



IMPACT OF ADMINISTRATIVE LEADERSHIP ON ACADEMIC QUALITY IN PRIVATE MANAGEMENT INSTITUTIONS

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ABSTRACT

Effective administrative leadership is essential in education; nevertheless, there has been limited research on the attributes that foster it in underdeveloped nations. Administrative leadership entails the oversight and orchestration of an organization's diverse resources, including personnel, finances, and materials, to accomplish designated objectives efficiently and effectively. This study investigates the influence of administrative leadership on academic quality at private management institutes in West Bengal. A descriptive and analytical study approach was employed, and primary data were gathered from 250 faculty members and academic administrators using a standardised Five-Point Likert Scale questionnaire. Pearson correlation analysis reveals a robust positive link between administrative leadership and academic excellence ($r = 0.782$, $p < 0.01$). Regression research substantiates that administrative leadership substantially impacts academic quality ($\beta = 0.744$, $p < 0.001$), accounting for 61.1% of the variance in academic quality ($R^2 = 0.611$). Effective administrative leadership is a crucial factor influencing instructional efficacy, curriculum excellence, faculty advancement, institutional prestige, and ongoing enhancement. Enhancing leadership capabilities via professional development, participatory governance, and strategic decision-making may markedly improve the quality and competitiveness of private management organizations.

Keywords: Academic, Education, Faculty, Performance

I. INTRODUCTION

Leadership and management styles are frequently a crucial determinant distinguishing effective institutions from unproductive ones. Robust institutions are thus founded on capable leaders proficient in the talents required to elevate an institution from one level to another. School administrators possessing effective leadership and management skills foster a constructive climate that encompasses school culture, teaching and learning, assessment of both educational and non-academic performance, communication, accountability, the mindsets of teachers and students, and harmonious relationships among schools, families, and the broader community. This affirms that leadership and management abilities are essential for an effective leader.

Consequently, secondary schools require robust leadership and administration for optimal efficacy. It is a characteristic that is both innate and cultivated, linking human psychology with professional strategies. Institutional leadership prioritises the cultivation of universally applicable skills and competencies. This indicates an individual's capacity to overcome

problems in crucial situations. The absence of proficient leadership and management abilities jeopardises any institution. This differentiates leaders from managers.

Ambitious leaders are diligent, self-assured, clever, energetic, motivated to lead, possess comprehensive job knowledge, and demonstrate honesty and adaptability, so increasing their probability of success as institutional managers. Effective leaders cultivate leadership competencies including teamwork, collaboration, effective communication, group dynamics, conflict resolution, decision-making, and problem-solving abilities. Leadership transpires when leaders direct their employees toward organisational objectives, communicate effectively, encourage them, and guarantee optimal placement of each member to maximise their abilities and devotion to their job.

Academic Achievement refers to the information, understanding, or skills obtained via teaching and training in specific courses or fields of study. It is often assessed by the overall marks attained by pupils in a certain class. Academic performance is contingent upon several elements that directly or indirectly affect it. Historically, a peculiar belief held by both the elite and the general populace was that academic success only relies on intelligence. However, the discovery of new information has revealed that there are more elements that are equally significant as intellect. Academic achievement is critically significant, especially in the current socio-economic and cultural landscapes. Clearly, significant emphasis is placed on accomplishment from the start of formal education in schools. The school possesses a hierarchical hierarchy predominantly founded on success and performance, rather than ascription or inherent qualities. Consequently, the school prioritises accomplishment, hence aiding the role allocation process within the social system. The school serves to select and differentiate pupils based on their academic and other accomplishments, so providing opportunities for progression, mostly related to success.

II. REVIEW OF LITERATURE

Duff, Dr. (2025) This research looked at academic administrators at a few private HEIs in Cagayan de Oro City, Philippines, to see how their leadership abilities and decision-making styles affected the efficiency of their organisations. The research used a descriptive-correlational methodology with 148 faculty members as respondents. It was grounded in Structural-Functionalism and the Power and Influence framework. Descriptive statistics, Pearson r , analysis of variance (ANOVA), and multiple regression analysis were used to analyse the data gathered from verified questionnaires. Academic administrators had strong analytical decision-making abilities and a wide range of leadership qualities, including intellectual, human, and technological acumen. In terms of leadership abilities that predicted organisational performance, conceptual and technical abilities stood out, especially in domains like academic program management, human resource development, and general administration. The only decision-making style that was found to significantly improve performance outcomes was analytical decision-making. Leadership abilities and decision-making styles (behavioural, conceptual, and directive) did not show any significant predictive power. The findings highlight the significance of data-driven decision-making, technical flexibility, innovation, and strategic thinking in improving the efficiency of institutions. After



developing and validating a Structural-Functional Leadership Model with Structural Equation Modelling (SEM), it was found that the model fits the data well. Higher education capacity-building initiatives, institutional policies, and leadership development programs may all benefit from the empirical basis provided by these studies.

Akomodi, Joseph. (2025) The relationship between good leadership and educational results is examined in this study through a multi-faceted established setting. It concludes that lateral leadership and several supervisory traits are part of healthcare leadership. Using a mixed-method approach, this study surveyed secondary school administrators and teachers in Hong Kong to identify key informants. We use quantitative outputs to measure the pupils' academic success. This uptick is attributable, in part, to transformational leadership. Qualitative data shed light on the actions of leaders that cause this surge. All statistics point to transformational leadership, which includes vision, decisiveness, and teacher support. An inclusive and student-friendly educational environment cannot exist without transformational leadership, which is directly related to performance improvement. By dividing up the school's resources and responsibilities for education, distributed leadership has a significant influence on both administrators and classroom teachers, making it a well-established component of team leadership. They need to figure out what kinds of leadership techniques are the most beneficial. Such essential components must be implemented by administrative leaders and educators in order to enhance the learning outcomes for students. Findings from this study confirm the need of transformative leadership for effective school management and positive student outcomes in the long run. This information may be used by organisations to develop a foundation for transformative approaches and principle coaching. According to the findings, officials need to address possible shortcomings in the school system and its Colossian macro-level preparation determinants. To understand the long-term effects of leadership interventions in high-performing schools, longitudinal research is essential. This study highlights the importance of leadership in bringing about cultural transformation, which in turn impacts educational results. This research is a combination of neurology and other fields. It brings up ethical and psychological concerns and how they impact classrooms. In addition, the research cautions that in order to achieve effective, adaptable, and long-term leadership, administrators need to strike a balance between leadership activity and the ever-changing educational environment.

Darawsheh, Najwa et al., (2024) Examining academic leaders' use of administrative empowerment at Jordanian institutions in Irbid Governorate, as well as faculty members' quality of life on the job and their relationships with one another, were the primary goals of the present study. The research used a survey correlated methodology, and 307 member staff members made up the sample. The research instrument utilised to accomplish the study's aims was an online questionnaire. The results demonstrated that academic leaders' levels of administrative empowerment are modest, whereas faculty members report high levels of quality of life on the job. Additionally, the study found that administrative empowerment was significantly associated with a higher quality of work life. Based on their findings, the researchers suggested that universities should improve participation techniques in decision-making in order to get academic leaders to embrace the concept of digital empowerment.



Dawood, Haider. (2023) In today's fast-paced, technologically advanced world, most companies want to achieve their goals by implementing a useful system that can manage their entities. Leadership behaviour is a relatively new idea that has the potential to influence the professional development and output of workers. Achieving long-term viability in the education industry requires higher education institutions to raise staff performance. The purpose of this research is to examine how leadership styles and behaviours at Iraqi institutions affect staff productivity. This study offers a conceptual framework based on the theories of transformational and transactional leadership to examine how administrators' leadership styles affect academic staff performance as measured by teaching, research, and services to the university.

Saqee, Muhammad et al., (2022) The purpose of this research was to analyse the relationship between head teachers' administrative performance and their participation in leadership development programs. The purpose of the research was to find out if public high school principals who had received leadership training were more likely to advance in their administrative careers. A survey strategy was used for the research, with quantitative methodologies being employed. The whole population of District Pakpattan was comprised of all the head teachers. A total of 88 heads, comprising both sexes, were included in the sample. The data was collected using a questionnaire that was created by the researcher themselves. Inferential and descriptive statistics were applied to the acquired data using the 23rd edition of the Statistical Package for the Social Sciences (SPSS). Many secondary school principals felt the program was really useful and beneficial in terms of administrative knowledge, building rapport with support staff, communicating with students, creating a positive learning environment, keeping records, and staying up-to-date on regulations.

Hussain, Zafar et al., (2020) Finding out how different types of administrative leadership in Punjab, Pakistan, affect the delivery of excellent services was the driving force for this research. A questionnaire that was created by the researcher themselves was utilised in this investigation. A basic random sample strategy was utilised in this investigation. There were 573 educators from 288 secondary schools that took part. The data was examined through the use of many regression iterative methods, as well as frequency, percentage, average, standard deviation, correlation, and Pearson product-moment correlation. The results demonstrate that the supply of high-quality education is significantly affected by two leadership styles: authoritarian and democratic. Furthermore, with a significance level of 0.01, both leadership styles are anticipated to deliver high-quality education at a rate of 56.80 percent. Therefore, leadership should consistently advocate for, implement, and cultivate both authoritarian and democratic leadership styles if they want teachers to function more effectively.

Gao, Hui. (2020) Recent educational reforms have prioritised university education reform, placed a premium on effective university administration, and sought to ensure that all students have access to high-quality education. This empirical study seeks to understand the relationship between the quality of administrative services provided by a Chinese institution and the satisfaction and loyalty of its students. According to the findings, student happiness with university administration services significantly affects student loyalty to the institution.



University administration's performance can be better understood through objective evaluation, which can inspire parents to get involved in university affairs and boost their confidence in the institution. This is especially true for parents whose children are enrolled there or who are otherwise invested in education. Since they are organisations of professionals, universities need to find ways to keep themselves going. To generate a constant flow of energy for the university's sustainable operation, university assessment should ultimately support the establishment of a self-evaluation system that runs on a regular basis. Further explanations and debates are provided in this article based on the meaning given by the analysis findings up above.

III. RESEARCH METHODOLOGY

Research Design

The present study adopted a descriptive and analytical research design.

Sources of Data Collection

Primary and secondary sources of information were both referred to throughout the research. A structured questionnaire using a five-point Likert scale was used to gather primary data. This study's secondary data came from a variety of scholarly sources, including peer-reviewed journals, books, conference proceedings, reports from the UGC, AICTE, and NAAC, as well as government documents, institutional archives, and official websites.

Sampling Technique

The sample was selected using the convenience sampling technique,

Sample of the study

A total of 250 respondents participated in the study. The respondents consisted of faculty members and academic administrators employed in private management institutions in West Bengal.

Statistical Tools Used

The data that was gathered was examined by employing suitable statistical methods. We utilized Pearson Correlation to assess the association between administrative leadership and academic excellence, and we utilized Standard Deviation (SD) and Mean to summarise respondents' thoughts. To determine how administrative leadership affected academic excellence, regression analysis was used.

IV. DATA ANALYSIS AND INTERPRETATION

Table 1 Gender of the respondents

Gender	Frequency	Percentage
Male	132	52.8
Female	118	47.2
Total	250	100

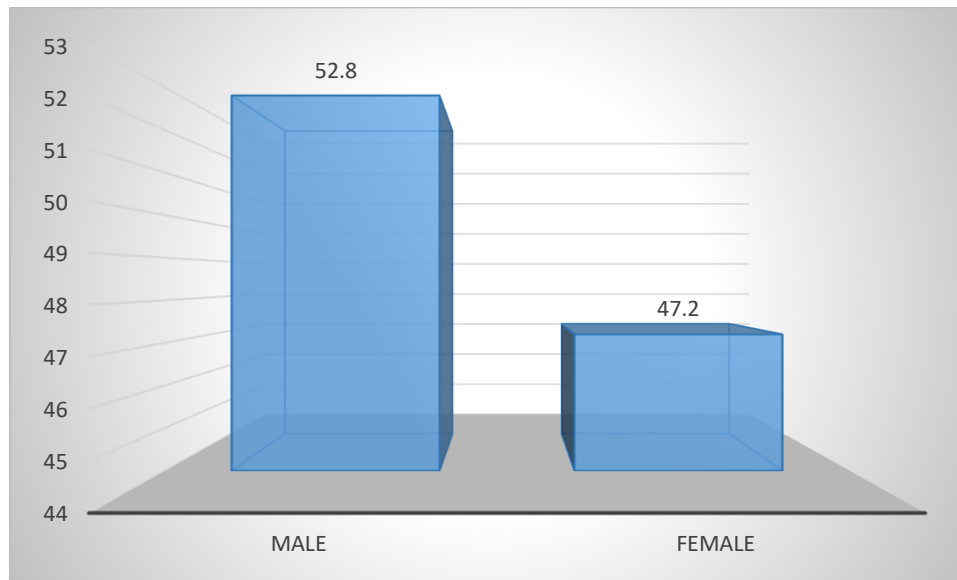


Figure 1 Gender of the respondents

Table 1 illustrates the gender distribution of the respondents participating in the study. Among the 250 responders, 132 (52.8%) were male and 118 (47.2%) were female.

Table 2 Experience of the respondents

Experience	Frequency	Percentage
Below 5 Years	58	23.2
5–10 Years	82	32.8
11–15 Years	67	26.8
Above 15 Years	43	17.2
Total	250	100

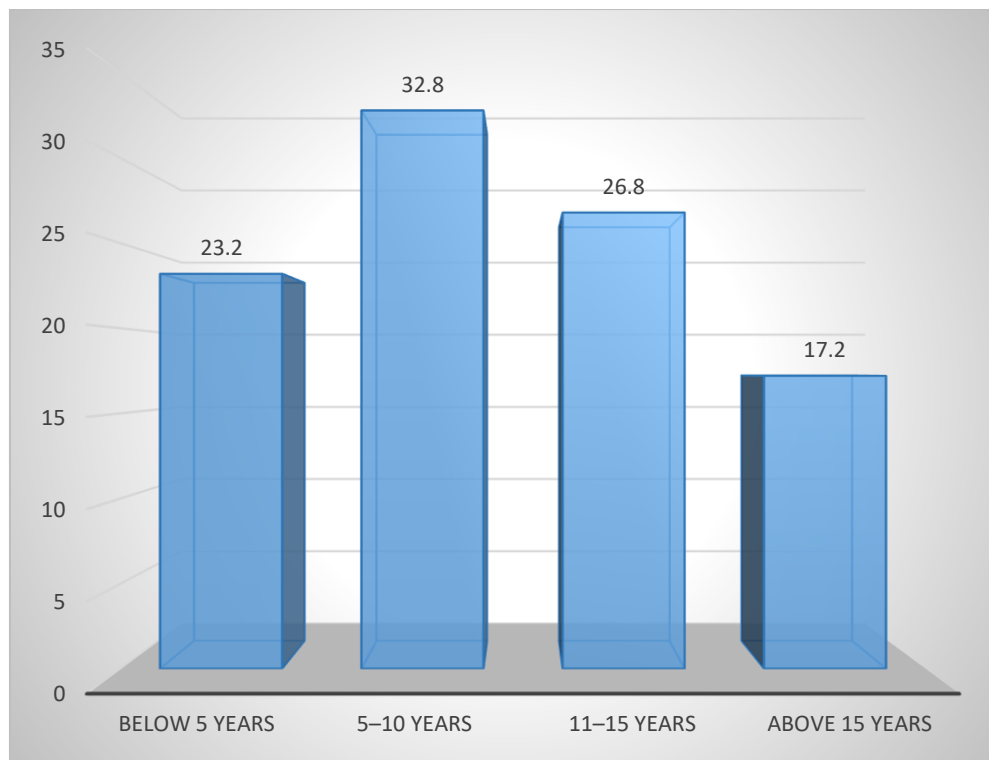


Figure 2 Experience of the respondents

Table 2 indicates that out of 250 respondents, 82 (32.8%) possessed 5–10 years of experience, while 67 (26.8%) had 11–15 years of experience. Furthermore, 58 (23.2%) respondents possessed less than 5 years of experience, whilst 43 (17.2%) had over 15 years of expertise.

Table 3 Faculty Perception towards Administrative Leadership

Statement	Mean	SD
Leadership communicates academic vision clearly	4.36	0.59
Leadership motivates faculty	4.28	0.66
Leadership supports innovation	4.19	0.71
Leadership promotes quality teaching	4.42	0.61
Leadership encourages research	4.11	0.75
Leadership ensures transparent governance	4.33	0.65
Leadership improves institutional effectiveness	4.45	0.56

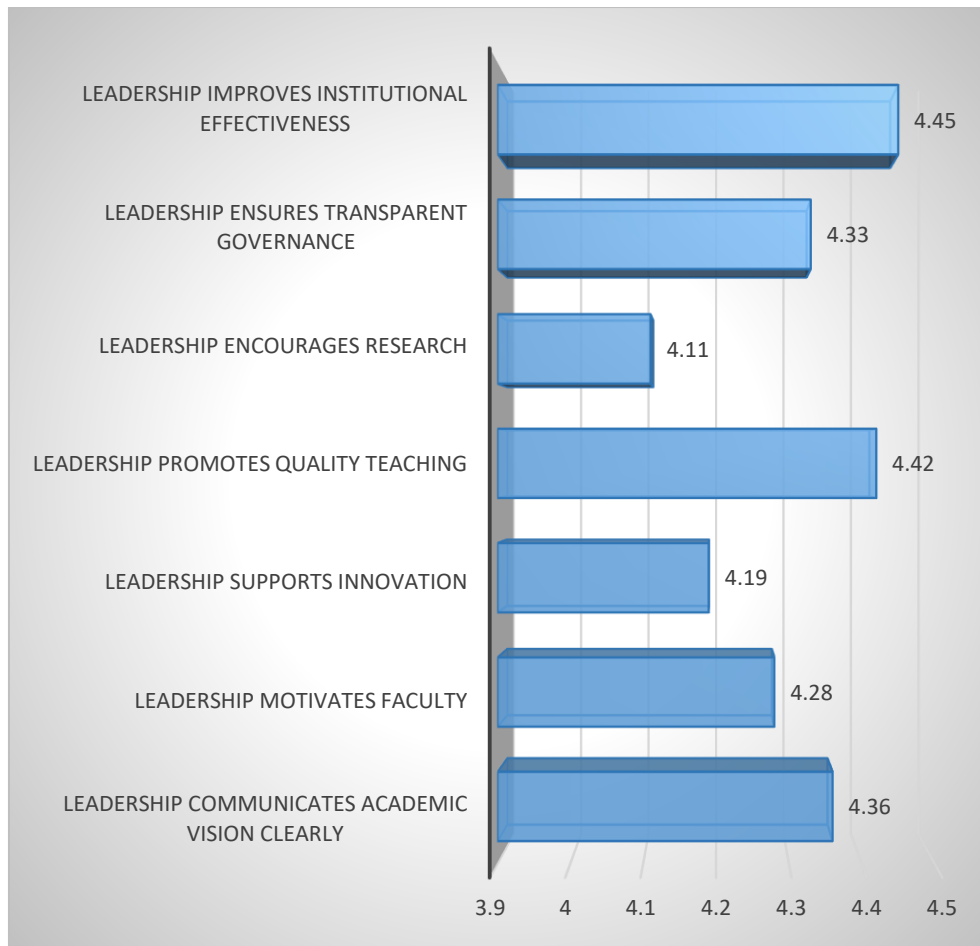


Figure 3 Faculty Perception towards Administrative Leadership

Table 3 demonstrates a significant level of consensus across all claims, with mean scores varying from 4.11 to 4.45. The highest mean score was seen for "Leadership improves institutional effectiveness" (Mean = 4.45, SD = 0.56), followed by "Leadership promotes quality teaching" (Mean = 4.42, SD = 0.61) and "Leadership communicates academic vision clearly" (Mean = 4.36, SD = 0.59). Participants concurred that leadership facilitates transparent governance (Mean = 4.33), inspires academics (Mean = 4.28), fosters innovation (Mean = 4.19), and promotes research (Mean = 4.11).

Table 4 Academic Quality Indicators

Variable	Mean	SD
Curriculum Quality	4.37	0.60
Teaching Effectiveness	4.40	0.58
Student Satisfaction	4.26	0.67
Faculty Development	4.22	0.69

Institutional Reputation	4.34	0.63
Continuous Improvement	4.39	0.57

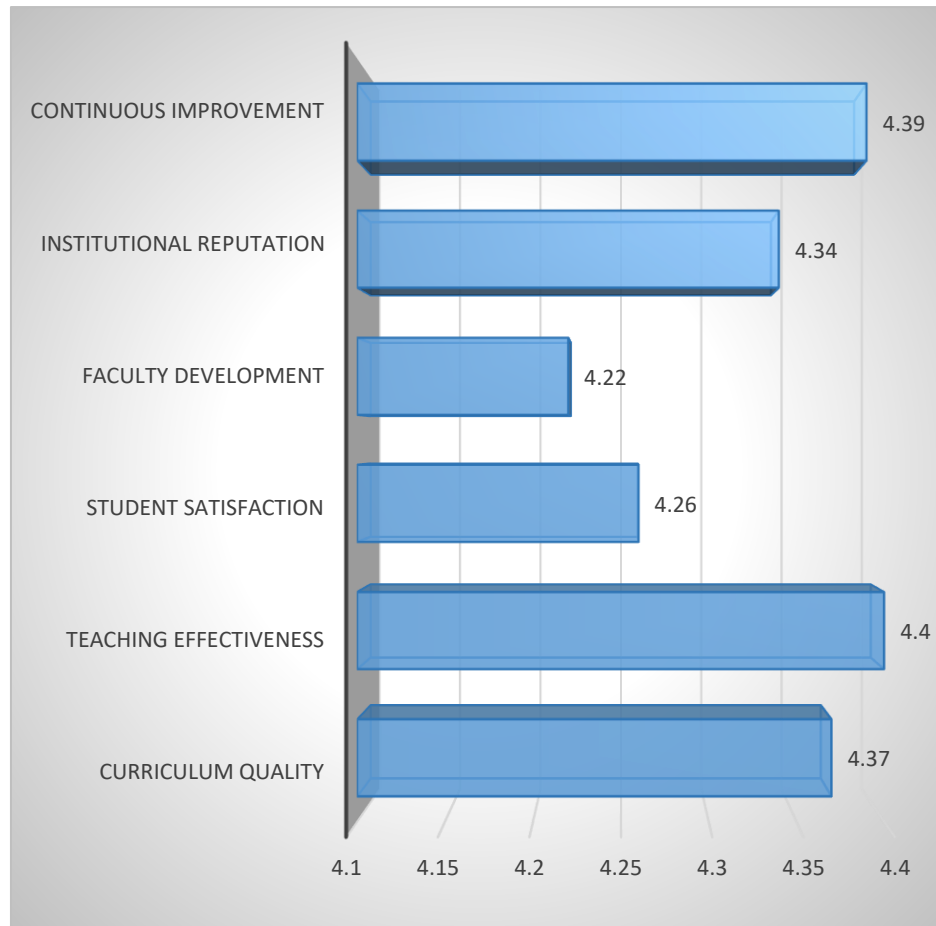


Figure 4 Academic Quality Indicators

Table 4 demonstrates that all factors had elevated mean values, ranging from 4.22 to 4.40, signifying a favourable evaluation of academic excellence. Teaching Effectiveness (Mean = 4.40, SD = 0.58) obtained the highest evaluation, followed by Continuous Improvement (Mean = 4.39, SD = 0.57) and Curriculum Quality (Mean = 4.37, SD = 0.60). Institutional Reputation (Mean = 4.34, SD = 0.63) and Student Satisfaction (Mean = 4.26, SD = 0.67) garnered positive assessments, although Faculty Development (Mean = 4.22, SD = 0.69), albeit being somewhat lower, nonetheless indicated a favourable view.

Table 5 Relationship between administrative leadership and academic quality

Variables	Administrative Leadership	Academic Quality
Administrative Leadership	1	0.782**

Academic Quality	0.782**	1
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p < 0.01

Table 5 displays the findings of the Pearson correlation analysis investigating the association between administrative leadership and academic excellence in private management institutes. The correlation coefficient between administrative leadership and academic excellence is 0.782, indicating a positive and statistically significant relationship at the 0.01 level ($p < 0.01$). This signifies a robust positive correlation between the two variables, implying that enhancements in administrative leadership correlate with elevated levels of academic excellence.

Table 6 Regression Analysis of Administrative Leadership on Academic Quality

Variable	Beta	t-value	Sig
Administrative Leadership	0.744	18.96	0.000

Model Summary

R	R ²	Adjusted R ²
0.782	0.611	0.607

Table 6 indicates that administrative leadership exerts a substantial beneficial influence on academic excellence. The regression coefficient ($\beta = 0.744$) signifies a robust positive impact, but the t-value of 18.96 and p-value of 0.000 ($p < 0.01$) validate the statistical significance of the association. The model summary indicates a robust correlation ($R = 0.782$) and a R^2 value of 0.611, signifying that 61.1% of the variance in academic excellence is accounted for by administrative leadership. The Adjusted R^2 value of 0.607 substantiates the dependability of the regression model.

V. CONCLUSION

The research found that private management schools' academic quality was much improved under administrative direction. Teaching efficacy, curriculum quality, faculty development, institutional reputation, and continual improvement are all positively impacted by strong leadership. A high positive correlation between administrative leadership and academic excellence is shown by the statistical data. This proves that institutions greatly benefit from having leaders who are both competent and visionary. In order to achieve long-term academic success, private management schools should prioritise leadership training, promote group decision-making, and implement open government policies.

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