Role of Private Colleges in India in Promoting Collaborative Leadership for Inclusive Development

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Abstract—

Purpose: Education is the key driver for India's economic growth and productivity. Education's role in driving India's inclusive development places it in the centre as the youth's population in India is the largest with 360 million. India's phenomenal growth towards socio-economic issues is not uniform. Large regional and social disparities continue to prevail and efficient education with appropriate leadership style is the only way to reach SDG 4. A strong need is felt that sustainable transformation in teacher education systems can happen only when inclusive is adopted by administrators. The purpose of this study is to identify key factors that are contributing for the development of private college's performance in India.

Methodology and Approach: Understanding that inclusion, quality and expansion are the main pillars of development in private colleges this study uses both descriptive and exploratory research design. Sample groups are principals, administrators and teachers from commerce and management colleges. Detailed review of literature is done, with complete usage of statistical tools like graphical and tabular representation of data and with SEM model for understanding and application of collaborative leadership style. Findings and Practical Implications: Findings are alarming and brings awareness to all private educational administrators and principals who are the leaders and play a vital role in designing the role of teachers in turn. Practical implications include ensuring ethical issues in inclusive, execution of a lifelong learning as per SDG 4 and adoption of collaborative leadership in teaching field.

Originality and Value: The work is novel and original in nature as this study is the first in framing on SEM model for collaborative leadership for Indian academia.

Key Words: Collaborative Leadership, Inclusive Development, SDG 4 and Private Colleges.

I. INTRODUCTION

The world today has extra expertise than ever before, however no longer anyone can take advantage from it. Globally, international locations have made major progress and enter to education at all ranges and increasing enrollment charges in schools and simple literacy skills have improved. Achieving inclusive, equitable, and quality as per SDG 4 will happen for all and an attempt has been made in recent past. In the recent years, it is realized that there are serious problems of gender, regional, sectional and caste disparities such significant achievements. A significant proportion of students continue to drop out due to personal and cultural factors and also due to inadequate infrastructure, shortage of teachers and quality of education will be not satisfied. The responsibility of the government to provide free education for primary and secondary levels has

improved in 1990 to 2016, from 83.2% to 91.4%. Completion rates in primary school are 89.6% and by 2020 lot of efforts will be taken to compete with global standards as education is India is poor; teachers are inadequately trained and have lack of skill and motivation. It is compulsory that the students up to age 14 should have education, implemented by the constitution. So it is very important to improved the education quality and making the education interesting and effective by proving enjoyable climate to the students.

1.1 Growth of Higher Education in India:

The number of students has reached the level of 6.75 million and there are 3, 21,000 teachers in the higher education system. A special emphasis has come to be laid on women's education. The enrolment of women at the beginning of 1997-98 was 2.303 million, 34 percent of them being of the postgraduate level.

Growth in Higher Education in India

Colleges	1950-51	1990-91	1996-97
Universities*	30	177	214
Colleges	750	7346	9703
Enrolment ('000s)	263	4925	6755
Teachers ('000s)	24.0	272.7	321.0

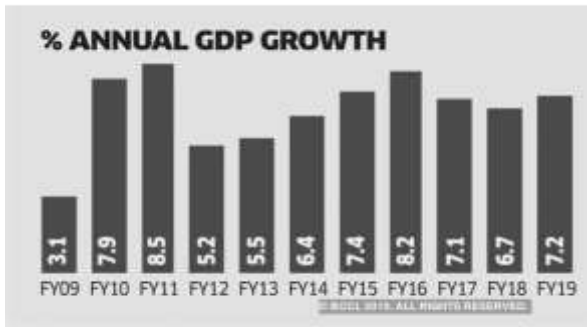**Table-1-Note: *includes colleges deemed to be universities, but excludes other colleges.**

Sl No	Years	Number of Colleges in Karnataka
1	2013-14	3098
2	2014-15	3068
3	2015-16	3099
4	2016-17	3310
5	2017-18	3492

Table-2-Statistics of number of colleges in Karnataka Source: UGC India/Analysed by DrEducation.com

education is a force multiplier which permits independence , boosts financial growth by using improving **Graph-1: Percentage showing Annual GDP in terms of Education**.

abilities, and improves people's lives through beginning up possibilities for higher livelihoods. Leading and managing change by bringing in inclusion and transformation of employees successfully in the organization is called leadership. Collaborative Leadership is associated with formal command and control, or with a charismatic leadership style, where the leader may seduce groups of followers to sometimes blindly execute his or her wishes. Even in this 21st century the country is been male dominated where females are been underestimated.

Collaborative leadership in private colleges aims to achieve a common goal on the bases of trust. The undertaking towards making sure of satisfactory undergraduate and post graduate education is to gain knowledge this demands a number of constraints including inclusive, a spirit for expertise, relevant in addition to futuristic curriculum, and well-skilled, competent administrators and teachers.

SDG 4 argues that reforms have to be brought in by moving from exam-oriented to lifelong learning for teachers. Such lifelong learning sprit is generated from technical know-how that knowledge is the most vital capital for human development. Collaborative leadership adds to cooperation from all stakeholders of education to embrace adaptability and consistency. A perfect leadership style helps to increase organizational commitment and decrease employee's resistance to changes. Past literature proves that there is a significant correlation between the teacher's self-efficiency and principal's leadership style. It does not specify one particular style but emphasis that appropriate leadership style gives a better performance of teachers and students and improvises the overall goodwill of the private colleges.

II. REVIEW OF LITERATURE:

The vision 2030 is aligned with policy foundation and envisages student as the core of globalised world. This can be achieved only by educating and empowering youth through a sound education system with a clear vision and mission which is reflected in this review. **Leithwood and Mcadie (2007)** state that in examining the influence of principal behaviour on teacher working conditions, principal's leadership serves as a catalyst that impacts school culture and school wide structures. **David Archer and Alex Cameron,(2008)** in their book on *Collaborative Leadership: How to succeed in an interconnected world*; identify the basic objective of the collaborative leader as the delivery of results across boundaries between different

organizations. When teachers with diverse background, **Sharma, U., & Pillay, N. (2007)** feel that, are working in the neighbourhood they become part of the local community. Their weekend activities are more likely to occur with people they meet every day in college. Teachers have regular peers as models of behavior with problem-solving and cognitive skills. These normal interactions are less likely if the teachers are not supported in inclusiveness.**Ladd (2011)** states that 'teacher working conditions do matter'. Variations in working conditions is perceived by teachers are highly predictive of individual teachers with respect with intentions to leave their current colleges. **Massachusetts, Johnson, Kraft and Papay (2012)** noted that teachers who teach in favorable work environments report that they are more satisfied and less likely to plan to transfer or leave their profession than their peers in with less favorable conditions. **Owings and Kaplan (2012)** states that most of the time teachers spends working directly with students, but still they need their own time to pursue skill development, conduct collaborative planning and learning.

Szczesiul and Huizenga (2014) emphasize that principals must support both individual teachers as well as the collective team on which that teacher serves as principals. Principals play a pivotal role in equipping teachers with the support they need to reach students. **Martin Echavarria (2015)** argues that Collaborative Leadership is the result of individual collaborative leadership capability, as well as group leadership. In this respect, he argues that individuals can support and contribute to collaboration and do so from a leadership point of view; but at the group level, where collaboration can be behaviorally experienced. **Peter DeWitt (2016)** in his book has six leadership factors in Collaborative Leadership: meet stakeholders where they are, motivate stakeholders to strive for improvement and model how to do it. He adds that 1.Transform leadership practice. 2. Identify where one can make immediate changes. 3. Build and empower leadership team for better inclusiveness. As the number of State Private Universities has increased from 14 in 2008 to 235 in 2016 there is an increase in private colleges in turn. These colleges are enacted by the State legislature but funded by private promoters lead by business groups under various trusts. It is alarming that in eight years, India added over 18,000 new colleges which imply that unless you have appropriate leader as administrator or principal to lead with inclusive this may be difficult to reach the success stone. This lead the researcher to probe with research questions:

1. What may be leadership models adopted by private colleges?
2. Will collaborative leadership style by inclusiveness, strengthens the institution leaders and teachers overall skills?

Comprehensive literature bridges the gap between inclusive and high performance in private colleges can happen through collaborative leadership. Peter DeWitt model may look simple but is a powerful tool for self- and

goal setting. For each new idea introduced, his triangle model challenges the administrators as leaders to assess where their teachers are at present.

III. STATEMENT OF THE PROBLEM:

Quality education is not reaching every level of the society. In addition effective use of budgets allotted to private colleges, value adding activities to the society, skill enhancement and competence development of administrators, principals, faculty and students are not happening as per SDG 4. This research paper attempts to use collaborative leadership style as a transforming tool for all stakeholders.

3.1 Research Objectives of the Study

1. To understand key performance indicators of private colleges that abides SDG 4.
2. To study the leadership styles of principals and administrators of private colleges that has commerce and management programs.
3. To examine with SEM model and deliberate as to whether collaborative leadership can be adopted by private colleges.

IV. METHODOLOGY AND RESEARCH APPROACH:

Understanding that inclusion, quality and expansion are the main pillars of development in private colleges this study uses both descriptive and exploratory research method. Primary data is collected from principals, administrators and teachers and secondary data is collected from publications, e-libraries, e-magazines and private college's websites.

4.1 Sampling Method

As per UGC source prepared by DrEducation.com top four fields of study preferred are Arts with 37 percent, Science with 19 percent, Commerce and Management with 18 percent and Engineering and Technology with 16 percent. Therefore this study concentrates on the role of private *colleges that not funded by government and having commerce and management* departments with sampling size of 240. 40 principals and 200 teachers have responded to the framed standard questionnaire through convenient sampling method and geographical location of study was Bangalore district of Karnataka.

4.2 Frame Work and Period of study

Primary data was collected based on the standardised instrument on Collaborative leadership self-Assessment (CLSA) with permission developed by Himmelman Consulting and the instrument called as Partnership Continuum with 30 CLSA questions on a scale of 0 to 4 on a five scale ratings. Percentage analysis and SEM modeling is used to frame constructs and inferences are drawn using the same. Data was collected from various commerce and management colleges for period of 2 months.

V. FINDINGS AND RECOMMENDATIONS:

5.1 Expected Leadership style of Administrators and Principals:

➤ *"A collaborative leader is someone who uses evidence to meet stakeholders where they are, models how to do it and motivates them to improve." (Dewitt, 2017).*Keeping this in mind, the principals or administrators are expected to provide support to teachers at all walks of his/her career life and the response of teachers and administrators is 83 and 12 percent. Principal shouldbe available and must be physically seen in the campus. He or she should always use collaborative mode to students and teachers imbibing a value-based culture. **As good listener** he /she need have practice on active listening skills everyday and he/she must listen to teachers, students and parents regarding feedback.

➤ **As a problem solver** he/she as principals to solve it. It might in the scoring of marks or the financial issues due to poor leadership find solutions to solve issues where in the real circumstances it is noticed that in many cases 16 percent are problem creators. Problem solving by learning to prioritize must happen and must provide concrete steps to solve.

➤ An effective and efficient principal will always **empower his teachers** and the students.

➤ Principal must be **discreet**. He or She deals with the following issues: Checking the health issues of students and teachers, student's personal problems at home and conduct appropriate performance evaluation on both the parties.On conducting the CLSA instrument it is found that an efficient principal needs to be dedicated enough to the school that the decisions taken are encouraged with the interest of students.

➤ Expectations from teachers are they expect principals to exhibit leadership quality (78%) by being **charismatic, transformational and collaborative** looking to the needs of others. Teachers expect that leaders need to adapt **building collaborative relationship that includes developing trust by all stakeholders** on daily basis with 67% by teachers.

➤ **Finally as a Visionary,** an administrator or a principal needs to be a continuous learner with 78 percent who have agreed on a greater extent from teachers, believing that a change in environment will definitely leads to a change and increase in terms of admissions and results. To conclude the expectations of the teachers from the administrators and principals are more realistic and rational.

5.2. Perceived and Observed Relationship Between Teacher And Principal:

The second set of findings could be noted is that as a nation the has taken large-scale reforms to make better teachers-student ratios by introducing various schemes like NSDC and other schemes as per UGC guidelines. This helps to make teaching as an attractive career path expanding capacity for students at research universities and educational qualifications from teaching eligibility.

To test the null hypothesis that the model does fit the data well, it is computed by chi-square statistical tool.Understanding the observed and expected frequencies one can understand the leaders need to be leaders rather than followers and chi-square value is and the chi-square statistic is 0. 1 is the *p*-value. This result is *not* significant at $p < .05.0.2917$ is the chi-square statistic with Yates correction . The *p*-value is .589154. *Not* significant at $p < .05$ significance level. Taking the initiative to fill an area of need is known as leadership. It says that serving as a guide for teacher who are weak in a subject or it could mean initiating, writing and teaching for institutional improvement. Henceforth he or she needs to be mutually seek help from guides. Principals trust teachers who are highly interested. They expect their teachers to follow all the procedures. When they are going to quit, it is important to give notification as early as possible.

A teacher's room should be free of huddle with good spacing which not observed in most colleges (74 percent is seen cluttered) .Principals trust teachers who are highly prepared. A lack of preparation will diminish the overall quality of the lesson plan and in turn will hamper student's learning. All administrators and principals are expected to be more professional though most administrators have not completed their post graduation seems to be much unorganized and the percentage is 34. Observed interpretation is that they don't even understand the intricacies of teaching and non-teaching workload of teachers. *In the words of **Quaglia, (2017)** t*he researcher accepts the statement on **collaborative leadership** confirming that the core truth of education is to create an educational learning community built with trust and responsibility,which almost every private colleges does with a percent of *52*. Professionalismincludes convenient dress code, how they carry themselves on and off the classroom, appropriate personality traits, the way that they interact to students, teachers, and parents. Principals and administrators expect to project a desire to improve on professional development opportunities for individual skill development.

Mastery of contentis expected from principals and they are expected to understand the latest research and improvements in education and implement it to all as best practices. From teachers it is expected (68%) they need to demonstrate apropensity tohandle adversity and beflexible in contributing to the growth of students. They must modify to the strengths and weaknesses of their students. They must be problem solvers who can remain calm making the best of hard situations. Compatible student growth must be reflected oncontinuous assessments and feedback from various stakeholders like parents and students.

A complete holistic approach with 360 degree appraisal is required for the overall development of private colleges. The findings are alarming where most colleges have the academic assessment in papers and the feedback collected from questionnaires is far more real where the teachers feel that many schemes are not followed in their colleges. To conclude every teacher finds that the administrators and principals are far more *demanding*and they want the first category of the respondents to understand that teachers also need their space which is valuable. Mutually teachers and principals must have role clarity to be the building blocks for the institution emphasizing on team work by implementing collaborative leadership.

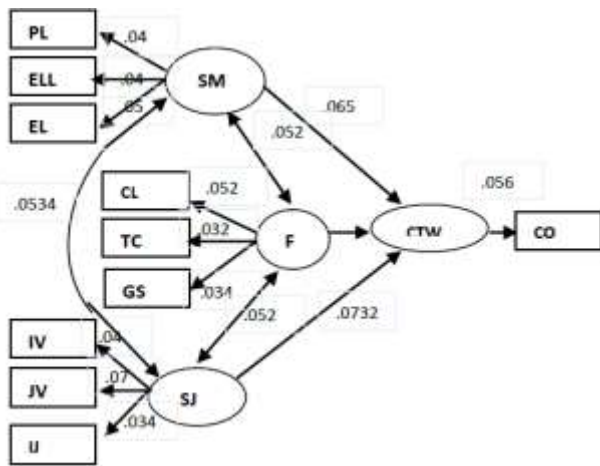| Sl.no	Statements	2018 in %
1	Teachers have time available to meet the needs of all students.	61.5
2	They have enough time to collaborate with colleagues.	71.6
3	Focus on educating students with minimal interruptions for the teachers	69.6
4	The time provided for teachers in my college is sufficient.	59.3
5	Efforts are made to minimize the amount to routine paperwork teachers are required to do.	54.6
6	Teachers have enough time to meet the needs of all students	69.9
7	Teachers are protected from duties that interface with essential role of educating students	69.7

Table-3 Responses Regarding Constructs

VI. PRACTICAL IMPLICATIONS:

Findings are alarming and bring awareness to all private educational administrators and principals who are the leaders and who plays a vital role in designing the role of teachers in turn. Practical implications include ensuring ethical issues in inclusive, execution of a lifelong learning as per SDG 4 and adoption of collaborative leadership in teaching field.

6.1 Interpretation of Constructs:

1. PL-Participative Leadership, 2. ELL-Elaborative Leadership, 3.EL– Encouraging Leadership, are the 3 main leadership constructs in collaborative leadership leading to 4. SM-Supportive Management and 5. CL-Collaborative Leadership, 6.TC-Teacher –Student relationship, 7.GS - Group Spirit, concentrates on 8. FG-Functional Group, that interacts with 9.SJ-Stimulating Job which has 3 constructs of, 10. IV-Inciting Values, 11. JV-Job Value and 12. IJ-Influence on Job all leading to 13. CTWO- Commitment to work and organization which further leads to 14.CO-Collaborative Organization

Those which have one-way arrows pointing to them are dependent variables. From the data a sample variance/co-variance matrix is calculated. From this matrix and the model an estimated population variance/co-variance matrix is computed. If the estimated population variance/co-variance matrix is very similar to the known sample variance/co-variance matrix, then the model is said to fit the data well. There are ten measurement variables (in rectangles) and four latent variables (in ellipses).

This SEM Model supports the views of Peter Dewitt who made it vivid that if one wants to lead in collaboration then both teachers and principals may ask two questions to themselves: 1. Does their conversations take place in the spirit of mutual respect and co-learning? 2. Are their colleges are places where individuals are comfortable in disagreeing? Challenges for the implementation of inclusionincludes, changing environmental conservation, administrators resistance to the notion of inclusion, teachers' discern lack of competence, inadequate training and professional development, insufficient curriculum resources and, feelings of fragility, decrease teacher efficacy, time demands, increased administrative demands and collaboration need.

6.2 Impacts of SDG 4 and Collaborative Leadership:

Education is a fundamental right of all human beings and is obligatory for the achievement of endurable development. We need to empower girls, fight inequality and end extreme poverty. Strong leadership by private colleges can help unlock the necessary investments to ensure quality learning opportunities for all students and elders. Minister Kapil Sibal has attempted with great strength by proposing, The Higher Education and Research Bill, in 2011 and The Prohibition of Unfair Practices in Educational Colleges, in

2010. Unfortunately, many bills are still far from seeing the light of the day. The reason is that they are still not addressing the fundamental weakness of the system—*lack of transparency.* To achieve goals of transparency is to mandate high standards of data disclosures by private colleges on institutional performance and feed this data to an easy-to-use national database for students to make informed choice which is not happening till date. Achieving goal and improving the quality education for all stakeholders confirms the belief that education is one of the most powerful weapon and proven vehicle for sustainable development. SDG 4 goal ensures that all the children should complete free primary and secondary schooling by 2030. Therefore every private college must adapt to collaborative situation which includes working in cooperative way and build a foundation of listening and learning.

VII. CONCLUSION:

India will continue towards implementation of SDG 4 agenda through close collaboration between the national and sub-national governments has a active participation of all other relevant colleges. Bi-annual reviews will be conducted with the state governments for finding out good practices, challenges and practising the appropriate course corrections. But education is often a local problem, to determine the best utilization of resourceswhich will require collaborative work within local education systems. Private colleges must apply best practices to engage themselves responsibly in education, including promoting sustainable development, providing inclusive and equal learning opportunities for all. The teachers handling both academic and administrative work at private colleges should be provided with adequate training in statistics and use of computers for statistical work. The Ministry of Human Resource Development should organize refresher and training programs on collaborative leadership styles for all stakeholders of private colleges, periodically to upgrade their knowledge and skills and learn how to work together in a productive way.

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