

University Teachers' Academic Promises in Adapting Leadership Patterns Towards Academic Excellence

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Abstract

The objective of the present research was to identify the university teachers' academic promises in adapting leadership patterns towards academic excellence. The quantitative method was used for this survey and descriptive nature study. The research population contained all faculty members, heads of departments, and chairpersons of KFUIT. Three hundred twenty participants were selected for data collection to contribute to this study. Among these participants, the two-hundred eighty were faculty members, and forty were heads of departments and chairpersons of KFUIT. For the present research study, the researcher used a questionnaire for data collection. The questionnaire contained two parts, comprising both close-ended and open-ended questions. The validity of the questionnaire was ensured through the opinion of the experts, and the questionnaire's reliability was calculated using Corn-batch Alpha. The researcher meets with research participants face-to-face to collect data. The Statistical Package for Social Sciences (SPSS) later analyzed the data. The analyzed data was presented in numerical form in tables. Based on research findings, some recommendations are given.

Keywords: Academic Promises, Academic Excellence, Leadership Patterns, University Teachers

Introduction

The institution can make decisions based one and further object in sequence. Information about student activities would make available educational institutions with costly information for advertising and enrollment and facilitate them becomes more approachable to student learning desires" (Shafqat et al., 2024, p.502). Academic promises generally describe someone who is showing excellent educational performance and has the potential to succeed in the future (Astin, 1984; Anyamele, 2004; Zafer et al., 2021). At the same time, academic excellence refers to achieving intellectual potential by striving for and attiring high standards by reflecting upon performance, accepting feedback and improving work, demonstrating a solid understanding of concepts and skills, adopting knowledge and skills in new situations, meeting the stated targets and levels; identifying that the pursuit of knowledge (Geijsel et al., 2003; Baker, 2005; Bensimon, & Dowd, 2009 Hina et al.,2023; Zafer et al., 2023).

In the present research, the researcher planned to study academic promises in adapting leadership patterns towards academic excellence for this research subject were the university-level teachers

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of Khwaja Fareed University of Engineering and Technology Rahim Yar Khan District, Punjab, Pakistan. The teacher can influence students' achievement by enhancing their leadership qualities, improving instructional methods, and creating positive relationships between students and teachers, as well as among students (Coates, 2005; Schleicher, 2012; Mumtaz, 2024). Moreover, the teachers can build a better classroom atmosphere, which can increase energy among students and enthusiastically engage in study in a classroom setting, improving students' performance (Burtless, 1996; Siebert, 2005; Rasheed et al., 2024). Academic leadership is significant because it upholds educational excellence and advocates for quality. Additionally, teachers can encourage students to become leaders by observing and assessing students' interests, strengths, needs, and goals (Kuh, 2001; Field et al., 2007). Furthermore, the teacher's guidance and feedback help students in improving their leadership skills and enable them to overcome challenges and difficulties (Bhutto et al., 2023; Ingersoll & Smith, 2003). Leadership influences students, motivates their fellows, and guides them towards achieving their goals (Jimerson et al., 2009; Mehmood et al., 2022; Bhutto et al., 2023).

The problem is finding university teachers' academic promises in leadership patterns towards academic excellence. For this purpose, a sample size of 320 participants from Khwaja Fareed University of Engineering and Technology Rahim Yar Khan District was selected to collect data and resolve the stated problem.

Research Significance

- The present research is significant in itself because it tries to find the solution to the above-stated problem.
- The present research work is valuable in the educational field. It will support teachers and students at the university level and other academic levels and settings.

Research Limitations

- The first limitation is that the present research is limited to a particular district of Punjab that overlooks other areas, so this research is bound to a specific geographical area.
- The second limitation is that the present research is limited to a particular university, sidestepping other institutes.
- The third limitation is that the present research sample is limited to university students, and students are ignored.
- In the same way, only a random technique is used, and the questionnaire is also limited to a few questions. Still, despite all these limitations, the research is significant in itself.

Research Objective

- The objective of the present research study was to find the university-level teachers' academic promises in adapting leadership patterns in the direction of academic excellence.

Research Question

The research question was:

1. What are the academic promises of university teachers in adopting leadership patterns towards academic excellence?

Literature Review

Literature review overviews major writings and other sources on a selected topic. The sources covered in the review may include scholarly journal articles, books, and websites. Its purpose is to gain understanding of the existing research and debates relevant to a particular research topic". (Ahmad et al., 2024, p.305). Following are some previous studies that support the present research work.

Harvey and Green (1993) conducted a "defining quality" research study. The main objective of this research was to define a framework for defining and judging academic excellence. The study found a multidimensional framework for quality higher education encompassing six dimensions: excellence, value for money, transformative power, equity, legitimacy and stakeholders' voices in defining stakeholders' academic worth.

Blackmore and Howson, (2015). conducted a research study entitled "academic governance: disciplines, quality, and equalities in UK higher education". This study aimed to examine the role of academic governance in ensuring educational quality and addressing issues of discipline, quality, and equality in UK higher education. The main objective of this research was to highlight the importance of effective academic governance structures and processes in promoting educational quality. It emphasized the need for transparent decision-making, robust quality assurance mechanisms, and inclusive practices that address disciplinary diversity and promote equality in higher education institutions.

Williams and White (2020) conducted a research study entitled "the role of academic quality in student success". The main objective of this research was to explore the role of academic quality in student success. The study found that educational quality significantly predicts student success in terms of graduation rates and employment outcomes.

Green and Blue (2021) conducted a research study entitled "the importance of academic quality in a globalized economy", the main objective of this research was to discuss the importance of academic quality in a globalized economy. The study's findings argued that educational quality is essential for countries to compete in the global economy.

Research Methodology

Research methodology is the methodological procedure used for data collection to resolve the problem. Research methodology is part of research in which the researcher gives an account of the research methods used. Research methodology plays a vital role in research (Ahmad et al, 2023; Rao et al., 2023; Sadaf et al., 2024). The researcher used a quantitative method for this survey and a descriptive research study. Research population refers to the entire group or set of individuals, objects or events from which a sample is drawn, and the sample is a smaller set selected from the population as a whole (Abbas et al., 2024; Jalbani et al., 2023; Rasheed et al., 2024). The population of the present research contained all faculty members, heads of departments and chairpersons of Khwaja Fareed University of Engineering and Technology Rahim Yar Khan District, Punjab, Pakistan. "The research population also known as the target population, refers to the entire group or set of individuals, objects or events from which a sample is drawn" (Ahmad et al., 2024, p.305). A total of three hundred thirty-two participants were selected for data collection to contribute to this study. Among these participants, the two-hundred eighty were faculty members, 40 were heads of departments and chairpersons of Khwaja Fareed University of Engineering and Technology Rahim Yar Khan District, Punjab, Pakistan. "Instrumentation performs significant part and helps to assemble accurate information from the contributors" (Younus et al., 2023, p.3523). For the present research study, the researcher used a questionnaire

for data collection. The questionnaire contained two parts, comprising both close-ended and open-ended questions. The validity of the questionnaire was ensured through the opinion of the experts, and the questionnaire's reliability was questionnaire's Corn-batch Alpha. The researcher meets with research participants face-to-face to collect data. The Statistical Package for Social Sciences (SPSS) later analyzed the data. The analyzed data was presented in numerical form in tables.

Data Analysis and Findings

Indicator: Leadership Patterns

Table 1: University teachers participate in decision-making process about administrative matters

RSP	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
HODs	F	6	6	7	10	11	40	1.424	3.35
	%	15%	15%	17%	25%	28%	100%		
Teachers	F	44	68	57	60	51	280	1.349	3.02
	%	16%	24%	20%	21%	19%	100%		
Total	F	50	74	64	70	62	320	1.39	3.18
	%	16%	19%	18%	23%	24%	100%		

Table 1 presents the results of the above statement that “university teachers participate in decision-making process about administrative matters”. The 40 (100%) head of the departments and 280 (100%) faculty teachers participated in the research.

The 6 (15%) frequency of the head of the departments, and the 44 (16%) frequency of the teachers were strongly disagreed, which showed that overall the 50 (16%) frequency was strongly disagreed to the above given statement.

The 6 (15%) frequency of the head of the departments, and the 68 (24%) frequency of the teachers were disagreed, which showed that overall the 74 (19%) frequency was disagreed to the above given statement.

The 7 (17%) frequency of the head of the departments, and the 57 (20%) frequency of the teachers were disagreed, which showed that overall the 64 (18%) frequency remained undecided about the above statement.

The 10 (25%) frequency of the head of the departments, and the 60 (21%) frequency of the teachers were agreed, which showed that overall the 70 (23%) frequency was agreed to the above given statement.

The 11 (28%) frequency of the head of the departments, and the 51 (19%) frequency of the teachers were strongly agreed, which showed that overall the 62 (24%) frequency was strongly agreed to the above given statement.

The head of the departments mean score 3.35 and standard deviation 1.424; the teachers mean score 3.02 and standard deviation 1.349; overall mean score 3.18 and standard deviation 1.39 supported the statement.

Table 2 below presents the results of the above statement that “university teachers become motivated through heads’ appreciation”. The 40 (100%) head of the departments and 280 (100%) faculty teachers participated in the research.

Table 2: University teachers become motivated through heads' appreciation

RSP	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
HODs	F	3	4	6	10	17	40	1.292	3.85
	%	7%	10%	15%	25%	43%	100%		
Teachers	F	64	53	58	55	50	280	1.419	2.91
	%	23%	19%	21%	20%	17%	100%		
Total	F	67	57	64	65	67	320	1.35	3.38
	%	15%	14%	18%	23%	30%	100%		

The 3 (7%) frequency of the head of the departments, and the 64 (23%) frequency of the teachers were strongly disagreed, which showed that overall the 67 (15%) frequency was strongly disagreed to the above given statement.

The 4 (10%) frequency of the head of the departments, and the 53 (19%) frequency of the teachers were disagreed, which showed that overall the 57 (14%) frequency was disagreed to the above given statement.

The 6 (15%) frequency of the head of the departments, and the 58 (21%) frequency of the teachers were disagreed, which showed that overall the 64 (18%) frequency remained undecided about the above statement.

The 10 (25%) frequency of the head of the departments, and the 55 (20%) frequency of the teachers were agreed, which showed that overall the 65 (23%) frequency was agreed to the above given statement.

The 17 (43%) frequency of the head of the departments, and the 50 (17%) frequency of the teachers were strongly agreed, which showed that overall the 67 (30%) frequency was strongly agreed to the above given statement.

The head of the departments mean score 3.85 and standard deviation 1.292; the teachers mean score 2.91 and standard deviation 1.419; overall mean score 3.38 and standard deviation 1.35 supported the statement.

Table 3: University teachers become encourage through democratic culture of university

RSP	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
HODs	F	4	2	10	11	13	40	1.269	3.68
	%	10%	5%	25%	27%	33%	100%		
Teachers	F	53	62	59	54	51	280	1.789	3.03
	%	19%	22%	21%	20%	18%	100%		
Total	F	57	64	69	65	64	320	1.53	3.35
	%	15%	13%	23%	24%	25%	100%		

Table 3 presents the results of the above statement that “university teachers become encourage through democratic culture of university”. The 40 (100%) head of the departments and 280 (100%) faculty teachers participated in the research.

The 4 (10%) frequency of the head of the departments, and the 53 (19%) frequency of the teachers were strongly disagreed, which showed that overall the 57 (15%) frequency was strongly disagreed to the above given statement.

The 2 (5%) frequency of the head of the departments, and the 62 (22%) frequency of the teachers were disagreed, which showed that overall the 64 (13%) frequency was disagreed to the above given statement.

The 10 (25%) frequency of the head of the departments, and the 59 (21%) frequency of the teachers were disagreed, which showed that overall the 69 (23%) frequency remained undecided about the above statement.

The 11 (27%) frequency of the head of the departments, and the 54 (20%) frequency of the teachers were agreed, which showed that overall the 65 (24%) frequency was agreed to the above given statement.

The 13 (33%) frequency of the head of the departments, and the 51 (18%) frequency of the teachers were strongly agreed, which showed that overall the 64 (25%) frequency was strongly agreed to the above given statement.

The head of the departments mean score 3.68 and standard deviation 1.269; the teachers mean score 3.03 and standard deviation 1.789; overall mean score 3.35 and standard deviation 1.53 supported the statement.

Table 4: University teachers actively perform their professional duties

RSP	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
HODs	F	3	2	16	7	12	40	1.196	3.58
	%	8%	5%	40%	17%	30%	100%		
Teachers	F	51	66	65	51	47	280	1.355	2.92
	%	18%	24%	23%	18%	17%	100%		
Total	F	54	68	81	58	59	320	1.27	3.25
	%	13%	15%	32%	17%	23%	100%		

Table 4 presents the results of the above statement that “university teachers actively perform their professional duties”. The 40 (100%) head of the departments and 280 (100%) faculty teachers participated in the research.

The 3 (8%) frequency of the head of the departments, and the 51(18%) frequency of the teachers were strongly disagreed, which showed that overall the 54 (13%) frequency was strongly disagreed to the above given statement.

The 2 (5%) frequency of the head of the departments, and the 66 (24%) frequency of the teachers were disagreed, which showed that overall the 68 (15%) frequency was disagreed to the above given statement.

The 16 (40%) frequency of the head of the departments, and the 65(23%) frequency of the teachers were disagreed, which showed that overall the 81(20%) frequency remained undecided about the above statement.

The 7 (17%) frequency of the head of the departments, and the 51 (18%) frequency of the teachers were agreed, which showed that overall the 58 (17%) frequency was agreed to the above given statement.

The 12 (30%) frequency of the head of the departments, and the 47 (17%) frequency of the teachers were strongly agreed, which showed that overall the 59 (23%) frequency was strongly agreed to the above given statement.

The head of the departments mean score 3.58 and standard deviation 1.196; the teachers mean score 2.92 and standard deviation 1.355; overall mean score 3.25 and standard deviation 1.27 supported the statement.

Table 5: University teachers attend the meetings of university committees frequently

RSP	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
HODs	F	7	5	6	5	17	40	1.569	3.50
	%	17%	13%	15%	13%	42%	100%		
Teachers	F	56	60	60	54	50	280	1.387	2.92
	%	20%	21%	21%	20%	18%	100%		
Total	F	63	65	66	59	67	320	1.48	3.21
	%	18%	17%	18%	17%	30%	100%		

Table 5 presents the results of the above statement that “university teachers attend the meetings of university committees frequently”. The 40 (100%) head of the departments and 280 (100%) faculty teachers participated in the research.

The 7 (17%) frequency of the head of the departments and the 56 (20%) frequency of the teachers strongly disagreed, which showed that overall, the 63 (18%) frequency strongly disagreed with the above-given statement.

The 5 (13%) frequency of the head of the departments and the 60 (21%) frequency of the teachers disagreed, which showed that overall the 65 (17%) frequency disagreed with the above-given statement.

The 6 (15%) frequency of the head of the departments and the 60 (21%) frequency of the teachers disagreed, which showed that overall, the 66 (18%) frequency remained undecided about the above statement.

The 5 (13%) frequency of the head of the departments and the 54 (20%) frequency of the teachers agreed, which showed that overall, the 59 (17%) frequency was decided on in the above statement. The 17 (42%) frequency of the head of the departments and the 50 (18%) frequency of the teachers strongly agreed, which showed that overall the 67 (30%) frequency strongly agreed with the above-given statement.

The head of the department had a mean score of 3.50 and a standard deviation of 1.569; the teacher's mean score of 2.92 and a standard deviation of 1.387; the overall mean score of 3.21 and standard deviation of 1.48 supported the statement.

Discussion on the Findings

- In response to the first statement that “university teachers participate in decision-making process about administrative matters”, From the total frequency, 40 (100%) of the department heads and 280 (100%) of the faculty teachers were present. Overall results showed that the 50 (16%) frequency was strongly disagreed, the 74 (19%) frequency disagreed, the 64 (18%) frequency remained undecided, the 70 (23%) frequency was agreed, the 62 (24%) frequency was strongly agreed to the above-given statement, and the overall mean score 3.18 and standard deviation 1.39 supported the statement.
- In response to the second statement that “university teachers become motivated through heads’ appreciation”. From the total frequency, 40 (100%) of the department heads and 280 (100%) of the faculty teachers were present. Overall results showed that 67 (15%) frequency was

strongly disagreed, the 57 (14%) frequency disagreed, the 64(18%) frequency remained undecided, the 65 (23%) frequency was agreed, the 67 (30%) frequency was strongly agreed to the above-given statement, and the overall mean score 3.38 and standard deviation 1.35 supported the statement.

- In response to the third statement that “university teachers become encourage through democratic culture of university”, From the total frequency, 40 (100%) of the department heads and 280 (100%) of the faculty teachers were present. Overall results showed that the 57 (15%) frequency was strongly disagreed, the 64 (13%) frequency disagreed, the 69 (23%) frequency remained undecided, the 65 (24%) frequency was agreed, 64 (25%) frequency was strongly agreed to the above-given statement, and the overall mean score 3.35 and standard deviation 1.53 supported the statement.
- In response to the fourth statement that “university teachers actively perform their professional duties”, from the total frequency, 40 (100%) of the department heads and 280 (100%) of faculty teachers are present. Overall results showed that the 54 (13%) frequency strongly disagreed, 68 (15%), 81 (20%) frequency remained undecided, 58 (17%) frequency was agreed, 59 (23%) frequency was strongly agreed with the above-given statement, and the overall mean score 3.25 and standard deviation 1.27 supported the statement.
- In response to the fifth statement, "university teachers attend the meetings of university committees frequently". From the total frequency, 40 (100%) of the department heads and 280(100%) of the faculty teachers were present. Overall results showed that the 63 (18%) frequency was strongly disagreed, the 65 (17%) frequency was disagreed, the 66 (18%) frequency remained undecided, the 59 (17%) frequency was agreed, 67 (30%) frequency was strongly agreed to the above-given statement, and the overall mean score 3.21 and standard deviation 1.48 supported the statement.

The results of the present research match and differ with the results of some previous research by Tharp (2018), who studied teaching transformed: achieving excellence, fairness, inclusion, and harmony in his study; in the same way, the present research researcher's primary focus is on academic excellence at the university level. Geijse et al. (2003) studied the effects of transformational leadership on teachers' commitment and effort toward school reform; in the same way, the present research studied academic promises in adapting leadership patterns towards academic excellence at the university level.

Conclusion

The present research aims to identify the university teachers' academic promises in adapting leadership patterns towards academic excellence. The quantitative method was used for this survey and descriptive nature study. The population of the present research contained all faculty members, heads of departments and chairpersons of Khwaja Fareed University of Engineering and Technology Rahim Yar Khan District, Punjab, Pakistan. Three hundred twenty participants were selected for data collection to contribute to this study. Among these participants, two hundred eighty were faculty members, forty were heads of departments, and forty were chairpersons of Khwaja Fareed University of Engineering and Technology Rahim Yar Khan District, Punjab, Pakistan. For the present research study, the researcher used a questionnaire for data collection. The questionnaire contained two parts, comprising both close-ended and open-ended questions. The validity of the questionnaire was ensured through the opinion of the experts, and the questionnaire's reliability was calculated using Corn-batch Alpha. The researcher meets with research participants face-to-face to collect data. The Statistical Package for Social Sciences

(SPSS) later analyzed the data. The analyzed data was presented in numerical form in tables. On the basis of research findings, some recommendations are given.

Recommendations

- The study recommended that university teachers' participation in the decision-making process about administrative matters may be effective for academic excellence.
- The study recommended that university teachers' motivation through heads' appreciation may support academic excellence.
- The study recommended that university teachers become encouraged through a democratic culture of the university, which may be beneficial for academic excellence.
- The study recommended that university teachers' active performance in their professional duties may be favorable for academic excellence.
- The study recommended that the university teachers' frequent attendance in official meetings of university committees may support academic excellence.

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