leaders are needed to achieve such objectives and they are able to bring out the best in the faculty leading to increased commitment (Othman et al., 2013).

Rehman et al (2012) said that the commitment of the employees decides the performance and success of an organization. In institutes of learning teachers tend to be greatly influenced by the leadership style of their senior. Hence, the commitment of such teachers tends to be higher due to internalization process. Influence can be made by good performance appraisal, rewards, and interpersonal relationships. Thus it can be seen that leadership style impacts organizational commitment.

In case of educational institutions, commitment can be measured in terms of variables like teachers' role, compensation and their feelings for their workplace. According to Gormley & Kennerly (2010), role ambiguity and role conflict leads to reduced organizational commitment whereas increased compensation leads to higher organizational commitment (O´Meara, 2014). A good faculty feels happy and satisfied with teaching and researching which in turn leads to higher

Teacher Leadership and its Effectiveness in Enhancing Commitment and Organizational Effectiveness...

Global Journal of Enterprise Information System

organizational commitment (Bayona and Madorrán, 2009). Also faculty working in pleasant environment and they get positive organizational support (Lawrence, 2012), and where they have opportunities for promotion and development, such faculty possesses higher organizational commitment (Bayona, et al., 2009). It has been seen that psychological empowerment also leads to increased organizational commitment. Employees develop a sense of ownership in the workplace and they think they are performing some constructive and meaningful role that impacts others. This increases their self determination and they become motivated to increase their competencies (Choong et al., 2011). Besides these factors, many demographic variables have been found to influence organizational commitment.

Discussion and Findings

The purpose of this paper is to explore the link among the variables as academic leadership, motivation of teachers and organizational effectiveness. This has been depicted in the figure given below:
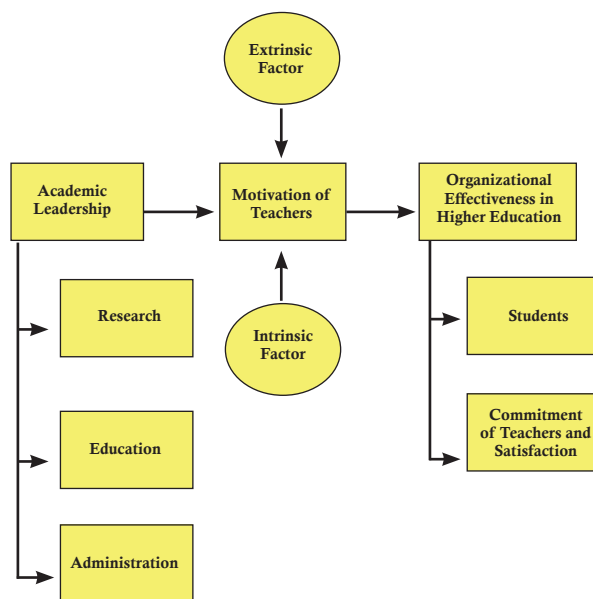

Figure 1: *Link among academic leadership, motivation and organizational effectiveness*

As this model states that there are three types of leadership roles that an academic leader can perform as research leadership, educational leadership and administration leadership. Universities are the places of conducting research. An academic leader should motivate people to do research, motivate his colleagues, be able to arrange resources for research, be an effective team leader to achieve mutual goals and provide support to his followers. Being an educational leader he must be knowledgeable and skillful person, share information and should be open and collaborative with his followers, lead and direct them, and providing them proper feedback. Last but not the least an academic leader must have

to administer his day to day activities and have to properly manage the operations and people. Such an academic leader can motivate his employees by providing them with different rewards and benefits. As he can provide his faculty members fair and equitable salary increase, promotion, other fringe benefits, bonuses, flexi time, healthy working conditions, professional autonomy, career developmental opportunities, recognition, building trust relationship building, proper training and development etc. As many researchers have identified features of an academic leader as credibility, inspirational personality, knowledge, skills, abilities and experience to lead others, eagerness to acquire new skills, adapt to changing environment, be flexible, share information, be supportive, recognize the efforts of his subordinates. An effective leader may not possess many qualities but he should know when to use the right tool. The leader should be able to motivate his followers by giving rewards that have meaning to them.

Conclusion and Suggestions

Although leadership is not a magic cure, it played a key role in effecting significant organizational effectiveness and improvement in higher education institutions. Hence, leadership effectiveness in higher education institutes is very important as it shoulders dual responsibility. On the one hand, academic leaders are there to develop skilled manpower through utilizing the tax payer's budget. Hence, using their resources, including budget, appropriately and according to the activities priority is oat most important. On the other hand, students cannot learn from just theories; they also learn from how things are performed in their universities. Hence, students learn from what academic leaders do as equally as from theories. Students' attitudes toward their work is greatly affected by the attitude of the faculty. Thus the faculty should exhibit such leadership styles and commitment that constructively shapes the attitudes of their students. This in turn will improve the performance and effectiveness of the students. Normative commitment was found to be a strong predictor in case of work-related tasks. Such instances were related to high work achievement in teaching. According to Chughtai & Zafar (2006), there are certain factors like organizational justice and job satisfaction that impacts organizational commitment of teachers. It was also seen that organizational commitment can be increased by different aspects of classroom satisfaction. Hence, being effective means doing the right thing at the right time. This may imply that academic leaders need to differentiate and prioritize strategic activities from daily routines so that their first prioritized activity can be performed first.

References:

• Agarwal Alka, A study of managerial styles of Principals of Degree College Affiliated to Meerut University in Relation. Teachers Alienation, Morale and Institutional Effectiveness. Ph.D. Edu. M.U., 1989.

- Barnard C.L. The functions of the Executive, Harvard University press, Comb. Mass. 1938.

- Bayona-Saénz, C., Goñi-Legaz, S., & Madorrán-García, C. (2009). How to raise commitment in public university lecturers. International Review of Adminsitrative Sciences, 75 (2), 333-347.

- Blake, Robert R.; and Mouton, JaneD.The New Managerial Grid. III. Houston, Gulf Publication, 1984.

- Burns, J. M. Leadership. Harper & Row New York 1998.

- Butt G.; Lance A.; et .al. "Teachers Job satisfaction: Lessons from the TSW Pathfinder Project," School Leadership Management, 2005.

- Chughtai, A., & Zafar, S. (2006). Antecedents and consequences of organizational commitmentamong Pakistani university teachers. Applied H.R.M. Research, 11(1), 39-64.

- Davis, Keith, Human Behaviour at Work, 6th Ed., Tata McGraw Hill Publishing Company Ltd. New Delhi, 1990

- Davis J.; and Wilson S., "Principals' efforts to empower teachers: Effects on teacher Motivation, Job satisfaction and stress" (Electronic Version), Clearing House, 73 (6), 349-353, 2003

- Day. C.; Harris A; Hadfield, M. et.al. Leading Schools in times of change. Buckingham, Open University Press, 2000.

- Darji D.R., A study of Leadership Behaviour and its correlates in the secondary schools of Panchmahal District. Ph.D. Edu. MSU, 1975

- Desai U.C., University Vice-Chancellors: Profile of Leadership, Administrative staff college of India, Hyderabad, (ICSSR-financed), 1979.

- Drucker, Peter F., The Practice of Management. Harper New York, 1954 12. Fiedler, Fred E.A theory of Leadership Effectiveness, New York, McGraw Hill Book Company, 1967.

- Bass, B.M. (2000). The Future of Leadership in Learning Organizations. Journal of Leadership Studies, 7 (3), 18-40.Bass.

- B.M. and Avolio. B.J. (Eds), (1994) Improving Organizational Effectiveness through Transformational Leadership. Thousand Oaks, CA: Sage Publication.

- Boal, K. B., & Whitehead, C. J. (1992). A critique and extension of the stratified systems theory perspective. In R. L. Phillips & J. G. Hunt (Eds.), Strategic leadership: A multi-organizational-level perspective (pp. 237-254).

- Bor-Shiuan Cheng, Li-Fang Chou, Tsung-Yu Wu, Min-Ping Huang and Jiing-Lih Larry Farh (2004) "Paternalistic Leadership and Subordinate Responses: Establishing a Leadership Model in Chinese Organizations", Asian Journal of Social Psychology, Vol. 7, pp. 89-117.

- Khan, H., Shah, B., Hassan, F. S., Khan, S., & Khan, N. (2013). Organizational Commitment of Teachers and Role of Their Employment Traits. Management Science and Engineering, 7(3), 1-12.

- Lawrence, J., Ott, M., & Bell, A. (2012). Faculty organizational commitment and citizenship. Research in Higher Education, 53(3), 325-352.

- Gormley, D. K., & Kennerly, S. (2010). Influence of work role and perceptions of climate on facultyorganizational commitment. Journal of Professional Nursing, 26(2), 108-115.

- Cameron S. Kim & Tschirhart Mary (1992) "Postindustrial Environments and Organizational Effectiveness in Colleges and Universities" The Journal of Higher Education, Vol. 63:1, pp. 87-108.

- Cameron S. Kim (1986) "Effectiveness as paradox: Consensus and conflict in conceptions of organizational effectiveness." Management Science, Vol. 32, pp 539-553.

- Cameron, K. S., & Quinn, R. E. (1999). 'Diagnosing and changing organizational culture' Reading, MA: Addison-Wesley.

- Cameron, K. S., & Whetton, D. A. (1983). Organizational Effectiveness: A Comparison of Multiple Models. New York, NY: Academic Press, Inc. 36.

- Ekeland, Terry Paul (2005) "The Relationships among Affective Organizational Commitment, Transformational Leadership Style, and Unit Organizational Effectiveness within the Corps of Cadets at Texas A&M University". Doctoral dissertation, Texas A&M University. Available electronically from http:/ /handle.tamu.edu /1969 .1 /3150.

- Mint berg (1998), "A study of organizational effectiveness and its predictors" organizational effectiveness Vol. 34: 3.

- Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T. O., & Fleishman, E. A. (2000). 'Leadership Skills for a Changing World: Solving Complex Social Problems' The Leadership Quarterly, 11(1), 11-35.

- Nii O. Tackie, Henry J. Findlay, Ntam Baharanyi & Atheal Pierce (2004) "Leadership Training for Transforming the Community: A Participatory Approach" Journal of extension December, Vol. 42:6.

- Othman, J., Mohammed, K. A., & D´silva, J. L. (2013). Does a transformational and transactionalleadership style predict organizational commitment among public university lecturers inNigeria? Asian Social Science, 9(7). doI:10.5539/ass.v9n1p165.

- Patterson, K. A., Russell, R. F., and Stone, A.G. (2004). Transformational versus ServantLeadership -A Difference in Leader Focus. Leadership & Organizational Development Journal, 25, 4. 349-361.

- Robert D. & Herman David O (1994) "Renz Organizational Effectiveness: An Empirical Evaluation" Maryam Alav Quarterly, Vol.18:2, pp.159.

- Russell F. Robert & Stone A. Gregory (2002) "A Review of Servant Leadership Attributes: Developing a Practical Model" Leadership & Organization Effectiveness, vol-23:3 pp 145-157.

- Rehman, S., Shareef, A., Mahmood, A., & Ishaque, A. (2012). Perceived leadership styles and organizational commitment. Interdisciplinary Journal of Contemporary Research in Business,4(1), 6-16.

- Sarros J.C., Tanewski G.A., Winter R. P. & Santora J.C. (2002) "Work Alienation andOrganizational Leadership" British Journal of Management, Vol - 13, pp. 285-304.

- Sellgren S., Ekvall G. & Tomson G.(2006) "Leadership Styles in Nursing Management: Preferred and Perceived" Journal of Nursing Management, Vol.14, pp, 348- 355.

Teacher Leadership and its Effectiveness in Enhancing Commitment and Organizational Effectiveness...

Global Journal of Enterprise Information System

- Simon A. Moss & Damian A. Ritossa (2007) "The Impact of Goal Orientation on the Association between Leadership Style and Follower Performance, Creativity and Work Attitudes" Leadership, Vol. 3: 4, 433-456.

- Steers, R. M., Porter, L. W., & Bigley, G. A. (1996). 'Motivation and Leadership at Work' New York: McGraw-Hill.

- Styhre, A. (2002). Non-linear change in organizations: Organization change management informed by complexity theory. Leadership and Organizational Development Journal, 23(6), 343-351.

- Timothy R. Hinkin & Bruce J. Tracey(1994) "Transformational Leadership in the Hospitality Industry" Journal of Hospitality & Tourism Research, Vol. 18:1, pp. 49-63.

- Tope Adeyemi- Bello (2001) "The Impact of Leadership Style on Organizational Growth" Work Study, Vol- 50: 4, pp. 150- 154.

GJEIS Prevent Plagiarism in Publication

The Editorial Board had used the Urkund – a Swedish anti-plagiarism software tool which is a fully-automatic machine learning text-recognition system made for detecting, preventing and handling plagiarism and trusted by thousands of institutions across worldwide. Urkund is GDPR compliant with privacy by design and an uptime of 99.9% and have trust to be the partner in academic integrity. https://www.urkund.com] tool to check the originality and further affixed the similarity index which is {18%} in this case (See Above Annexure-I). Thus, the reviewers and editors are of view to find it suitable to publish in this Volume-12, Issue-3, July-September, 2020

Annexure 1

Submission Date	Submission Id	Word Count	Character Count
24-August-2020	D83814274 (Urkund)	4009	28063

UrKUND

Document Information

Analyzed document	Revised_Paper_Manisha_ Gjeis.docx (D83814274)
Submitted	8/24/2020 4:43:00 PM
Submitted by	Dr. Subodh Kesharwani
Submitter email	skesharwani@ignou.ac.in
Similarity	18%
Analysis address	skesharwani.ignou@analysis.urkund.com

Sources included in the report

W	URL: https://core.ac.uk/download/pdf/52475989.pdf Fetched: 5/16/2020 12:03:43 PM	22
W	URL: https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=4131&context=disserta … Fetched: 10/3/2019 2:09:38 PM	1
SA	**final paper -Milan 20.11.19.docx** Document final paper –Milan 20.11.19.docx (D70556319)	1
W	URL: https://eujournal.org/index.php/esj/article/download/5645/5471 Fetched: 9/26/2019 11:55:20 AM	1
SA	**2232305_MGT5271P_1.docx** Document 2232305_MGT5271P_1.docx (D30195521)	1
SA	**Balamu KIU Research Report.docx** Document Balamu KIU Research Report.docx (D51460357)	1
W	URL: https://www.researchgate.net/publication/305157440_Leadership_in_Social_Work_Where … Fetched: 11/4/2020 4:47:00 PM	1

Reviewers Comment

Reviewer's Comment 1: The paper examines the leadership effectiveness of leaders in higher education institutions and their commitment in order to pinpoint possible areas of improvement. This is very significant in today's time as due to rapid expansion of education in all spheres, gradual increase of student population and modernization of curriculum and teaching, there is a growing demand for good leadership throughout the world.

Reviewer's Comment 2: The paper is conceptual in nature. And findings have been made on the basis of review of literature only. An empirical analysis could have been added to provide a strong base to the findings.

Reviewer's Comment 3: The research comprehends the concepts of leadership effectiveness and commitment so as to apply it to teachers in higher education especially in technical and management institutes. This was much required because whatever is taught in these institutes gets directly converted to a job. Hence an attempt was made to understand whether these qualities if a teacher have any influence on the student performance or not.

Editorial Excerpt

The article has 18% of plagiarism which is the accepted percentage as per   the   norms   and standards of the journal for the publication. As per   the   editorial board's observations and   blind reviewers' remarks the paper had some minor revisions which were communicated on a timely basis to the authors (Agarwal & Mukherjee) and accordingly all the corrections had been incorporated as and when directed and required to do so. The comments related to this manuscript are noticeably related to the theme "**Teacher Leadership**" both subject-wise and research-wise. The paper examines the literature related to Teacher leadership and its effectiveness in enhancing commitment and organizational effectiveness in higher education institutes. The information available paved the way to study, explain and understand the relationship between leadership effectiveness and commitment among teachers in higher education. Overall, the paper promises to provide a strong base for the further studies in the area. After comprehensive reviews and editorial board's remarks the manuscript has been categorised and decided to publish under "**Review of Literature**" category.

Acknowledgement

Disclaimer

Scholastic Seed Inc.

www.scholasticseed.in