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Assessment of Expected Leadership Capacities in Higher Education Institutions: The Case of Jigdan College

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Abstract

The primary purpose of this research is to assess the leadership capacities of leaders at JIGDAN College and the extent to which the current governance structure of the college supports these capacities. To this end, a mixed research approach and a convergent parallel design were employed. To achieve the objectives of the study, both primary and secondary data were collected from the leaders at the college and various documents. Primary data were gathered through questionnaires, while secondary data were obtained from documentary evidence. The primary data were analyzed using various descriptive statistical tools, including percentage, mean, and standard deviation, with SPSS version 20. The results regarding leadership capacities indicated that the highest leadership skills possessed by the leaders are time management and the effective use of technology. Conversely, the capacities in which they are most deficient include establishing external networks (relationships) at both national and international levels and the ability to inspire and persuade others. The governance structure is well organized, and relevant documentation is available within the organization. The leaders at the college demonstrate a clear understanding of change and change management. The college excels in its

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teaching-learning and community outreach services, surpassing its performance in research, innovation, and technology transfer missions typical of higher education institutions. A significant challenge facing the college leadership is the financial capacity required to implement the planned programs. To address these leadership challenges, it is recommended that the college management provide training to raise awareness in the areas where leadership is lacking and enhance its financial capacity.

Keywords: Leadership Capacities, Governance Structure, Change Management, Missions of Higher Education, Challenges of Leadership

INTRODUCTION

Leadership in the context of higher education is referred to as academic leadership. According to different studies, academic leaders should motivate and inspire other faculty members. And, academic leader has to have an understanding of how to lead people around them. Academic leaders must be better prepared to provide quality learning and teaching outcomes, collaborate to identify and research real world problems, and lead the practical application of new knowledge to solve problems (Diana, 2007).

Scholars have identified that an academic leader has credibility, inspirational personality, knowledge, skills, abilities and experience to lead others, eagerness to constantly learn new things and adapt to changes, awareness of environment, selflessness, flexibility, openness in sharing information and taking input of people while making decisions when required, be supportive, fair in giving credits on their achievements, accepting, valuing and recognizing the efforts of subordinates, providing development opportunities to subordinates, and giving them professional autonomy . It can be concluded, that all of the above stated features closely relates to number of life-long learning experiences.

These leadership capacities must be supported by appropriate governance structure. The concept of governance in higher education refers to the internal structure, organization and management of institutions. The internal governance organization typically consists of a governing board (board of regents, board of directors), the university president (executive head, CEO) with a team of administrative bodies and staff, faculty senates, academic deans, department heads, and usually some form of organization for student representation.

Educational institutions must go beyond the facilitation of teaching-learning in their students to research and community and by community outreach and service and also get awareness of the newly coming innovation and technology transfer mission of higher education institutions. Leadership in general and higher education leadership in particular have been under research for a longer time. The focus of previous researches in understanding leadership was to identify traits that effective leaders have in common. A number of traits have been identified to this end, ambition, energy, the desire to lead, self-confidence, intelligence. A recent study on leadership by Kirpatrick and Locke as cited in Benowitz (2001), 'Leadership: Do Traits Really Matter?' Academy of Management Executives 5 (1991) identified six core characteristics that the majority of effective leaders possess: Drive, Motivation, Honesty and Integrity, Self-confidence, cognitive ability and business knowledge. But according to Benowitz (2001) a common set of traits proved to be illusive. To this effect, this study attempts to study leadership capacities that contribute to leadership effectiveness. The overall aim of the study is to explore and describe the state of leadership capacities at JIGDAN College. The specific objectives of the study include to:

1. Explore the state of leadership capacities at the college under the study.
2. Describe the extent to which the existing governance structure allows the application of the leadership capacities in the college under the study.
3. Describe the state of change management in the college.
4. Describe the effectiveness of the college with regard to the achievement of the missions of higher education.
5. Identify the challenges faced by the educational leaders in the college under the study.

Therefore, the reason for conducting this research is to investigate leadership capacities of educational leaders and the place of governance in supporting these capacities at JIGDAN College. The following research questions will be answered by this research:

1. To what extent do the leadership capacities exist in the college?
2. How far the current governance structure of the college supports these capacities in the college?
3. What is the state of awareness of change management in the college?
4. To what extent the college is able to achieve the missions of higher education?
5. What are the major challenges encountered by the leaders in the college under the study?

Literature Review

The Concept of Leadership

Leadership means many things to many people. According to (Benowitz, 2001), leading [leadership] is establishing direction and influencing others to follow that direction. But this definition isn't as simple as it sounds because leadership has many variations and different areas of emphasis. Common to all definitions of leadership is the notion that leaders are individuals who, by their actions, facilitate the movement of a group of people toward a common or shared goal. This definition implies that leadership is an influence process. Leadership is defined as a form of influence and a type of interaction between an initiator and a follower (Nirenberg, 2002). Sargiovanni (2001) summarizes the meaning of leadership in the following manner:

- Leadership means influencing parents, teachers, and students to follow the leader's vision (Bennis and Nanus 1985).
- Leadership means influencing parents, teachers, and students to identify, understand, and find solutions to the problems that they face (Heifetz 1994).
- Leadership means not only pursuing useful goals that meet the needs of parents, teachers, and students, but goals that elevate them to a higher moral level (Burns 1978).
- Leadership means enhancing purpose, meaning, and significance that parents, teachers, and students experience by serving shared ideas and ideals (Sergiovanni 1992).
- Leadership means being practical by selecting means to achieve purposes that take into account the loosely connected, messy, and generally nonlinear characteristics of schools (Cohen and March 1974).

Thus, it can be concluded that leadership is the activity of influencing followers towards the achievement of the established goals of educational institutions.

Leadership Capacities

Leadership requires native talent, developed abilities, and the ephemeral but critical qualities of vision, inspiration, imagination, innovation, risk-taking, perspective, passion, excitement, and chemistry (White and Prynes, 2007). Bromley and Kirschaer-Bromely, (2007) also forward the following leadership capabilities:

- Having, holding, conveying, and fulfilling the vision of the transformed organization
- Learning systems thinking and creativity
- Effective communication and interaction

- Building capability in self and others (empowerment)
- Passion, charisma, and energy
- Protecting the organization and its employees through proper ethics and morals

Higher Education Governance

Gayle, Tewarie and White (2003) define governance as follows "governance refers to the structure and process of authoritative decision-making across issues significant to external as well as internal stakeholders within higher education. Austin and Jones (2016) describe higher education governance in the following manner: Governance is essential to the functioning of higher education at all levels, from the basic unit of the department (micro-level) to the level of the organization (meso-level) and at the level of the higher education system (macro-level). It is the means by which order is created in the academy to achieve the goals of education, researching, and providing service to multiple public. At the micro-level and meso-level governance is related to the day-to-day functioning of universities and how they order their affairs through governance instruments that facilitated decision-making authorities to ensure desired organizational performance outcomes. At the macro-level, it is through governance mechanisms that the state attempts to ensure its higher education system is achieving state desired goals. Gayle, Tewarie and White (2003) also state, "Effective governance provides institutional purpose, clarifies strategic direction, identifies priorities and exerts sufficient control to manage outcomes.

Missions/Objectives of Higher Education

Cabal (1993) describes and lists the missions of higher education as, "The missions are the institutions goals or objectives: research, teaching and service.

The objectives of Higher Education are listed as follows on the Ethiopian Higher Education Proclamation/HEP/ No.1152/2019):

1. Prepare sufficient knowledgeable, skilled, and attitudinally mature graduates in relevant disciplines with competence to support Peace, Democracy and National Development that can make the country internationally competitive.
2. Promote and enhance research focusing on knowledge and technology transfer consistent with the country's priority needs;
3. Establish a System to create and enhance Institutions who can be emulated as Centre of Excellence for Mission attainment and Good Governance.

Change Management

Change management is a systematic approach to dealing with the transition or transformation of an organization's goals, processes or technologies. The purpose of change management is to implement strategies for effecting change, controlling change and helping people to adapt to change. To be a great leader, you have to be successful at achieving change—important, consequential change in the results for which you are responsible. Making change successfully is a leader's greatest challenge (White and Prynes, 2007). In discussing the kinds of changes Charan (2009) states, "Leaders must be prepared to make strategic, structural, financial, and operational changes".

METHODOLOGY

Research Approach

The research approach used in the study is mixed research methods approach. Mixed research approach was employed in the study, because "Mixed methods" research describes studies that combine both quantitative methods to yield data on effects or impacts and qualitative methods to yield data on the implementation processes and other contextual factors potentially influencing those impacts (Morrison and Lowther, 2010). The researchers favored this approach in order to analyses qualitative and quantitative data with equal emphasis. Moreover, to have a full understanding of such imbedded issue in teaching and learning situation using mixed methods approach suggested being productive.

Research Design

To address the research questions, a convergent parallel mixed methods design will be used in this research. This design enables the integration of findings from both data types, allowing the qualitative data to provide context to the quantitative results and vice versa (Creswell, 2014). This design involves collecting and analyzing quantitative and qualitative data simultaneously, then integrating the results to provide a comprehensive understanding of the research problem.

Research Site

The study was conducted on JIGDAN College. The college is found in Addis Ababa 15 KM away from Piassa, located in NifasilkLafto Sub-City around Lebu. The college was selected as one of the group member works there as a department head and a lecturer. Hence, the college was convenient to collect data in relation to the issue investigated.

Population, Sampling and Sampling Technique

Participants of the study were selected from the target college. The target population of the study was the leaders of the college. The total number of leaders from the college was six. In relation to this, the targets of the study included the president, the dean, director, and department heads. Hence, census is used in the study due to small number of respondents.

Data Sources and Instruments

Primary and secondary data sources were used in this study. Primary data were gathered from leaders using questionnaire. On the other hand, secondary data was gathered from documents. Respondents of the study were asked to fill questionnaires specifically designed for them. The instruments were reviewed by colleagues before it is administered. These tools were designed to answer the research questions of the study.

Data Collection Procedures

Qualitative and quantitative raw data were collected through different data collection techniques. The researcher guarantied participants that the information will be used only for research purpose and informed them about the main objective of the study. Then after, questionnaire was administered.

Methods of Data Analysis and Interpretation

The data that were collected through questionnaire and documents analysis were analyzed quantitatively and qualitatively. SPSS was used to analyze the quantitative data.

Validity and Reliability of Instruments

For content validity purpose the data gathering instruments were sent for experts in the area for review. Moreover, adequate and related literature review has been consulted for the purpose of validity of instruments. Pilot testing of the questionnaires was also made on a small scale to refine the data gathering instruments. To this end, subjects similar to those who were in the study served as subjects for the pilot testing. The result of pilot testing was used to revise and adjust the instrument before distributing it to the actual population. The pilot testing has helped for reliability of the instruments.

Ethical Consideration

In order to abide by the ethical principles of research undertaking, first the researchers have tried to have informed consent; respondents must agree to participate in the research undertaking. Second is confidentiality because respondents are sharing information.

Moreover, honesty and truthfulness in presenting the data also considered in conducting this research.

RESULTS AND DISCUSSION

This part of the study deals with the presentation, analysis and interpretation of the data collected through questionnaire and document analysis. To this end, characteristics of the respondents, responses of leaders on leadership capacity at JIGDAN College, responses of leaders on governance structure of JIGDAN College, responses of leaders on their awareness of change Management at JIGDAN College, responses of leaders on achievement of the missions of higher education at JIGDAN College, and responses of leaders on challenges of educational leadership at JIGDAN College are discussed.

Table 1. Characters tics of the Respondents

Items		Responses	
		No.	**Percentage**
Leadership Position	Dean	1	16.70
	Department Head	2	33.30
	Director	1	16.70
	Distance Dean	1	16.70
	President	1	16.70
	Total	**6**	**100.00**
Gender	Male	6	100.0
	Female	0	**-**
	Total	6	100.0
Age	18-30	0	**-**
	31-40	1	16.70
	41-50	3	50.00
	51-60	1	16.70
	Above 60	1	16.70
	Total	6	**100.0**
Educational Level	Diploma	-	-
	Degree	1	16.70
	Master's Degree	5	83.30
	PhD	-	-
	Total	**6**	**100.00**
Experience in Leadership Position	1-5 Years	1	16.67
	6-10 Years	2	33.30
	11-15 Years	2	33.30
	16-20 Years	1	16.67
	21-25 Years	-	**-**
Total		**6**	**100.00**

As presented in the Table 1 above, 1(16.7%) of the respondents has a dean leadership position. 2 (33.30) of the respondents have department head leadership position, 1(16.7%) has a director leadership position, 1(16.7%) has a distance dean leadership position and 1 (16.7%) has a president leadership position. All 6(100%) of the respondents were male indicating the existence of a male dominated leadership in the college. One (16.7%) of the respondents is in the age category of 31 to 40 years and followed by an age category of 41-50 years, which is 3 (50%) of the respondents. And, 1(16.7%) the respondents have age of above 60 years. Education background of the respondents is summarized as 1(16.7%) of the respondents have bachelor's degree and remaining 5(83.3%) of the respondents have master's degree. Experience of the team members in the leadership shows that 1(16.7%) has1-5 years, 2(33.30%) have experience of 6-10, 2(33.30%) have experience of 11-15 and 1(16.7%) of the respondents have experienced of 16-20 years.

Table 2. Responses of Leaders on Leadership Capacity at JIGDAN College

Items	N	Mean	Standard Deviation
1. Defining the vision, values and direction of the college.	6	3.67	1.033
2. A capacity to undertake and make use of research in the college.	6	3.33	1.633
3. The state of use of the knowledge, experience and ideas of the employees in the different parts of the college.	6	3.83	0.983
4. The state of external networks (relationship of) the college established with other academic institutions at national level.	6	2.83	0.753
5. The state of external networks (relationship of) the college established with other academic institutions at international level.	6	2.83	0.753
6. The leaders' knowledge and experience on educational leadership.	6	3.33	1.366
7. The culture of rewarding for innovation in the college.	6	3.00	0.894
8. The culture of risk-taking in the college.	6	3.00	0.632
9. The ability to align the employees with the mission, goals and values of the college.	6	3.67	0.516
10. The state of strategic thinking skills.	6	3.33	0.816
11. The ability to inspire and convince others.	6	2.83	1.722
12. Show creativity in problem solving and creative way of leading in the college.	6	3.33	1.211
13. The ability of motivating followers.	6	3.33	1.033
14. The ability to assess employees' strengths and	6	3.50	0.837

weaknesses.			
15. Improving conditions for teaching and learning.	6	3.83	0.753
16. Oral and written communication skills.	6	3.33	1.033
17. Time management skill.	6	4.00	1.095
18. Delegating responsibilities to followers.	6	3.67	0.516
19. Giving and receiving feedback.	6	3.83	1.169
20. Conflict resolution skill.	6	3.33	1.033
21. The leaders' ability to create team sprit among staffs.	6	3.50	0.837
22. Using technology—Computers and software related to your work.	6	4.00	0.632
23. The leaders' ability to use participatory decision making process.	6	3.33	0.516
24. The leaders' awareness that leadership is influencing others to the achievement of shared goals.	6	3.83	0.753
25. Integrity (Trustworthiness, dependability, honesty, ethics, reliability, confidentiality).	6	3.83	0.983

Leadership capacity is very important for any change implementation in a company. As depicted in Table 2, item 1, the respondents were asked to rate their agreement on the leaders' capacity to define the vision, values and direction of the college. The mean value of 3.67(1.033) scores which is >3.5 rated as "agree" indicates the leaders at the college have the capacity to set the future of the college. As we can see in table 2, item 2, the respondents were asked to rate their agreement that the leaders have a capacity to undertake and make use of research in the college. The mean value of 3.33(1.633) which is <3.5 rated as "neutral" indicates it needs leaders to develop research capacity and utilization of research findings. As it can be observed in table 2, item 3, the respondents were asked to rate their agreement that the leaders' state of use of the knowledge, experience and ideas of the employees in the different parts of the college. The mean value of score 3.83(0.983) which is >3.5 rated as "agree" indicates they have the required capacity in this regard. As it can be seen from the same table 2, items 4 and 5, the respondents were asked to rate their agreement with respect to the state of external networks (relationship of) that the college established with other academic institutions at national level and the state of external networks (relationship of) that the college established with other academic institutions at international level. The mean value of 2.83(0.73) which is <3.5 rated as "neutral" indicates it needs leaders to develop external relationships both at national and international levels. As we can see in table 2, item 6, the respondents were asked to rate their agreement on the leaders' knowledge and experience on educational leadership. The mean value of 3.33(1.366) which is <3.5 rated as "neutral" indicates it needs leaders to develop their knowledge and experience in leading educational institution. As it can be seen

in table 2, item 7, the respondents were asked to rate their agreement on the culture of rewarding for innovation in the college. The mean value of 3.00(0.894) which is <3.5 rated as "neutral" indicates it needs leaders to develop such culture. As it can be observed in table 2, item 8, the respondents were asked to rate their agreement on the culture of risk-taking in the college. The mean value of 3.00(0.632) which is <3.5 rated as "neutral" indicates it needs leaders to develop such culture. As it can be observed in table 2, item 9, the respondents were asked to rate their agreement on the ability to align the employees with the mission, goals and values of the college. The mean value score of 3.67(0.516) which is >3.5 rated as "agree" indicates they have the capacity in this regard. As it can be observed in table 2, item 10, the respondents were asked to rate their agreement on the state of strategic thinking skills of leaders in the college. The mean value of 3.33(0.816) which is <3.5 rated as "neutral" indicates they lack strategic thinking. As it can be observed in table 2, item 11, the respondents were asked to rate their agreement on the ability to inspire and convince others by the leaders in the college. The mean value of 2.83(1.722) which is <3.5 rated as "neutral" indicates they lack such capacity. As it can be observed in table 2, item 12, the respondents were asked to rate their agreement on creativity in problem solving and creative way of leading in the college. The mean value of 3.33(1.211) which is <3.5 rated as "neutral" indicates they lack creative ways of problem solving and leading their followers. As it can be observed in table 2, item 13, the respondents were asked to rate their agreement on the ability of motivating followers. The mean value of 3.33(1.033) which is <3.5 rated as "neutral" indicates the leaders lack the ability of motivating their followers. As it can be observed in table 2, item 14, the respondents were asked to rate their agreement on the ability of leaders to assess employees' strengths and weaknesses. The mean value of 3.50(0.837) which is =3.5 rated as "neutral" indicates the leaders possesses an average level of this important skill. As it can be observed in table 2, item 15, the respondents were asked to rate their agreement on the leaders' attempt of improving conditions for teaching and learning. The mean value of score 3.83(0.753) which is >3.5 rated as "agree" shows the leaders have such skill. As it can be observed in table 2, item 16, the respondents were asked to rate their agreement on the leaders oral and written communication skills. The mean value of 3.33(1.035) which is <3.5 rated as "neutral" indicates they lack such important skill. As it can be observed in table 2, item 17, 18 and 19 the respondents were asked to rate their agreement on the leader's time management skill, delegating responsibilities to followers, and giving and receiving feedback. The items were

rated 4.00(1.095), 3.67(0.516) and 3.83(1.169) respectively, which are >3.5 rated as "agree", this shows the leaders have such skills and competencies. As it can be observed in table 2, item 20, the respondents were asked to rate their agreement on the conflict resolution skill. The mean value of 3.33(1.033) which is <3.5 rated as "neutral" indicates the leaders lack conflict resolution skills. As it can be observed in table 2, item 21, the respondents were asked to rate their agreement on the leaders' ability to create team sprit among staffs. The mean value of 3.50(0.837) which is =3.5 rated as "neutral" indicates the leaders possesses an average level of this important skill. As it can be observed in table 2, item 22, the respondents were asked to rate their agreement on the leaders' ability of using technology—Computers and software related to your work. The mean value of score 4.00(0.632) which is >3.5 rated as "agree" shows the leaders have such skill. As it can be observed in table 2, item 23, the respondents were asked to rate their agreement on the leaders' ability to use participatory decision making process. The mean value of 3.83(0.516) which is <3.5 rated as "neutral" indicates it needs leaders to develop such decision-making process. As it can be observed in table 2, item 24, the respondents were asked to rate their agreement on the leaders' awareness that leadership is influencing others to the achievement of shared goals. The mean value of scores 3.83(0.753) which is >3.5 rated as "agree" indicates they have the required capacity in this regard. As it can be observed in table 2, item 25, the respondents were asked to rate their agreement on the leaders' integrity. The mean value of scores 3.83(0.983) which is >3.5 rated as "agree" indicates the leaders to some extent show trustworthiness, dependability, honesty, ethics, reliability, and confidentiality. Therefore, according to the data above it can be inferred that the leaders at the college under the case lack a capacity to undertake and make use of research outputs in the college, the state of external networks (relationship of) the college established with other academic institutions at national level, the state of external networks (relationship of) the college established with other academic institutions at international level, the leaders' knowledge and experience on educational leadership, the culture of risk-taking in the college, the state of strategic thinking skills, the ability to inspire and convince others, show creativity in problem solving and creative way of leading in the college, the ability of motivating followers, oral and written communication skills, conflict resolution skill and the leaders' ability to use participatory decision making process. They also possess the ability to assess employees' strengths and weaknesses and the leaders' ability to create team sprit among staffs at a medium level. But, they are good at defining the vision, values and

direction of the college, the state of use of the knowledge, experience and ideas of the employees in the different parts of the college, the culture of rewarding for innovation in the college, the ability to align the employees with the mission, goals and values of the college, improving conditions for teaching and learning, time management skill, delegating responsibilities to followers, giving and receiving feedback, using technology—Computers and software related to your work, the leaders' awareness that leadership is influencing others to the achievement of shared goals, and integrity (Trustworthiness, dependability, honesty, ethics, reliability, confidentiality).

Table 3. Responses of Leaders on Governance Structure of JIGDAN College

Items	N	Mean	Standard Deviation
1. The suitability organization structure of the college for educational leadership.	6	3.67	1.033
2. The presence the following key authorities: Board of Directors, President, Vice president, Deans, Directors, Department Heads) in the college.	6	3.83	1.169
3. The presence of the following statutory bodies: The Senate, Academic Council, Graduate Council, Department Council in the college.	6	3.83	1.602
4. The operating procedures in the college are flexible.	6	4.00	1.095
5. The operating procedures in the college are speedy.	6	3.67	1.211
6. The state of the presence of the system document in the college.	6	4.33	0.816

Governance structure is the most important context in implementation of leadership abilities, skills and traits. As depicted in Table 3, item 1, the respondents were asked to rate their agreement on the suitability organization structure of the college for educational leadership. The mean value of 3.67(1.033) scores which is >3.5 rated as "agree" indicates the suitability of the organization structure at the college for leadership. As it can be observed in table 3, item 2, the respondents were asked to rate their agreement on the presence key authorities: Board of Directors, President, Vice president, Deans, Directors, Department Heads) in the college. The mean value of scores 3.83(1.169) which is >3.5 rated as "agree" indicates the organization structure involves the key authorities in educational leadership of the college. As it can be observed in table 3, item 3, the respondents were asked to rate their agreement on the presence of statutory bodies: The Senate, Academic Council, Graduate Council, and Department Council in the college. The

mean value of scores 3.83(1.602) which is >3.5 rated as "agree" indicates the organization structure involves the statutory bodies in educational leadership of the college. As it can be observed in table 3, item 4, the respondents were asked to rate their agreement on the flexibility of the operating procedures of the college. The mean value of scores 4.00(1.095) which is >3.5 rated as "agree" indicates there is flexibility in operations of the college. As it can be observed in table 3, item 5, the respondents were asked to rate their agreement on the issue the operating procedures in the college are. The mean value of scores 3.67(1.211) which is >3.5 rated as "agree" indicates operation procedures of the college are speedy. As it can be observed in table 3, item 6, the respondents were asked to rate their agreement on the presence of system documents in the college. The mean value of scores 4.33(0.816) which is >3.5 rated as "agree" indicates the availability of system documents in the college. Hence, from the above data it can be deduced that there is a well-organized governance structure in the college.

Table 4. Responses of Leaders on their Awareness of Change Management at JIGDAN College

Items	N	Mean	Standard Deviation
1. Change management is adapting to he changes in economic, social, legal, political and technological changes of the organization.	6	3.55	0.837
2. Change management requires to adjust the organization culture, business processes, technology and infrastructure of the organization.	6	3.67	0.516
3. Failure to change leads to stagnation and even failure.	6	3.65	1.049
4. Change management is a step-by-step process.	6	3.67	1.033
5. Change management requires involvement of different parties.	6	4.00	0.894
6. Change management requires the evaluation of the success or failure of the change process.	6	3.83	0.983

Awareness of change and change management is a key for leading higher education institutions since the environment of HE is dynamic. The respondents were asked to rate their agreement on their awareness that change management is adapting to he changes in economic, social, legal, political and technological changes of the organization, change management requires to adjust the organization culture, business processes, technology and infrastructure of the organization, failure to change leads to stagnation and even failure, change management is a step-by-step process, change management requires involvement of

different parties, and Change management requires the evaluation of the success or failure of the change process. All the factors were rated >3.5 which is rated as "agree". To this effect, as can be observed from the above data there is awareness of change and change management in the college's leadership.

Table 5. Responses of Leaders on Achievement of the Missions of Higher Education at JIGDAN College

Items	N	Mean	Standard Deviation
1. Experience of the college in the teaching--learning processes and its achievement.	6	3.83	0.983
2. Experience of the college in conducting research and its achievement.	6	3.17	1.329
3. Experience of the college in providing community outreach services and its achievement.	6	3.67	1.211
4. The experience of the college in innovation and technology transfer and its achievement.	6	3.00	1.549

The three pillars of higher education involve teaching-learning, research and community outreach service. Higher education institutions are also bestowed with the newly coming mission—innovation and technology transfer. As it can be observed in table 5, item 1, the respondents were asked to rate their agreement on experience of the college in the teaching--learning processes and its achievement. The mean value of scores 3.83(0.93) which is > 3.5 rated as "agree" indicates the college engagement in teaching-learning and its achievement is promising. As it can be also observed in table 5, item 2, the respondents were asked to rate their agreement on experience of the college in conducting research and its achievement. The mean value of 3.17(1.329) which is <3.5 rated as "neutral" indicates there is problem in this respect. As it can be observed in table 5, item 3, the respondents were asked to rate their agreement on experience of the college in providing community outreach services and its achievement. The mean value of scores 3.67(1.211) which is >3.5 rated as "agree" indicates the college engagement in community outreach service and its achievement is encouraging. As it can be also observed in table 5, item 4, the respondents were asked to rate their agreement on experience of the college in innovation and technology transfer and its achievement. The mean value of 3.00(1.549) which is <3.5 rated as "neutral" indicates there is problem in this regard. Thus, from the data above it can be concluded that the college has better experience and achievement in the teaching--learning

processes and providing community outreach services with less experience and achievement in research and innovation and technology transfer missions of higher education institutions.

Table 6. Responses of Leaders on Challenges of Educational Leadership at JIGDAN College

Items	N	Mean	Standard Deviation
1. The governance structure of the college.	6	3.50	1.378
2. The management system of human, material, financial and informational resources in the college.	6	3.17	1.329
3. The availability of educational materials, facilities and services for the Teaching–Learning, Research and Community Service.	6	3.00	1.673
4. The qualification of staffs to run the teaching – learning, the research and community Service Programs.	6	3.00	1.414
5. Financial capacity of the college to run the planned Programs.	6	3.83	1.169
6. Leadership insufficient knowledge on educational leadership.	6	3.00	1.095
7. Leadership insufficient experience on educational leadership.	6	3.00	1.095
8. Shortage of team—work sprit among leaders and staff.	6	2.83	1.169
9. Shortage of service, facilities and infrastructure.	6	2.83	1.602
10. Lack of conducive work environment in the college.	6	2.17	1.169

The respondents were also asked to respond to the challenges of educational leadership in the college. As depicted in Table 6, the respondents moderately rated 3.5(1.370) the governance structure of the college as a challenge to leadership in the college. The financial capacity of the college to run the planned programs 3.83(1.169) is agreed to be the most pressing challenge. Whereas, the management system of human, material, financial and informational resources in the college 3.17 (1.329), the availability of educational materials, facilities and services for the teaching–learning, research and community service 3.00(1.673) the qualification of staffs to run the teaching–learning, the research and community service programs 3.00(1.414), the college leadership insufficient knowledge on educational leadership 3.00(1.095), leadership insufficient experience on

educational leadership 3.00(0.95), shortage of team—work sprit among leaders and staff 2.83(1.602), shortage of service, facilities and infrastructure 2.17(1.169) and lack of conducive work environment in the college are not affecting the leadership of the college.

Table 7. Governance Structure

S. No.	Document	Yes Available	Not Available
1	Organizational structure	√	
2	Board of Management	√	
3	President	√	
4	Vice president		√
5	Quality Assurance	√	
6	Deans	√	
7	Director	√	
8	Department Heads	√	
9	Senate	√	
10	Academic Council	√	
11	Graduate Council	√	
12	Department Council	√	
13	Policies, procedures	√	

As it can be observed from Table 7, the governance structure of the college, the college has organization structure. In the organization structure of the college there are authoritative and statutory bodies like board of management, quality assurance, deans, director, department heads, academic council, graduate council, department council, policies and procedures, except the vice president position. This shows that the organization has a well-organized governance structure on the paper.

Table 8. Availability of Documents

S. No.	Document	Yes the Document Available	Included in Other Documents	No the Document is not Available
1	Legislation	√		
2	Regulation of all governing bodies		√	
3	Mission, Vision, Goals and Values		√	
4	Students' handbook	√		
5	Strategic Plan	√		
6	Annual Reports	√		
7	Organization Chart	√		
8	Curriculum	√		
9	List of programs		√	
10	Research Guidelines	√		

11	Community outreach services guidelines	√		
12	Administrative Policies and Procedures	√		
13	Personnel policy which defines procedures of staff recruitment, hiring, and evaluation	√		
14	Staff Job Description		√	
15	Scale of Salaries		√	
16	Staff list		√	

Table 8, depicts availability of different system documents in the college. The college has legislation, students' handbook, strategic plan, annual reports, organizational chart, curriculum, research guidelines, community outreach services guidelines, administrative policies and procedures and administrative Personnel policy which defines procedures of staff recruitment, hiring, and evaluation. The following documents are available and included within other documents: regulations of all governing bodies, mission, vision, goals and values, list of programs, staff job descriptions, scale of salaries and staff list. This shows that the organization has system documents.

CONCLUSION

The study was conducted with the objective of assessing the leadership capacities of leaders at JIGDAN College and the extent that the current governance structure support these capacities. The following is a summary of findings of the study which presented below in the form of answers given to the basic question:

1. **To what extent do the leadership capacities exist in the college?**

The result about leadership capacities showed that the highest leadership skills possessed by the leaders are time management skill (4.00) and using technology (4.00). The capacity they lack most are establishing external networks (relationships) at national and international level (2.83) and the ability to inspire and convince others (2.83).

2. **How far the current governance structure of the college supports these capacities in the college?**

The governance structure is well-organized and system documents are available in the organization.

3. What is the state of awareness of change management in the college?

The leaders at the college are well aware of what change and change management mean.

4. To what extent the college is able to achieve the missions of higher education?

The college is able to achieve its teaching-learning (3.83) and community outreach service (3.67) better than the research (3.17) and innovation and technology transfer missions of higher education institutions (3.00).

5. What are the major challenges encountered by the leaders in the college under the study?

The most serious challenge to the leadership of the college is the financial capacity of the college to run the planned Programs (3.83).

Based on the findings of the study, the following conclusions are made. The leaders in the college under the study are capable in some leadership abilities, skills and traits and also lack some capacities. In the college there are the key authorities, statutory bodies and system documents that support the leadership of the institute. The leaders at the college are cognizant of change and the change process—Change planning, change implementation and change evaluation. The effectiveness of organizations depends on the capacity of the leadership. The leadership of the college is effective in the teaching-learning process and community outreach service. Whereas, they are less effective in research and the newly coming mission of higher education institutions—Innovation and technology transfer. The financial capacity of the college is highly affecting the leadership of the college.

Recommendations

Based on the conclusions of the study, the following recommendations are forwarded:

1. External network establishment is one of the most critical resources in an organization, both in the private and public sectors. Networks are created to provide a means to satisfy an organizational short and long term goals. Leaders' capacity to establish external networks (relationships) at national and international level is very important. Hence, the management of the college should focus on the establishment of networks (relationships) with different stakeholders like NGO's supporting education and research, with private and governmental higher institutions, secondary schools and others which aligns with the college objectives.

2. Leaders need to have adequate knowledge, skills and attitude in the area of educational administration and leadership. Thus, it is recommended that the college's Human Resource Department has to arrange frequent capacity building short and long-term training to equip the college leaderships with basic knowledge, skills and attitudes of leading on different topics by conducting training need assessment and by reviewing organizational plan achievement assessment report.
3. The management of the college should facilitate and organize awareness creation forums and refreshment programs for all teachers and other staff members on how to conduct and disseminate research findings, on the community outreach services, on the newly coming higher education institution mission—Innovation and technology transfer.
4. Since the financial capacity of the college is limited and affecting the leadership, the college should get a means to increase its financial capacity by organizing itself as share company. This kind of business organization helps in mobilizing a higher amount of resources.

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