Impact of Leadership Culture on Running an Educational Institution

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Abstracts: Purpose: The main purpose of the current research paper is based on (a) the identification of the leadership culture in educational institutes and, (b) the investigation of the impact of such leadership culture on successfully running educational institutes. According to the developed research aim, the identified research question was based on making the searches regarding the factors that can leadership culture in the performing educational institute practices. Methods: For developing the answers to the established research topic, the current research uses the primary quantitative survey-based research design with the use of the questionnaire surveys that were distributed among the 100 higher management members in the educational institutes. These educational institutes were identified in the southwest of England, UK. Findings: The findings of the current research mainly indicate the fact that data-driven facts about leadership practices can have a positive impact on running educational institutions. It was further analysed from the developed research results that the culture shifts in the leadership practices of the educational institutions can be brought in when the stakeholders of the educational institutions mainly decided to support the leadership practices. Conclusion: In the end, the paper concludes that the leadership culture in educational institutes must be established in a manner that supports organisational growth in the long run. There are very limited studies which are been conducted on the established topic. Therefore, the current research also recommends that future research be conducted on the mentioned topic.

Keywords: Leadership Culture; Organisational Culture, Educational Institute Culture, Management Practices.

1. INTRODUCTION

1.1. Overview of study

For developing effective leadership practices in any institution, Gurley *et al.* (2015) acclaimed the fact that leadership practices are impossible to perform without the development of a vision regarding the success type of the business. Therefore, effective leadership practices mainly require attention to be implied by the educational institutes' leadership. Hansen (2019) explained the fact that educational institutes can effectively work in the developed leadership practices that can support the higher level of achievements in educational practices. Hesbol (2019) identified that the developed vision for effective leadership can help the leaders of educational institutes in attaining the desired success in their operations. It was explained by Alonderiene & Majauskaite (2016) that individual leadership practices in educational institutes can be of importance in practising leadership practices and developing a leadership culture that can support the growth of educational institutions.

Moreover, government bodies mainly develop guidance practices for the management of educational institutions for conducting leadership practices that can support growth (Bush, Middlewood & Bell, 2019). Yet, these governments' efforts are not aligned with the leadership culture and other leadership practices being performed in educational institutes. This is because the English schools that are been operated in western England mainly follow the civil rights act of 1964 which mainly restricts the practices of leadership practices (Ntim, Soobaroyen & Broad, 2017). With such a type of followership, Mundy *et al.* (2016) struggled in understanding and develop a leadership culture that can support the practices of educational institutions. Though, many researchers had identified different tools for conducting the institutional leadership culture for the support of the educational practices that are been linked with the sustainability of the leadership practices.

1.2. Problem Statement

National Academies of Sciences, Engineering, and Medicine. (2017) have identified the fact that leadership in educational institutes has helped the management of the institutions in attaining the desired growth. Yet, there is a restriction is experienced in the determination of the type of leadership culture that is developed and helps the educational leaders to determine the vision for the betterment of the business practices.

1.3. Aim of research:

The developed aim of current research is to identify the leadership culture practices in educational institutes and conduct an investigation into the level of impact caused by the leadership culture followed in educational institutes of Western England.

2. LITERATURE REVIEW:

The leadership practices and the leadership culture many of organisations play an important role. The main purpose of the leaders who are conducting leadership practices in the educational institutes' occupation has to be connected with the guidance of the institutes' members towards the established vision of the business. The institutional leaders like the principal, vice chancellor, and director of the education institution, will want to complete their work obligations agreeably along with resolving the issues and difficulties that might emerge during the execution of their work obligations (Aleixo, Leal & Azeiteiro 2018). The directors, heads, and other chancellors are the ones, who are vested with the power to work in positions of authority. The members of the educational institutes are in deep need to guarantee that separated from making arrangements for scholarly ideas. Advancement of administration abilities among understudies is additionally viewed as one of the significant objectives of the instructive cycle. Instructive organizations play a significant part to play as pioneers locally, supporting advancing past the limits (McNair *et al.* 2022).

The performance of educational institutes had been critical for the growth of society. It was added by the researchers that effective practices of educational practices are supported by the vision and the leadership style developed by the management of the organisation. Yet educational institutes are encountering problems linked with the establishment of the desired leadership culture that can help the leaders in delivering the desired functional growth. Harris & DeFlaminis (2016) further identified the fact that the current educational practices in the institutions are based on the movement from basic education practices toward the effective delivery of higher education that can support business and educational growth. The mentioned thinking was based on the fact of a futuristic approach to innovation is being performed in the education industry. The innovation in the education industry was based on the innovations in the technological platform used for delivering the desired level of education in the education institutions (Ramos *et al.* 2015). Moreover, Gumus *et al.* (2018) explained the fact that educational institutions are mainly supporting a higher level of education in the institutes. It was further been discussed by Gumus *et al.* (2018) that the leadership culture in the educational institutes of Western England was to be established in the early 1990s.

This type of thinking was initiated with the rapid increase in the difficulties of the functional operations of the institution. Such practices of educational institutes that were not having a designed leadership culture were experiencing difficulties while conducting their business activities. It was further explained by Alonderiene & Majauskaite (2016) that the workplace culture and the connected economic activities mainly changed with the change in innovations. The leadership skills required for leading educational institutes drastically change with technological innovations; as a result, the educational institutes struggled to develop and update their practices. Further, the educational background of the educational institutions was also having a strong impact on the placement of leadership culture (Day, Gu & Sammons, 2016). In previous times, it was been observed by Groysberg *et al.* (2018) that education institutes with minority management were having problems in successfully developing a leadership culture that can have a positive impact on the performance of the educational institutions. It should not be surprising that there are still significant discrepancies in test scores between those who are privileged and those who are not, especially in our 10 high-priority states, as teacher quality has a significant impact on student accomplishment (Nawaz & Khan. 2016). The weakest, least experienced, and least qualified teachers are

aligned disproportionately with the students who are from different ethnic backgrounds. There were many a smaller number of educational institutes that support the leadership under the ethnic practices.

2.1. Leadership culture in educational institutes:

Gentle & Clifton (2017) acclaimed the fact that the principal, director, or vice chancellor of the educational institutes is the head and the frontline leader. They play an important part in the development of the leadership culture in educational institutes. Tan, Fatt Hee & Yan Piaw (2015) discussed the fact that the culture followed in educational institutes is based on the mix of norms and attitudes of the workers when they perform educational tasks. It was discussed by Kele & Pietersen (2015) that every educational institute mainly supports the leadership culture based on its operations The developed authority of leadership in educational institutes is mainly linked with the practices that are been performed by the higher management of the business. Additionally, the considered practices that were added to the various societies are been founded on the ID of pointed six regions that can significantly impact the way of life and progress of a school, in light of the choices of heads: joint effort, improvement of staff, arrangement of assets, the straightforwardness of their vision, the board of work environment stress, and their proficient turn of events (Peterson, 2016).

It was further explained by Akanji *et al.* (2018) that the directors/principals/vice-chancellors of the educational institutes had to make efforts for pursuing the development of positive culture development. In this manner, when an educational institute fosters its way of culture, all developments inside that institution will be dependent upon the way of operational practices that exist. Thus, the leaders of the educational institutes have to comprehend the urgent job that they play in fostering a culture that boosts understudy and staff achievement and limits pressure for these equivalent gatherings (Su & Wood, 2017). Moreover, Croucher & Lacy (2020) further explain the fact that the level of collaboration between the staff members of educational institutions should be conducting positive activities that mainly support the establishment and practice of positive leadership practices. It was also observed that with effective practices in leadership, the leaders in the educational institutes are bound to further develop their viability when they work with other people who are specialists in a similar branch of knowledge (Burkinshaw & White, 2019). Many educational institutes had their leaders for developing the leadership culture so that they can effectively govern the practices of the people who are experienced in educating and collaborating with a subject, to lead and concentrate organisational meeting time. Institutional leaders can all the more successfully lead educational organisations.

It was further explained by Alonderiene & Majauskaite (2016) that establishing a positive culture in educational institutes mainly expected that the organisational leaders mainly provide support to the practices that can help them in developing a positive culture. Different institutional assets impact the manner that is used by the leaders of the educational institutes how they present their examples, the extent of guidance, and how educators assess learning. In this manner, accessible educational assets (books, supplies, innovation, and educational program upholds) impact the nature of study hall guidance. Leaders with prepared admittance to solid educational program assets experience more elevated levels of progress when contrasted with educators who don't have this entrance (Bendermacher, Wolfhagen & Dolmans, 2017). Educators with the right assets are better ready to deal with their homerooms and show understudies the expected substance, however, educators who miss the mark on the right assets experience an absence of certainty, expanded disconnectedness, and breakdowns in correspondence. Leadership practices that are centred around the asset needs of their staff make conditions that urge staff to grow so understudies accomplish their objectives all the more successfully (Sun & Leithwood, 2015).

The staff members of the educational institutes had to develop their vision in a manner that need to comprehend their thoughts and aligned their actions by attaining the desired success. A culture of transparency and positivity helps the staff members of the educational institutes to help their institutes' leaders (Andriani, Kesumawati & Kristiawan, 2018). Moreover, educational leaders can make this straightforwardness by conveying their objectives and convictions that can support the meeting of different members of the educational institutes. A culture that is straightforward and includes the local area encourages connections that can help overcome the difficult times of the business. Perhaps the most effective way that directors can be straightforward is to explain their non-debatable

guidelines. A short rundown of non-debatable norms lessens flightiness and further develops connections and trust (Lysova, *et al.* 2019).

To make a positive culture, educational leaders need to take part in their proficient improvement. The nature of a school's initiative is connected to its general understudy accomplishment. One of the main types of expert improvement is engaged with a learning local area that backings and guides school pioneers (Sun & Leithwood, 2015). The communities that are supportive of leaders look for input, share thoughts, and get support when they are battling. Support from learning networks can lessen sensations of segregation and tension that go with administrative roles, which will thus advance collegiality with their school and assist them with fostering a positive leadership culture. School pioneers who take part in proficient advancement express that they are better ready to deal with complex change and experience more noteworthy trust in educational administration (Senge, 2017). These leadership culture practices energize the accompanying ways of behaving in their instructive establishments: (1) more coordinated effort between educators, (2) more criticism from guardians locally, (3) more noteworthy spotlight on objectives for learning the educational plan, and (4) better expectations of educating. Directors and vice-chancellors of education institutes who make sure that a positive leadership culture is followed in their organisation; usually support such staff members who perform the organisational operations assigned to them and support other staff members with confidence and authority (Jain & Moreno, 2015). Such practices lead towards the reduction in work environment stress and can support business growth while catering for the needs of society in general.

2.2. Leadership Roles

For conducting effective leadership and developing an effective leadership culture in educational institutes, the leaders had to develop an understanding of the leadership practices and identify their roles. These roles can help the leaders in ensuring to the fact that the leading objectives regarding the business are been successfully communicated to the involved parties. This can help the leaders in attaining the desired level of success and can support business growth in an effective manner (Amanchukwu, Stanley and Ololube, 2015). Moreover, Amanchukwu, Stanley and Ololube (2015) also explained the fact that the leaders have perspectives which might differ from other leaders in the attainment of the desired educational institute goals. These goals are successfully attained when the leaders effectively performed their assigned activities. These roles help the leaders in conducting the leading activities in a manner that can significantly support the business growth. The understanding of the leadership roles has been distributed into three main types; decisional; informational; and, interpersonal roles of leadership.

2.2.1. Decisional Role

The decisional role of the leaders in educational institutes mainly supports innovative techniques to take decisions regarding the developed situations of the business. Moreover, the leaders become capable of handling the pressure that is been laid on them in terms of business problems and can support the development of job descriptions and other job roles that can support business growth in an effective manner (Ghasabeh, Soosay & Reaiche, 2015). Moreover, the leaders further initiate decisions that are supportive of using adequate supplies and materials for the business. In this role, the leaders mainly support the effective development and implication of the working environment that can be supportive of the organisational growth.

2.2.2. Informational role

In the successful delivery of the informational role, the business leaders in the educational institutes play the role of such entity that is used for collecting and sharing the desired business information that can easily help them in working towards the business vision and can provide the correction from the points of deviations (Day, Gu & Sammons, 2016). The leaders performing the informational roles in the educational institutes end up mainly questioning the activities of the followers who are following them for attaining the organisational goals. Further, the leaders also provide the desired level of information to the working parties who are supporting the completion of the assigned work activities.

2.2.3. Interpersonal Role

While conducting the interpersonal role, the leaders of the organisation had to convert their leadership practices to the personality traits of the workforce. The leaders can easily conduct leadership through the processes of figurehead leading, or developing liaison among the members (Bush, Middlewood & Bell, 2019). In both of the leadership practices, the organisational leaders mainly support the establishment of cooperation among the team members. In this manner, the organisations mainly support the completion of the business vision that can support the business's success.

2.3. Conceptual Framework

Researchers had explained the conceptual framework as the framework model which is used for identifying the link between the independent and dependent variables of the research that are based on the conducted practices. The conceptual framework of the current research has been shared below:

The above-developed conceptual framework highlights the established topic and the way towards which the current research will be moving, i.e. to identify the impact of leadership culture on the practices of the educational institutes. The developed conceptual framework mainly supports the identification of the research variables.

2.4. Research Hypotheses:

H_0: The leadership culture has a significant impact on running of the educational institutions.

H_1: The leadership culture does not have a significant impact on the running of educational institutions.

3. RESEARCH METHODOLOGY

The methodology used in the research work for completing the research was based on the quantitative methodology that uses arithmetic calculations for determining the results for testing the developed research hypothesis. It was further explained by Moraga *et al.* (2020) that the usage of such research methodology can help in investigating the developed research hypothesis through the help of such data which can be quantifiable for generating the results to test the hypothesis. Further, the methodology of the current research is based on the positivist research philosophy that also supports the collection of numerical data. Burton-Jones & Lee (2017) explained the positivist research philosophy as the research philosophy that can help in making observations from the real world and performing inferences techniques for gathering the factual information that supports the developed research aim. Moreover, the current uses the deductive approach for testing the developed hypothesis. This deductive approach also helps the research to imply the acquired results for testing the developed hypothesis of the research.

3.1. Data collection:

With the use of the quantitative research methodology and using the deductive approach, primary data will be collected with the help of the survey questionnaire. Moreover, the developed questionnaire was based on the Likert Scale of 5 points that starts with strong disagreement with the statement and leads towards a strong agreement with the developed statement.

3.2. Data Analysis

For analysing the quantitative data, the current research will imply the use of different arithmetic operations like correlation and regression analysis. Further, the collected data from the questionnaire will be transferred to SPSS software for conducting the mentioned arithmetic operations on the data. The SPSS software will be used for conducting the descriptive analysis, correlation analysis, and regression analysis for testing the developed research hypothesis. Further, the automation feature of the software will highlight the variables as the dependent and independent variables.

3.3. Sample Size And Technique

For the current research, the developed sample was based on 100 individuals who will receive the questionnaire survey. These 100 individuals will be the managerial staff members of the educational institutes working in the Southwest region of England. The sampling technique that was used in the distribution and collection of the research data was based on convenience sampling. Researchers had explained convenience sampling as the technique of sampling where the data is collected from such respondents who are ready to provide the required data.

4. RESULTS AND DISCUSSION

The generation of research results and conducting a discussion based on the determined results is an important part of conducting research. After the identification of the research methods to collect and analyse the data; determining findings from the analysed data help in concluding the research.

4.1. Results

In the current research article, for testing the developed research hypothesis, the statistical software named SPSS will be used for developing the results. The developed results will be based on the following statistical tests:

- Descriptive statistics;
- Correlation analysis; and,
- Regression analysis.

4.1.1. Descriptive statistics

Descriptive statistics are used in research to explain the normal findings of the collected data. These routine findings are based on the mean, standard deviation, and minimum and maximum values of the determined data. For the current research, the determined descriptive statistics are explained in table 4.

Table 4.1: Descriptive statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Kurtosis	
							Std.
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Error
Vision Development	100	3	5	3.78	0.773	-1.214	0.478
Vision communication	100	3	5	4.15	0.730	-1.079	0.478
Decision Support	100	3	5	4.11	0.737	-1.126	0.478
Leaders support	100	2	5	3.73	0.839	-0.407	0.478
Educational culture	100	2	5	4.06	0.886	0.148	0.478
Change in leadership	100	2	5	4.15	0.687	-0.106	0.478
Institute promoting leadership	100	3	5	4.18	0.702	-0.933	0.478
Workers reporting to leader	100	3	5	4.19	0.720	-1.019	0.478
Effective research on leadership	100	3	5	4.16	0.662	-0.717	0.478
Developing leadership report	100	3	5	4.19	0.662	-0.727	0.478
World view of practices	100	3	5	4.05	0.702	-0.936	0.478
Supporting quality of leadership	100	3	5	4.20	0.711	-0.969	0.478
Valid N (listwise)	100						

Table 4.1 of descriptive statistics is developed from the statements that were been asked in the questionnaire attached as an appendix to the article the statements were highlighting the importance of leadership culture to run the educational institutes. From table 4.1, it can be observed that the mean results of all 12 statements asked in the questionnaire have a positive value ranging from 3.70 to 4.20. Such range of the statements' mean value displays the fact that the determined results of the statements were belonging between the neutral and agreement scale of the Likert Scale. The determined values of standard deviations in table 4.1 display that the deviations of the answers on the statements are positive that can support the future research possibility. In the end, the negative values of Kurtosis in the developed data are supportive of the positive deviations in the collected data that can support the possibility of the future possibility of research with the same size of data.

4.1.2. Correlation analysis

Makowski *et al*. (2020) identified that correlation analysis is conducted to determine the relationship among the research variables. The developed correlation between the research variables of the leadership culture and running the educational institutes is shared in table 4.2.

Table 4.2: Correlation analysis.

Correlations

		Leadership Culture	Running educational institutes
Leadership Culture	Pearson Correlation	1	.713[**]
	Sig. (2-tailed)		0.000
	N	100	100
Running educational institutes	Pearson Correlation	.713[**]	1
	Sig. (2-tailed)	0.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

From table 4.2, it can be observed the determined results are under the described coefficients developed by Pearson. From table 4.2, the Pearson coefficient of correlation among the research variables of leadership culture and running the educational institutes is 0.713. This explained the fact the determined correlation among the research variables is positive on the strong side leading towards the fact that leadership culture has a positive relationship with the running of the educational institutes. For further checking the relation and association among the research variables; the test of regression analysis is been performed.

4.1.3, Regression analysis

In the quantitative studies, Darlington & Hayes (2017) highlighted the importance of conducting regression analysis for understanding the level of association among the dependent and independent variables of research. The regression analysis performed in the quantitative studies is based on three significant tests that support each other with the applicable level of significance. These three test results are displayed under the heading of model summary, ANOVA, and table of coefficients. The model summary table of the regression analysis is shared in table 4.3.1

Table 4.3.1: Model Summary.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.713[a]	0.509	0.504	0.446	1.500

a. Predictors: (Constant), Leadership Culture
b. Dependent Variable: Running educational institutes

Table 4.3.1 displays the results of the model summary developed between the research variables of leadership culture and running educational institutes displayed under the headings of R, R-Square, and Durbin Watson values. The determined value of R from table 4.3.1 is 0.713; which means that level of association between the variables is 71.3%. This value of association depicts the fact the leadership culture in the educational institutes can have a 71.% impact on the practices for running the educational institutes. Further, the value of R-Square in table 4.3.1 is valued at 0.509 or 50.9%; that explains the fact that leadership culture can enhance the educational institutes' running by 50.9%. Moreover, the value of Durbin Watson is 1.5 which identifies the established model summary as effective as the level of auto-correlation among the chosen research variables is negative. After the table of model summary, the regression analysis moves forward with the ANOVA table for checking the significance of the developed model summary table. Table 4.3.2 displays the values of the ANOVA table.

4.3.2. ANOVA table

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.211	1	20.211	101.583	.000[b]
	Residual	19.499	98	0.199		
	Total	39.710	99			

a. Dependent Variable: Running educational institutes
b. Predictors: (Constant), Leadership Culture

The developed table ANOVA is used in regression analysis for identifying the significance level of the developed regression model with the help of Model summary table 4.3.1. The level of significance of the developed regression model is explained by the Sig value displayed in the ANOVA table. From the developed ANOVA table (Table 4.3.2), it can be observed that the Sig value of the regression model is 0.000. This Sig value lies in the acceptance region of the null hypothesis of the research, where the calculated Sig value should be less than the predetermined Sig

value of 0.05. Such Sig value also makes the confirmation that the developed model summary table is accurate in explaining the level of association among the research variables of leadership culture and running the educational institutes.

Table 4.3.3 Coefficients Table

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.422	0.282		5.040	0.000
	Leadership Culture	0.695	0.069	0.713	10.079	0.000

a. Dependent Variable: Running educational institutes

From the established table 4.3.3, the value of the unstandardized coefficient (B) for the independent variable of research, about the dependent variable, is 0.695; which explains the fact that the leadership culture can improve the performance and results in attainments of the educational institutes by 69.5% with the deviation of 6.9%. Such attributes of the dependent and independent variables of research were supported by the attained significance level of 0.000. Moreover, the standardised value of Beta from the coefficient table (Table 4.3.3) is 0.713 which is also positive and explains the fact that both research variables are positively associated with each other for developing the results of the research.

4.1.4 Hypothesis summary

Type of Hypothesis	Hypothesis	Accepted / Rejected
H_0:	The leadership culture has a significant impact on running of the educational institutions.	Accepted.
H_1:	The leadership culture does not have a significant impact on the running of educational institutions.	Rejected.

4.2. Discussion

From the developed research results, it can be observed that the established null hypothesis is been accepted that explains the positive impact of the leadership culture in the running of educational institutes. It was also described in the current research that the leadership culture and successful operations of the educational institutes have a 71.3% correlation that results in a 69% influence on the practices of the institutes. It was further been discussed by Ntim, Soobaroyen & Broad (2017) that effective performance in educational institutes can be led by a collaborative leadership culture in educational institutes. This type of collaboration among the leaders and the workforce of the educational institutes supports the share of vision and trust building that can support effective decision-making in the educational institutes.

It was also determined by McNair *et al.* (2022) that the use of leadership culture in educational institutes can easily help the leaders and the educational institutes in attaining the desired success with respective collaboration. Moreover, the case study of the educational institutes that are performing the leadership practices has displayed a great amount of success been attained in their operations. Yet, under the prevalence of the weak economic conditions in England, it was further been observed by Ramos *et al.* (2015) that the leadership culture should be introduced among the educational institutes as it can help them in performing better in comparison to practices.

It was also been explained by Ramos *et al.* (2015) that the leaders of educational institutes experience difficulty in the successful implication of the leadership culture because the desired level of requirements for completing the

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tasks for leadership success is hard to complete when the employees of the organisation fail to comply with the standards. However, there has been an incredible arrangement of exploration concerning educational institutes' conditions that can become handy for the institutes. Moreover, Groysberg *et al.* (2018) identified the fact that the early times of educational institutes mainly Support organisational goals for conducting leadership practices. Yet, in expansion, an exceptional level of the instructive strategy was developed for describing the types of guidance, institutional practices and their size for directing the successful implication of the leadership culture in the institutes.

It was also determined by Tan, Fatt Hee & Yan Piaw (2015) that the implication of the leadership culture in educational institutes mainly reduces the financial and other economical burdens from the educational institutes when the students and other staff members of the institutes are guided with the developed aim and other educational practices that can help the leaders of the educational institutes in taking part in dynamic types of guidance so the institutional growth success can be possible and can easily provide the desired success to the organisations that can help the institutes in effectively performing the leadership culture practices (Croucher & Lacy, 2020). Such type of support mainly recommends that the accomplishment of operational success for the educational institutes, the leaders might require the help of their staff in carrying out the leadership culture that can extend the growth and increment in the business practices. This proof additionally urges leaders to identify the desired support that can help in the successful implication of the leadership culture in educational institutes.

Jain & Moreno (2015) further explained the fact that, at the institutional level, the leadership culture has provided great proof regarding the business success of educational institutes. That is mission and objectives, culture, educators' support in direction, and associations with guardians and the more extensive local area as possibly strong determinants of leadership culture that is been practised in the educational institutes. For example, regional culture, and the arrangement of expert advancement open doors for instructors lined up with school and area needs and approaches overseeing the initiative progression. Areas additionally add to understudy advancement by guaranteeing arrangement among objectives, projects, strategies and proficient turn of events.

It was further been explained by Ghasabeh, Soosay & Reaiche (2015) that the development of the leadership culture in education institutes is supported by the established level of cultural trust in the organisations. it was further explained that for making effective visionary changes to be initiated in the educational institutes, the leaders have to track down ways of opening lines of correspondence and decentralize the dynamic cycle to start the improvement of trust inside this locality. Moreover, the educational leaders put forth a deliberate attempt to make themselves self-accessible to all staff. More than 80% of the staff talked with referenced that leaders make their consistent presence on their grounds (Senge, 2017). This presence offered the staff many chances to impart their thoughts and share them with the leaders so that the resolution can be attained. Such practices in educational institutes mainly increase the level of trust in the institutes among the leaders and the staff members. It was further realised by Su & Wood (2017) that the realized trust was a fundamental part that would help work with and keep up with solid, enduring, and solid connections as well as assist the area with understanding its imagined objectives.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The current research was conducted to identify the impact of leadership culture on the running of educational institutes. While researching the developed research aim, the problem was identified in the educational institutes that they lack the proper description and followership of the leadership culture in educational institutes. This research problem was also identified in the previous pieces of literature that were included in the literature review of the current article. To overcome the problem and identify the leadership culture in the educational institutes; the literature also identifies certain leadership roles that can help the management of the educational institutes in making a culture of leadership that can support the desired level of success in the educational institutes.

After the literature part, the article moves towards the research methodology section that describes the type and nature of the methods for collecting the data for determining the results of the research. From the methods part, the tests required to develop the results of the research article were identified. In the results section, different statistical

tests were applied. These tests were mainly applied to check the developed research hypothesis for identifying the impact of leadership culture in educational institutes. From the developed results it was identified that the research hypothesis of leadership culture having an impact on the running of educational institutes was accepted with a 71.3% correlation and the association between the effective application of the leadership culture in the performance increment of the educational institutes.

Recommendations:

The determined results from the research article become the basis for developing recommendations for any future research conducted on a similar research topic. These recommendations are as follows:

• The higher management of the educational institutes should be making efforts for establishing a selective role of their leaders that can help the overall business to perform their targeted operations.
• The leadership practices of the educational institutes must be in alignment with the business goals and support the learning objectives.
• The leadership practices should be supportive of the business growth in a manner that can help the management in conducting proper business operations.

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