

**IMPACT OF LEADERSHIP STYLE ON EMPLOYEE
ENGAGEMENT IN CONTEXT WITH EDUCATION SECTOR
SPECIFICALLY BUSINESS MANAGEMENT INSTITUTES**

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Abstract

The leader is like a cherry on the cake, who leads the faculty members towards the development of students and institution. The faculty members are having major responsibilities to play apart from being an employee so is the leader who makes them feels comfortable in doing the job.

The work style of the leader makes or breaks the employee to stay or give up from the job. There has been an old credence that employees leave the immediate supervisor and not the organization which indicates that employee engagement is having more influence on the leadership style.

The increasing competition has pressed the institutions to exploit their available resources as a way of achieving competitive advantage.

Leadership is critically important because it has a huge impact on the condition of the organization. Data was collected from 25 business management institutions in UP West Region specifically in Agra and Mathura.

The analysis finds that Leadership Style directly affects employee engagement and the Institutional Performance. This result suggests that an increasing style of leader who commit to stay with their college, work toward institutions' target success, focus on achieving goals, and also work toward the success of institutional change, appears to influence the value of institutional performance as well as the engagement levels of employees.

The purpose of this research paper was to expand an understanding of leadership's style with regard to employee engagement. An Exploratory as well as Descriptive research methodology was utilized to answer the research objective.

A sample of 25 Head of Departments and 175 Faculty Members participated in the study as respondents. Two Questionnaires, Faculties Questionnaire on Head of Department Leadership

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Styles and Head of Department's Questionnaire on Leadership Styles were used to collect data from the respondents.

The data obtained using the instruments were analyzed involving percentages. The findings of the study would be a useful resource for the business management institutions.

The institutions have changed their views and have added faculty development and Management Development Programme as a strategic business priority to set them apart from their competition. With this shift, institutions are adding more value to their faculty members and their skill sets. Institutions use various measures in order to achieve some of their goals, such as competitive advantage, retention, and increase productivity and it has its impact on the Engagement.

To accomplish their goals, the institutions must move beyond employee motivation strategies and towards increasing the levels of employee engagement. Having engaged, the faculties have become crucial in a time where the institutions look to their employees to take initiative, bring creativity, and be proactive with solutions to current teaching methodology. The leaders are in the position to increase their employees' (faculty) engagement levels and do more than just motivate them. The purpose of this paper is to explore what type of leadership style is more conducive to increasing the levels of employee (faculty) engagement.

Keywords: *Leadership Style, employee engagement, Institutional Performance, competitive advantage*

1. Introduction

1.1 Employee Engagement

According to Scarlett Surveys, "Employee Engagement is a measurable degree of an employee's positive or negative emotional attachment to their job, colleagues and institution which profoundly influence their willingness to learn and perform at work".

The Gallup Institution, potentially the most widely recognized name associated with employee engagement due to their bestselling book, "First, Break All the Rules," defines engaged employees as those who, "work with a passion and feel a profound connection to their company" and "drive innovation and move the institution forward.

Employee engagement, also called worker engagement, is a business management concept. An "engaged employee" is one who is fully involved in, and enthusiastic about his work, and thus will act in a way that furthers the institution's interests.

Employee Engagement is the extent to which employee commitment, both emotional and intellectual, exists in relation to accomplishing the work, mission, and vision of the organization. Engagement can be seen as a heightened level of ownership where each employee wants to do

whatever they can for the benefit of their internal and external customers, and for the success of the institution as a whole.

Most organization today realized that a satisfied employee is not necessarily the best employee in terms of loyalty and productivity. It is only an engaged employee who is intellectually and emotionally bound to the organization who feels passionate about its goals and is committed towards its values thus he goes the extra mile beyond the basic job. Employee engagement is a powerful retention strategy. An engaged employee gives his company his 100 percent.

Employee engagement has become a popular theme due to the global dictum "perform or perish" and the strong competition and continued existence among organizations. Employee engagement is a broadly studied concept in the corporate sector and defined elaborately by various authors. Generally, it is defined as the emotional attachment and commitment an employee has got towards his/her job, colleagues and institution that profoundly influence the level of performance, commitment and loyalty.

Since the defining concept and parameters used to explain employee engagement purely originate in the industrial sector, the researcher of this study speculates whether or not this concept could be applicable in the educational sector too.

This descriptive and exploratory study using Faculty Members from educational institutions in and around Agra-Mathura Region in Uttar Pradesh, defines engaged employee as the one who is highly resourceful, driven by a pious and holy objective of helping and assisting students in terms of imparting knowledge, development of skills, inculcating values and thus committed to their overall development.

When Faculty Members are effectively and positively engaged with their institution, they form an emotional connection not only with the students but also institutions. Employee engagement can act as a barometer that determines the association of a person with the institution. It is about creating the passion among teachers to do things beyond what is expected from them.

1.2 Leadership

Leadership is critically important because it affects the situation of the institution. Leadership plays a vital role in influencing levels of employee engagement. Goal Clarity and Direction are identified as factors that can influence an employee's level of engagement.

Faculty Members perform well when they are clear with their goals and objectives, and know how to go about achieving them. As a result, Faculty Members tend to be motivated and

committed to it. Hence, communication of clear goals and direction from the leader becomes crucial.

Leaders must also help Faculty Members develop personal accountability for their goals and help achieve them. Setting performance expectations and instilling personal accountability among Faculty Members are critical for getting outcome.

People leaders spend much of their time leading small groups or individuals to achieve performance expectations that contribute to their teams' success. They are successful when they attain the proper balance between achieving results through managing work and leading others in a way that supports the institution's cultural strategy or values.

People leaders drive performance by holding both their direct reports and themselves accountable for results and for desired behaviors while staying focused on their customers and desired outcomes. Building trust through effective communications is an absolute essential. Faculty Members need to trust that their leaders have the capability to make the institution successful. To win that trust, leaders must show that they have a plan, articulate that plan clearly to Faculty Members, and demonstrate that that plan is being implemented effectively. But gaining the trust of sometimes skeptical Faculty Members is only half the equation.

Trust is a two-way street. Leaders must also show that they, in turn, trust Faculty Members to help drive institutional success. They must make Faculty Members valued partners in a common institute. Faculty Members want not only to know what the bigger picture is, but also to feel that they are a part of that picture.

1.3 Leadership and Engagement in Education Sector

Faculty Members said that it is the personal relationship with their immediate supervisor (Head of Department) that is the key. The attitude and actions of the immediate supervisor (Head of Department) can enhance the engagement or can create an atmosphere where a member can become disengaged. In addition, Faculty Members said that believing in the ability of leadership to take their input, lead the institution in the right direction and openly communicate the state of the institution is key in driving engagement.

In the modern work it so found that the employee leave the manger not the institution. The most of the attrition found in the exit interview say that Faculty Members have one or the other problems with the managers. So it makes it very clear that role of the team leader, manager are very much essential for the Faculty Members in the institution to keep the Faculty Members engaged.

In recent times retaining and motivating the workforce has become quite challenging due to the intense competitive situation around the world. Educational leaders play important role with the intention to make teaching and learning more effective and to give quality education to students.

Establishing a positive relationship between Head of Department and their teachers is a very important strategy in educational leadership. Teacher's view of Head of Department leadership practices may have a direct impact on their performance and ultimately engagement and help improve student's achievement. The impact of student's achievement is not as direct and obvious as that of teachers; nonetheless, student's achievement through their teachers by motivating teachers to be effective educators.

Creating a positive leader- teacher relationship and interaction is an essential quality of educational leadership that a leader can implement to motivate teachers to improve the effectiveness of their teaching practice. In fact, leaders are solely responsible for acquiring necessary leadership competencies to drive changes in their college performance.

Leadership style of a Head of Department really depends on the leaders assumptions about human being, human nature and human learning. These assumptions consciously and unconsciously are the main foundation for decision making in choosing a leadership style.

1.4 Leadership Style and Engagement

Leaders impact institutional effectiveness through their followers. Leadership can have a great impact on engaging Faculty Members within the institution.

However, transactional leadership limits the leader to use reward based behaviors in order to achieve higher performance from Faculty Members, which only have short-term effects.

Transformational leadership emerges as a style that fosters the development of employee engagement. As Kaiser, Hogan, and Craig (2008) suggest, Transformational leadership changes the way followers see themselves-from isolated individuals to members of a larger group. When followers see themselves as members of a collective group, they tend to endure group values and goals, and this enhances their motivation to contribute to the greater good. Transformational leaders provide an inspiring vision of goals that can help overcome self-interest and narrow factionalism in institutions. They call upon new and broader energies among followers.

It has been found that Faculty Members who have positive interactions with their HOD's have increased levels of engagement. Also, it was found that using a transformational leadership style leads to increased institutional commitment and job satisfaction, and that the leaders who focused on relationship building and trust development increased engagement levels.

Transformational leaders are not viewed as a power figure but as mutual support for a common purpose, the collective good of an institution. From this perspective, transformational leaders have the capacity to directly impact the engagement levels of their Faculty Members and are able

to meet the human and work needs of their Faculty Members, a surplus of a very unique and empowering style.

2 Literature Review

S.NO	STUDY WITH TIME FRAME	OUTCOMES
1.	A Study of Pakistani Service Sector Firms the Present study explores how transformational leadership leads to higher employee work engagement in the service sector firms of Pakistan M. Waqas Raja (2012) ^[1]	Result shows that inspirational motivation, idealized influence, individual consideration and intellectual stimulation when all these aspects of transformational leadership are practiced by the managers it leads to higher employee work engagement.
2.	Employee engagement and leadership exploring the convergence of two framework and implicational for leadership development in HRD Brand shuck et alia (2012) ^[1]	Result shows that using single style transactional or transformational leadership does not suit changing employee engagement needs .so the blend of both style will suite different levels of employee in the cosmopolitan institutions.
3.	“A study on employee engagement in Tamil Nadu news and paper limited” P. Rathinam (2012) ^[1]	Result shows that employee engagement reflects on the imported phase that is productivity. There are many other factors other than monetary benefits which influence employee engagement.
4.	According to Kiue (2010) ^[2]	Result shows that the behaviors of top-level leadership have significant impact on the institution.
5.	In the Study of the leadership level by (Cascio, Mariadoss, & Mouri, 2010). ^[2]	Concluded that leaders have significant impact on employee’s behavior. And the leaders are a vital ingredient in the success of institution.
6.	Schaufeli & Salanova, 2008 ^[2]	Concluded that the leaders who are high in task behavior and support behavior are more effective at promoting engagement.
7.	Kahn (1990), one of the first scholars to study engagement. ^[3]	Defined the term personal engagement as the “harnessing of institutional members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performance”.
8.	Saks (2006) ^[3]	Defined employee engagement as the distinct and unique construct that consists of cognitive, emotional, and behavioral components that are associated with individual’s role performance.
9.	Roth bard (2001) ^[3]	Differentiates the employee engagement into two types’ i.e. job engagement and institution engagement.

10.	Muthuveloo and Rose (2005) ^[3]	Concluded that willingness of Faculty Members to accept the goals and values of the institution, and to work towards the achievement of these goals known as an institutional engagement.
11.	Schermerhorn, Hunt and Osborn (2009) ^[4]	Defined leadership as a case of interpersonal influence that gets individuals or groups of people to do what the leader wants to be done. Followers input are not encouraged with regard to what it is to be done.
12.	Maxwell (2009) ^[4]	Argues that a leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promotes and increases productivity in the institution.
13.	Sergiovanni (2009) ^[4]	Perceives leadership as a personal thing comprising one's heart, head and hand. He argues that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the institution.
14.	Dubrin (2010) ^[4]	Concluded that leader's task is to build follower's confidence in their job so as to be effective on their job. It is leader's responsibility to communicate about activities to accomplished goals.
15.	Oyetunyi (2006) ^[4]	Concluded that the major point of focus is sharing, the manager should share decision making with the subordinates.
16.	According to NCTAF (National Commission on Teaching and America's Future, 2003. ^[5]	Teaching has become a "revolving door" profession. And to retain teachers institution has to provide environment where teaching and learning flourish.

3 Statement of the problem

Some institutions and their leaders think that their work is to provide the instructions and directions to their sub-ordinates. And it's their responsibility to obey the instructions. Many institutions just provide academic targets and challenges to the Faculty Members without engaging them while making decisions.

Academic performance in most of the situation has been fluctuating with turnover of educators which leads to the need to study the impact of leadership style in influencing the engagement of

the concerned faculty members so as to make them feel part of the institution and more committed towards their job.

4 Objectives of the study

- To analyze Leadership as a major factor of Employee engagement.
- To study how strongly are faculty engagement and leadership style correlated.
- To analyze which of the leadership style influence faculty engagement.

5 Scope of the study

The goal of this study was intended to contribute to the body of literature on behaviors of leaders, Employee Engagement, and Institutional Performance. The objectives are important because the results of this study can help leaders to recognize their commitment and to understand if their commitment has an effect on the level of Employee Engagement and Institutional Performance.

This study is significant because it is the first study to empirically examine Leadership Commitment and their effects on Employee Engagement and Institutional Performance via their effects on a set of mediating variables, Employers Branding and Strategic Alignment.

Global competitiveness among organizations has made Employee engagement a hot topic of discussion in the recent years. It is widely used and explored in the corporate world while in the educational sector, it has rarely been studied. Similarly, it has not much researched in the academic literatures.

6 Research methodology

- **Research Type:** An Exploratory as well as Descriptive research has been applied in this paper.
- **Sampling Size:** 200 (25 Head of the department & 175 Faculty Members) from Business Management Institutions approved by AICTE in Agra and Mathura region of Uttar Pradesh.
- **Sampling Method:** Convenience Sampling
- **Data Collection:** The data is collected from primary and secondary sources. Primary data is collected through questionnaire and interview and the secondary data is collected from books, magazines and websites etc.
- **Limitations of the study:** The Study is limited to Business Management Institutes of Agra and Mathura region only and therefore, the findings of the study cannot be extended

to other areas. All the findings made in the study are purely based on the respondent's answers which may be biased.

7 Hypothesis of the study

H1: There will be significant correlation between Faculty's engagement and leader's leadership practices.

H2: Transformational leadership style influence more than any other leadership style.

H3: Leadership is an important contributor to Employee Engagement.

8 Analysis and Interpretation

A. Most Prevalent Leadership Style

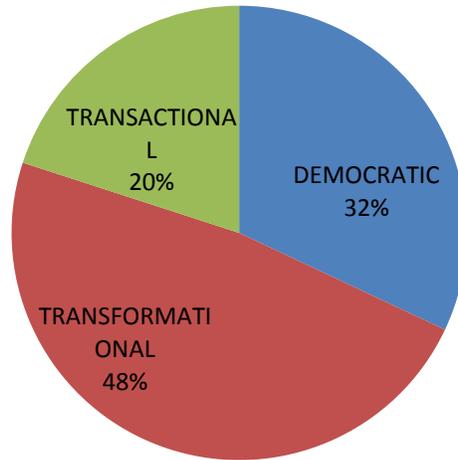
Table: 1

LEADERSHIP STYLE	RESPONSE
DEMOCRATIC	8
TRANSFORMATIONAL	12
TRANSACTIONAL	5
TOTAL	25

- ✓ A questionnaire with series of questions focusing on the most followed leadership style along with the characteristics involved with each of the three styles- democratic, transformational and transactional was circulated among the 25 Head of the departments from various Business Management Institutes in Agra-Mathura Region and was identified the amongst the three styles, the most prevalent leadership style was Transformational and the least prevalent was Transactional leadership style.

Figure: 1

Most Prevalent Leadership Style



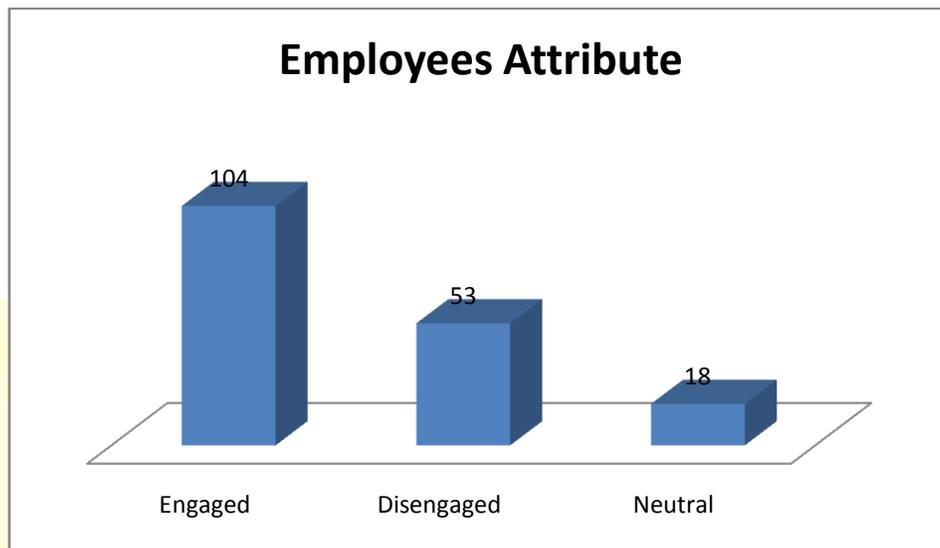
B. Response of Faculty Members

Table: 2

Attribute	Response
Engaged	104
Disengaged	53
Neutral	18
Total	175

- ✓ A questionnaire with series of questions focusing on identifying the correlation between leadership style and employee engagement and extracting the number of engaged and disengaged members involving 175 faculty members from various business management institutes in Agra- Mathura Region, it was identified the positive correlation exists amongst the leadership style and employee engagement, the majority of members were engaged because of the likeability factor of the leadership style adopted by the leader while others were either disengaged or neutral.

Figure: 2



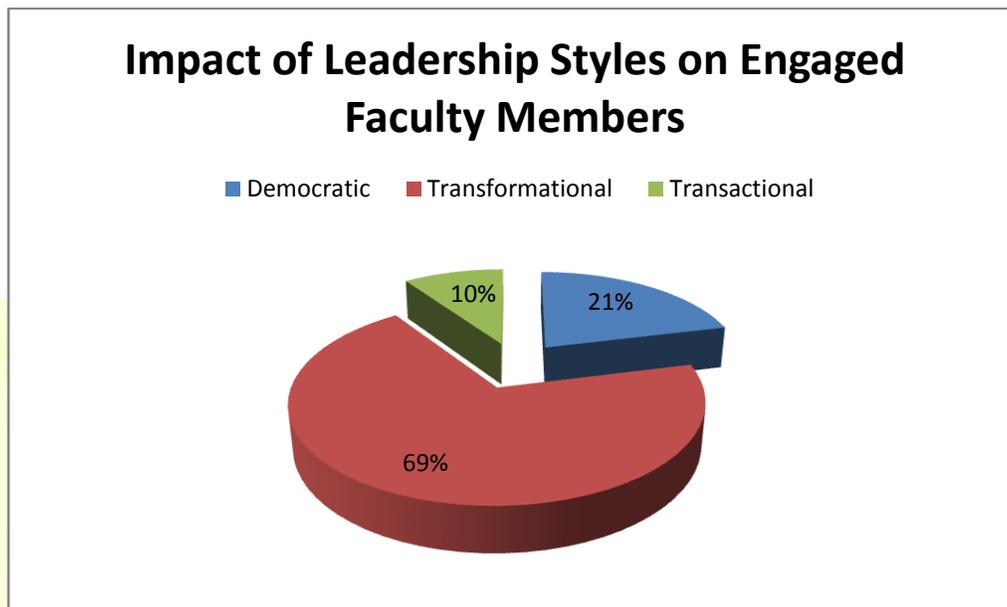
C. Impact of Leadership style on Engaged faculty members.

Table: 3

Status	Democratic	Transformational	Transactional
Response	22	72	10

- ✓ In response to the questionnaire filled by the faculty member from various business management institutes in Agra- Mathura Region, it was identified the preferred leadership style was Transformational since the characteristics marked for an ideal leader was that of the one who follows Transformational Style.

Figure: 3



9 FINDINGS AND SUGGESTIONS

1. It is found out that the leader in the business institution makes or breaks the employee motivation level that leads to employee engagement.
2. The people in the institution are quitting the institutions because of leader's behavior.
3. The transformational leadership style has been the most prevalent and readily acceptable by the employees who are engaged and are satisfied.
4. The second most favorable style is Democratic Leadership Style.
5. The least favorable one is that of Transactional Leadership Style.
6. Leaders need to develop strategies to deal with the need of those faculty members who were dis-satisfied.
7. The employee (faculty members) must be given the freedom for expression of view.

10 CONCLUSION

We can say that a proper leader is required for the institution today without which it becomes difficult for the Faculty Members to be engaged in the institution. So much attention must be given to them in making them as a contribution to the institution which in turn leads to the employee engagement. Faculty Members in the institution much focus on the leaders and the peer support. But it is more important to have a good leader who can create the good, healthy, friendly, supportive and developing environment.

The general understanding of this study informs practitioners that the effect of Leadership Commitment contributes directly to both Institutional Performance and also Employee Engagement. Yet, Leadership Commitment has a significant relationship to both Institutional Performance and Employee Engagement but Leadership Commitment has larger coefficient/impact to Employee Engagement than Institutional Performance. This result suggest that an increasing behavior of leader who commit to stay with company, work towards for institution's success of target, focus to achieve goal, and also work towards the success of institutional change, appears to influence the value of Institutional Performance as well as the level of Employee Engagement.

The study also concludes that the concept of engaged employee in Education Sector is significantly different from that of Corporate Sector. Although various research findings in the corporate sector show that, the employee's commitment to the organization is a significant factor in defining employee engagement; while in the Education Sector, commitment to the job and student welfare takes precedence.

The findings of the study indicate that only a fraction of Faculty Members are committed to the student welfare and thus labeled as an engaged employee. As increased number of educational institutions that run for commercial purposes with economical profit motives, the noble teaching profession has become an easy job-seeking arena for many young graduates thus reducing the quality of commitment and dedication needed for the profession.

Various management practices, especially in the self-financing colleges, have become a hindrance for many to commit and dedicate themselves for the welfare of the students. Further studies could be done to quantify and validate the identified variables.

The results of this research indicate that the academicians of the sample university have a fairly good level of engagement at work. This is a satisfactory scenario as an engaged teacher plays a pivotal role in an effective, efficient and productive higher education sector. However, further attempts need to be made by the administration of the sample university to identify the deficits and amend them, in order to enhance the level of work engagement.

The focus of this paper has been leadership and employee engagement. In today's competitive work environment, it is time for organizations to move beyond just motivating their Faculty Members and towards creating an environment of engagement.

In my review of leadership styles, transformational leaders seem to be more self-confident to lead the way towards a culture of engagement.

However in previous researches, it has been found that both transactional and transformational leadership are related to increased unit performance, transactional leaders needed to set structure where transformational leaders built on the structure that was already there and developed a more cohesive unit better prepared to face the challenges of a chaotic global market.

Transformational leaders display the behaviors, such as supportive management, displaying a vision that is related to increasing Faculty Members' level of engagement.

There was one more outcome that identified one of the factors that increase engagement is supportive management, which is also another trait that transformational leaders have. In addition, exceptional leaders (who demonstrate the same characteristics as transformational leaders) will create the environment that fosters engaged employees. Both of these findings with leadership styles and increasing levels of employee engagement depict characteristics of transformational leaders.

Future research should further explore the relationship between transformational leaders and employee engagement and measure the level of engagement of Faculty Members with transformational leaders versus those Faculty Members that are under the direction of leaders with other leadership styles.

The research concluded that Faculty Members who are engaged believe they can impact the institution bottom line, have higher productivity, and higher retention rates. This implies that institutions need to invest in Faculty Members in the form of FDP's MDP's, Workshops etc on a continuous basis to make them committed and engaged.

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