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Academic Leadership and Work-related Attitudes in Public University of Afghanistan

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ABSTRACT

The essential part of the university is lectureship; lecturers are like role models. When university lecturers determine leadership habits, they will be more beneficial and productive. This study examined the perspective of faculty members on academic leadership, work-related attitudes, and the relationship between academic leadership and work-related attitudes. The quantitative study used an adapted questionnaire with 75 item questions for data collection. The questionnaire was piloted on 30 faculty members to determine its validity and reliability. The questionnaires were delivered to 400 public university faculty members in Afghanistan's eastern and capital zones using an online google form. Of 400 questionnaires given, only 304 completed questionnaires were returned within the time frame. The quantitative data were analysed using descriptive and inferential statistics with the assistance of SPSS. The descriptive statistics were used to analyse the frequency, percentage, and mean, while inferential statistics of Pearson Correlation were used to analyse the relationship between the two variables. The analysis of data revealed that faculty members have a high level of perspective of academic leadership (mean 4.69) and work-related attitudes (mean 4.68). The faculty members also have a heightened perception of each component of academic leadership and work-related attitudes. Despite high perspective in all components of academic leadership and work-related attitudes, the analysis revealed no significant between academic leadership and work-related attitudes among faculty members of Afghanistan public universities. The study recommends several future studies that can be conducted to strengthen the findings of this study.

Keywords: Academic leadership, work-related attitudes, academic ranks, qualifications,

1. Introduction

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1.1 Academic leadership

Education plays an essential part which leads to the development of countries, and Afghanistan is no exception. When the country's government does not have a good education, it will be backstage compared to other countries that support education. The development of any nation will determine whether or not the country's people are better at getting an education. If a country has the best educational system, the development will be much faster than countries with better educational systems. Governments also need strong leadership to spearhead education development in those particular countries. Afghanistan required similar requirements for the country's higher education development.

In this 21st century, colleges and universities face more demands and challenges than ever before (Vilkinas, 2009). Studies reported that undertaking these challenges requires a clear vision for the future, a solid and resilient institutional culture, and the ability to support students and faculty members. While academic leadership has a customary history in advanced education, the difficulties distinguished in unpredictability, vulnerability, change, and vagueness conditions require a more developed understanding of leadership (Kezar & Holcombe, 2017). More notably, higher education institutions need bold and proactive academic leadership to bring higher education to the next level. Many studies reported that solid leadership is the key to any organization's thriving, and higher education is no exception (Kezar & Holcombe et al., 2017).

1.2 Work-related attitudes

Academic leadership is the name of leadership in an educational setting or organization as a unique subdivision of overall leadership. It is an authority that incorporates such parts as making vision and mission dependent on science and exploration information for the association, setting up inventive thoughts, and doing and giving collaboration. Previous studies defined academic leadership as creating a vision and mission based on science and research data, setting up creative ideas, and doing and providing teamwork. Davis and Jones et al. (2014) defined academic leadership as an individual who serves as a leader to create and patronage the vision and mission of the organization, providing direction and oversight departments or units within the institution. Davis and Jones (2014) noted that more extensive conceptualizations of leadership in advanced education are required that go past the senior chief, which requires a change in considering what establishes obligation and impact.

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Academic leadership occurs in a vast capacity across an advanced education establishment, reflected in leadership in administration, corporate and educational, and tasks. This leadership position is given to the administration as an extraordinary region of general authority in an academic setting. It entails breadth and depth of knowledge and skills related to academic matters, notably higher education (Vilkinas, 2009). Senior academicians and managerial pioneers give academic leadership the specific spotlight on establishing a favorable climate for individual development and organization improvement inside higher education institutions. The leadership models may change with position: chancellor, vice-chancellor, deans, head of the department, and chancellors have unexpected jobs in comparison to do universities leaders (Gurung, 2014).

Work-related attitudes refer to how a person feels, believes, and acts towards different parts of a task, workplace, and individuals in the organization. Hence, employees or those engaged with an association start to be profitable individuals in their work territories (Northouse, 2018). A person's behavior at work often depends on how they feel about being there. Therefore, understanding how people behave depends on understanding their work attitudes. Attitudes are evaluative explanations, either ideal or troublesome, concerning articles, individuals, or occasions, and supervision complex social collaborations require specific abilities. Attitudes are not equivalent to values, but rather the two interrelated. Our conduct at work regularly relies upon how we feel about being there. Consequently, sorting out how individuals act depends upon understanding their work. To date, colleges have neglected to give the vital preparation and progressing advancement to prepare those in leadership positions (Waring, 2017).

Many studies reported that we have perspectives toward almost everything, including the food we eat, individuals we communicate with, courses we take, and different things. At work, two specific job perspectives have the best potential to impact how we act. Our attitudes create our viewpoint. They shape how we identify with the world, both at work and outside of work. Our attitudes indicate our sentiments, convictions, and sentiments about different parts of our circumstances. Our attitudes can impact our career and public life. The importance of a good attitude in the workplace has a vital role. The faculty members have truly filled in like a wellspring of academic leadership over the grade curricula for teaching, exploration grant, and leadership duties (Strathe & Wilson, 2006). They urge us to try the impossible, try sincerely, and remain fixed on satisfying our fantasies. Our inspiration can bring forth more incredible energy.

2. Literature Review

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According to Parthy (1992), the purpose of supervision is to enhance instruction through ongoing teacher education and regular monitoring. According to Supervision to Bar (1993), the goal of the program is to provide teachers with expert guidance so that they can improve their abilities to teach effectively. Teachers' instructional activities must therefore be supervised, guided, and directed by supervisors in accordance with professional conduct. Gagne asserts (1977:26): guidance implies orchestrating the states of discovering that are outside of the student. These conditions must be constructed stage by stage, taking into account the learner's newly acquired capabilities, retention requirements, and the particular circumstance required for the subsequent stage of learning at each stage. Oceanside and Reinhartz (2000:8), characterized oversight of guidance as "a perplexing cycle that includes working with instructors and different instructors in a collegial, cooperative relationship to improve the nature of educating and advancing inside schools and that advances the vocation long improvement of educators". According to Nwokafor (1987), the supervisor's primary responsibility is to facilitate the teachers' ability to bring about the desired changes in their students in accordance with the particular requirements of the environment. During perception, the manager additionally searches for arranging and readiness, illustration show, educators' characters, and understudy instructor cooperation's or connections. It helps supervisors learn not only about the issues teachers are having but also about the best practices that are in place (Ogunsaju, 1983). In 2001, Oshungboye identified a few characteristics of an effective instructional supervisor. He added A good instructional supervisor must be fair, consistent, and strong-willed in his interactions with others. The supervision is considered as that period of an instructive organization that helps in the effectiveness of instruction (Okumbe 1998). The helping measure of supervision includes encouraging, supporting, directing, and helping teachers to improve their exhibition expertly. Teachers‟ effectiveness is indicating to exercise arrangement, the inclusion of co-curricular exercises of work, students discipline and management, advising, and direction, partaking in staff gatherings, real instructing, routine evaluation of students, support of record of work secured, and learners‟ records and time the management. Performance infers a blend of carrying out a responsibility adequately and effectively, with a base level of representative made interruptions (Decenzo and Robbins, 1998). In this study, instructor effectiveness is conceptualized as the degree to which the lecturer accomplishes university targets through exercise arrangements which include making plans of work, exercise designs, a record of work done, getting ready and utilizing learners‟ registers, real homeroom instructing, appraisal and assessment of the students, going to staff gatherings, the executives of learners‟ discipline, inclusion in co-curricular exercises, directing, and direction, are largely implies by which teachers‟ performance can likewise be accomplished.

3. Methodology

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This quantitative study investigates the faculty members' perspectives on academic leadership and work-related attitudes in Afghan public universities. The research design employed in this study is a quantitative research design using a descriptive correlational structure. The research examines the academic leadership and work-related attitudes among faculty members in 8 public universities of Afghanistan. These universities are located in different provinces of Afghanistan. There are five zones in Afghanistan: Eastern, Western, Northern, Western, and Capital zone (NSIA 2019). Each zone has different numbers of universities. Only the Eastern and the Capital region of Afghanistan will be involved in this study. Before the actual research, pilot study was conducted on 70 lecturers from different universities of Afghanistan. These piloted was not include in the main research. The target population for this study is faculty members in public universities of Afghanistan. The objective populace of the study, however, contained around 6150 lecturers and well randomly selected faculty members by simple random technique for this study from these selected zones of Afghanistan (MoHE, 2020). For sampling, the researcher followed Krejcie and Morgan's (1970) strategy, which infers the littler the populace, the bigger the sample. According to Krejcie and Morgan's table, the minimum sampling numbers are 364. The sampling size between 30 and 500 respondents is sufficient for the survey (Najib, 1999; Mohd Majid, 2000). Sampling can be said to be the process of selecting several respondents for an investigation.

Convenience sampling can be costly and time-consuming. However, this approach to gathering data for research does provide the best chance of putting together an unbiased sample that is truly representative of an entire group as a whole (Suresh, 2014). Generally, in this study, convenience sampling is used to select public university lecturers from the two zones in Afghanistan because it is very difficult to go to every zone of Afghanistan. The instrument used a five-point Likert-type scale. According to Brown (2000), the Likert-type scale is currently the most commonly used method of investigation. It selects one's preferred statements by checking or drawing circles. Moreover, Likert–type scale is handy for collecting respondents' subjective feelings, opinions and attitudes. In this survey, part A is personal information consists of nine items, the choice of Part B with 50 items that consists of a 5-point scale, from strongly disagree, disagree, not sure, agree, and strongly agree. Part C with 25 items also is a Likert-type scale. For example, part B for academic leadership with six components consists of strongly disagree, disagree, not sure, agree, and strongly agree. The work-related attitudes with three components also employed the Likert-type scale with strongly disagree, disagree, not Sure, agree, strongly agree. Concerning the estimation of unwavering quality, the researcher pilot tested the instrument and applied Cronbach's Alpha coefficient to determine the interior consistency of the research tool, particularly the questionnaire. As appeared in the above calculation, the SPSS calculation showed that Cronbach's Alpha coefficient 0.980 >

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0.70. Consequently, the examination instrument was essentially dependable to be utilized to assemble information. r = 0.980.

4. Result

The questionnaire was sent to 400 faculty members. Moreover, called to everyone, sent massages and inform them in social media groups, only 304 questionnaires were returned that was usable for analysis. SPSS version 24 was used for data analysis. The below table 1 indicate the demographic of the respondents: gender, age, qualification and teaching experiences. The first research question: What is the difference in academic leadership and work-related attitudes based on the demographical factor (age)?

Table 3.1 indicates the demographic data of the respondents

Demographic information		Frequency	Percent
Gender	Male	260	85.5%
	Female	44	14.5%
	Total	**304**	**100%**
Age	25 to 30	41	13.5%
	31 to 35	87	28.6%
	36 to 40	88	28.9%
	above 41	88	28.9%
	Total	**304**	**100%**
Qualification	BA	49	16.1%
	Master	201	66.1%
	PhD	54	17.8%
	Total	**304**	**100.0%**
Work experience	1 to 5	67	22.0%
	6 to 10	95	31.3%
	11 to 15	94	30.9%
	above 15	48	15.8%
	Total	**304**	**100.0%**

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The above table 1 shows that male lectures are the high majority 85% while female were 15%. Addition, a big numbers of participant belongs 31 to 35, 36 to 40 and above of 41 and the minority 13% of age lecturers are 25 to 30. The majority of 66.1% lecturers possess a master degree, 17.8% are PhD degree and 16.1% are B.A degree. Moreover, lecturers result of work experience 22 % are 1 to 5 years, 31.3% 6 to 10 years, 30.9% are 11 to 15 years and 15.8% are above to 15 years.

T-test is applied to think about the mean score on a few consistent factors. In this study, t-tests are used on two different independent groups and with the interest of contrasting the scores. The independent T-test are led on gender and academic qualification of respondents against academic leadership and work-related attitudes factors. The effect of size for independent t-test depends on Cohen (1988) where the understanding of the qualities: 0.01 has little effect, 0.06 has moderate effect, and 0.14 has huge effect.

Table 3.2 indicates descriptive statistics of gender and academic leadership and work-related attitudes

Group Statistics	Gender	N	Mean	Std. Deviation	Std. Error Mean
Academic leadership	Male	47	4.6819	.05933	.00865
	Female	3	4.7127	.05889	.03400
Work-related attitudes	Male	23	4.6803	.03325	.00693
	Female	2	4.7122	.09539	.06745

Table 3.3 indicates independent samples t-test of gender and academic leadership and work-related attitudes

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Academic leadership	Equal variances assumed	.001	.976	-.872	48	.388	-.03079	.03532	-.10180	.04022

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	Equal variances not assumed			-.878	2.267	.463	-.03079	.03508	-.16592	.10434
Work-related attitudes	Equal variances assumed	7.914	.010	-1.132	23	.269	-.03181	.02810	-.08994	.02633
	Equal variances not assumed			-.469	1.021	.719	-.03181	.06781	-.85215	.78854

In the result, the independent t-test presented in the above table 44.44 indicates that the female faculty members (M= 4.7127), SD = .05889) towards academic leadership and (M = 4.7122, SD = .09539) towards work-related attitudes had reported that there is a lower average score on their participation of overall capabilities of faculty members in their respective universities of caparison to male faculty members (M = 4.6819, SD = .05933) towards academic leadership and (M = 4.6803, SD = .03325) towards work-related attitudes. Moreover, the academic leadership difference was not statistically significant {(t = 48) = -.872, p = .388 (two-tailed)}. The mean deference among male and female is -.03079 and the effect size is low (d = .04022). The confidence interval is 95% for the estimated population mean deference is among CI: -.10180 to .04022. The result shows that the gender does not affect academic leadership. Similarly, the work-related attitudes difference was not statistically significant {(t = 23) = -1.132, p = .269 (two-tailed)}. The mean deference among male and female is -.03181 and the effect size is low (d = .02633). The confidence interval is 95% for the estimated population mean deference is among CI: -.8994 to .02633. The result shows that the gender does not affect work-related attitudes.

A one-way ANOVA examination of variance is applied in contrasting the mean scores on a continues variable that has at least two groups. ANOVA checks the effect of just a single free factor on the dependent variable out. In this part, ANOVA is used to look at the mean score between every independent element and dependent factor toward academic qualification.

Table 3.4 indicates descriptive statistics of academic qualification and academic leadership and work-related attitudes

		N	Mean		Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
							Lower Bound	Upper Bound		
Academic leadership	BA	14	4.7063		.06302	.01684	4.6699	4.7427	4.56	4.83
	Master	33	4.6700		.05397	.00939	4.6508	4.6891	4.56	4.76
	PhD	3	4.7303		.05823	.03362	4.5856	4.8749	4.68	4.79

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	Total	50	4.6838		.05916	.00837	4.6669	4.7006	4.56	4.83
Work-related attitudes	BA	4	4.6933		.06126	.03063	4.5958	4.7907	4.63	4.78
	Master	18	4.6785		.03609	.00851	4.6606	4.6965	4.63	4.76
	PhD	3	4.6952		.01812	.01046	4.6501	4.7402	4.68	4.71
	Total	25	4.6829		.03834	.00767	4.6671	4.6987	4.63	4.78

Table 3.5 indicates One-way ANOVA of age and academic leadership and work-related attitudes

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Academic leadership	Between Groups	.020	2	.010	3.082	.055
	Within Groups	.152	47	.003		
	Total	.172	49			
Work-related attitudes	Between Groups	.001	2	.001	.395	.679
	Within Groups	.034	22	.002		
	Total	.035	24			

The result indicated that academic leadership is significantly difference at the $p<0.05$ between factors in qualification groups: $F(2,47) = 3.082$, $p=.055$. Similarly, work-related attitudes are significant difference at the $p<0.05$ level between factors in the qualification groups: $F(2,22) =.395$, $p=.679$. In the result, both academic leadership and work-related attitudes p value id greater than .05, that is why the there is a significant difference among qualifications group and academic leadership and work-related attitudes.

Table 3.6 faculty members' perspectives of academic leadership

Academic leadership	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Academic Leadership	50	4.56	4.83	4.6838	.05916	-.258	.337	-.025	.662
Valid N (list wise)	50								

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The above table 4.1 has presented the perspective of the faculty members of the public universities of Afghanistan. We have seen before, and has a total of 50 questions in distributed instruments to 304 respondents. The cumulative mean for academic leadership is 4.6838, Standard deviation is .05916, Skegness statistic is -.258 and standard error is .337, Kurtosis statistic is -.025 and standard error is .662, which shows the high level of academic leadership from the perspective of faculty members of Afghan public universities.

Table 3.8 faculty members' perspectives of work-related attitudes

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Work-related attitudes	25	4.63	4.78	4.6829	.03834	.914	.464	.502	.902
Valid N (list wise)	25								

The above table 4.2 has presented the perspective from the faculty members of the public universities in Afghanistan. We have seen before, and a total of 25 questions in distributed instruments to 304 respondents. The cumulative mean for work-related attitudes is 4.6829, Standard deviation is .03834, Skewness statistic is .914 and standard error is .464, Kurtosis statistic is .502 and standard error is .902, which shows the high level of work-related attitudes from the perspective of faculty members of Afghan public universities.

5. Discussion

This section provides a discussion based on the finding of the first research question, which states, "What is academic leadership from the perspective of faculty members of Afghan universities?" In this study, the faculty members were asked about the meaning and definition of academic leadership. Hence, a few organized definitions were sent to the faculty members of 8 Afghan universities in Afghanistan. The findings showed based on the research questionnaire items of visionary that the Afghan faculty academic leaders do make motivational communication with encourage other faculty members. Also, Afghan faculty academic leadership convincing arguments between faculty members. Moreover, the academic leaders influencing their subordinates on their pion of view. They are very persuasive communicator with other faculty members. The result also

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showed that the academic leaders of Afghan faculty members are very skilful in their arguments. Similarly, another study conducted by Furkan (2012), about The Effects of academic Leadership on Job Satisfaction (Visionary Leadership, Transformational Leadership) tracks down that the conduct of interactional, innovative, and visionary leadership can expand the degree of job satisfaction.

Moreover, in characterizing academic leadership, the findings showed based on the research questionnaire items of adaptable to change that the Afghan faculty academic leaders wait for their uncomplainingly outcome of decision. Also, the Afghan academic faculty members became anxious when they cannot find out that what is happening in future. The result also showed that Afghan academic leadership can accept downfall in the peaceful way. Although, they can agree to take stays without becoming disappointed and become worried when to come for new progresses. Susan (2008) stated that the academic leaders should be certain and resist the urge to every kind of situations, just as deal with feeling while at the same time focusing on others by being an attentive person, great communicator, and having great listening abilities.

The findings also showed based on the research questionnaire items of competency that the Afghan faculty academic leaders are able to handle multifaceted issues and also handling grounded on the existing info. Moreover, the academic leadership of Afghan faculty members are getting their works organized. Lastly, they can reduce a madhouse to system and orders and manageable when large numbers of strains for them. Every leader has their own academic abilities and mastery. On one occasion, a respondent clarifies that academic leadership necessities to lead, then, at that point, engage their kin, lastly let them lead the others. The faculty member's leadership should regard others as notable individuals. This should be possible through intermittent gatherings with personnel, giving coaching, taking on a workplace to help authority, creating objectives and professional ways, and offering assistance and backing when required. In Afghan context it is very difficult to become a leader not only the universities but all the other departments. It is needed that you must have the political support in the organization, even though you don't have the ability of leadership.

The findings also showed based on the research questionnaire items of effective leadership that the Afghan faculty academic leaders allow their other faculty members a widespread independence in their works. They permitted their faculty members to use their personal decision in resolving the difficulties. The result also showed that they inspiring concepts influence by other faculty members. Moreover, they let other faculty members to work the way they can think best and assigning the tasks for members to cover. Bolden (2016) revealed that the investigating the elements that help the leadership in higher education, it is valuable to return to five keys between related

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aspects that add to the powerful, effective leadership in this climate, and accentuation the significance of social, logical, and transient elements to accomplish commitment in leadership.

The search questionnaire items of transformational leadership result showed that the Afghan faculty members let their members that know their expectation. They inspiring the use of their work process. The faculty members sharing their ideas between other faculty members. They declared their attitudes clearly to other faculty members. Moreover, they deciding how and what can they done their jobs and responsibilities. The last component of academic leadership charisma items result showed that the Afghan faculty members can act the presenter of their members. They lease others know about the member's doings. They speak as represented of other members. Moreover, they are also presenting when the foreigners and other community stockholder are come as well as they presenting for their members in outside meetings.

The findings also showed based on the research questionnaire items of job satisfaction that the Afghan faculty academic leaders are satisfied with the way they can handle their colleagues. They are satisfied that their jobs deliver them a stable service. They are also satisfied that having the chance to talk to people and stockholders what and why to do. They are also satisfied that they have chances to do something which make use their abilities and also satisfied that with the amount of pay received. Essentially, one more review directed by Furkan (2012), about the effects of academic Leadership on Job Satisfaction (Visionary Leadership, Transformational Leadership) finds that direct interaction, inventive, and visionary administration can grow the level of job satisfaction. Career satisfaction is set second component of work-related attitudes. The result sowed the average mean for the career satisfaction component is high. The questionnaire items of career satisfaction showed that the Afghan faculty academic leaders are satisfied with their success and have achieved to their career. They are satisfied with the progress and made towards achieving their overall goals. They are also satisfied from the opportunities for developing their personal skills. Moreover, Afghan faculty members are satisfied with their quite high quality of job career.

Organizational commitment is set third component of work-related attitudes. The result sowed the average mean for the organizational commitment is high. The questionnaire items of career satisfaction showed that the Afghan faculty academic leaders are eager to put in a extreme agreement of energy elsewhere that ordinariness projected in order to help their organization be effective. They talk-up about their organization to other friends that their organization is very great to work for. They feel very loyally to their organization. The result also showed that Afghan faculty

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members would agree practically any kind of responsibility task in order to retain working for their organization. Moreover, they find their values and their organization values are very similar.

In this study, the outcomes, it tends to be presumed that Afghan faculty members love the academic leadership and work-related attitudes as a significant component in their academic leadership in the universities. The big factor gave them the power and opportunities for them to practice toward their aptitude, research exercises, and dealing with classes and students. On the other hand, The Afghan faculty members would be wise to blends of academic leadership when contrasted with their colleagues. Afghan faculty members showed a chief element of academic leadership affected their career satisfaction and their abilities.

6. Conclusion

Determining the academic leadership and work-related among lecturers of public universities in eastern and capital zones, Afghanistan, is essential to figure out the direction of future improvement for the lecturers of the universities there. This study is meaningful because this study proves that there is a significant relationship between academic leadership and work-related. Meanwhile, it proves that there is a significant correlation between academic leadership and work-related among lecturers. However, research has shown that the relationship between academic leadership and work-related is strong and positive. The relationship between academic leadership and work-related among lecturers has a certain reference significance for future study. In short, the lecturers should improve their levels of academic leadership to conduct the leadership better. Further research should be performed on the factors that influence the level of lecturers' academic leadership and focus more on the dimensions that were not at a high level of missed. Further research should also be conducted in order to study the factors that influence the relationship between the lecturer's academic leadership and work-related.

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