

THE PERCEPTION OF ACADEMIC ADMINISTRATORS TOWARDS THE
PRINCIPLES OF EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION
INSTITUTION: A CASE STUDY IN KULLIYAH OF ECONOMICS AND
MANAGEMENT SCIENCES, IIUM

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ABSTRACT

The study presents the perception of academic administrators on the basic principles of educational leadership which can be applied by academic administrators in higher education institution. The aim of the study was to identify the effective principles that would increase the level of effectiveness in academic works. A survey method was used to collect data. A set of questionnaire were distributed to academic administrators at the Kulliyah of Economics and Management Sciences, International Islamic University Malaysia (IIUM). Findings of the study revealed that academic administrators corroborated that principles of educational leadership could help enrich excellence in higher education institutions. It is also found that the principles of educational leadership are applicable in effectuating academic administrators' leadership qualities in higher education institutions.

Introduction

The study of leadership has been undertaken within a number of disciplines, each of which contributed its own distinctive advancements to the subject. These disciplinary perspectives, from history, philosophy, anthropology, sociology, politics, psychology and organizational behaviour have helped to produce a rich and complex conceptual image of leadership. In late twentieth century, within western industrialized nations, an increasingly important cultural value is 'gender' and we may expect the idea of leadership to be subject to its influence. A historical framework of twentieth century leadership ideas provides a useful entrée to subject (Gunter, 2001).

Kotter (1988) defined leadership as the process of moving a group of people in some direction through non coercive means. Leadership means influencing parents, teachers, students and subordinates to identify, understand and finding solutions to the problems that could hamper progress (Heifetz, 1994).

Leaders should be community builders within their faculty and departments and beyond. Moreover, they must endeavour to make learning a community value and capacity, not just an individual activity. Leaders should be highly committed to help building teaching communities in which professional development is strong and external stakeholders like religious and social service organizations support, learn and work with the faculty.

The department chairperson, dean, deputy dean, head of the department and programme coordinator, are not a common position within colleges, universities, higher education institutions, and vocational colleges to seat on a chair, but they have to explore many career path skills, knowledge, experiences to articulate a vision of excellence for faculties and departments.

Educational leaders are responsible for the interrelationship between the environment and the institution. They must develop people, a working climate, and good communications inside the educational organizations. A leader should understand the ground means to develop awareness of what is going on both internal and external of the organizational community.

Leaders who have mastered techniques of innovation are capable of combining the elements that are known in new ways to solve the problems. Leaders who have mastered administrative procedures are more capable to institutively diagnose way of identifying what is really important, for understanding what makes a situation runs or works in a certain way, and figuring out what to do to improve the situation. These intellectual qualities can lead to a new understanding of how the world of schooling works and how to function successfully as a leader in that world (Linda, 2003).

Gardner (1986) believes that effective leaders are not only good at dealing with everyday responsibilities needed to keep a school running per se, but are also good at dealing with the world of needs, hopes, ideas and symbols. They serve as models, they enhance the group's identity and values, and they tell stories that chronicle the group's shared meanings.

Literature Review

This review examines some important principles of educational leadership and back ground information about the perception of academic administrators towards the principles of educational leadership in higher education institution. The review of the literature is intended to provide a framework of principles of educational leadership in higher education institution within which researcher can answer the important research questions. This review can guide the researcher on what has been done and to lead the researcher to a well written, well documented and well-planned report.

Principles of Leadership

Leaders must be able to communicate, build teams, motivate professionals, embrace diversity, and resolve conflicts in an organization. Leaders must remember that their words and stance on issues impact others in both large and small ways. Leadership is based on a set of principles that can be applied to any organization. Organizational success depends on leadership shown at every level in an organization; therefore leader must follow some basic leadership principles.

Trust and faith:

Trust is very important in our daily life as well as in our leadership life. Allah says in the Qur'an: "Then, when thou have taken a decision, put thy trust in Allah. For Allah loves those who put their trust (in him)" (Surah Ali Imran: 159). Trust makes a leader cooperative and acceptable person in an organization as well as in the society. For example, our beloved Prophet Muhammad (S.A.W) was called Al-Amin 'The trustworthy person'. He fulfilled all his promises from his childhood until his death. He never betrayed anyone; he never lied in his life. He was the best example to mankind.

Trust is a central component in effective working relationships. Trust is a key to positive interpersonal relationships in various settings, because it is central to how we interact with others (Kenneth, 2007). If people trust one another and if they act accordingly, they will live in peace and harmony. If we trust one another but we do not act rightfully we will create a leadership of anarchy, a leadership of confusion and a leadership of disturbance in organization.

The ability to build trust may be the most important aspect of becoming and being an effective leader in any organization. Relationships instituted based trust play a significant role in the leader's ability to shape and influence organizational followers and thus the organization itself.

Responsibilities:

Responsibility is the first *amanah* that has been taken by Allah from the man for being a vicegerent of Allah. Allah says "It is he who hath made you the inheritors of the earth" (Surah Ali Imran: 165).

Responsibility is "the duty of using power and authority in an appropriate way in the pursuit of objectives given by others in the authority" (al-Buraey, 1994: 200). Leadership as such is a great responsibility placed on the shoulders of educational leaders. One is obliged to take into account the heaviness of this responsibility. Responsibility could be considered as fundamental and essential principles of educational administration (Jubran, 2002).

One of the real examples of responsibility can be given by Umar Ibn Al-Khattab, the second righteous caliph. On one hot summer day, he ran after a camel, which escaped in order to return it to baitul mal. Then Ali Ibn Abi Talib said: you have humiliated the caliph who come after you, Umar told him: don't blame me, for by the one who sent Muhammad (S.A.W) as a prophet, if a goat went to the coast of Euphrates, then, Umar will be asked about it on the day of judgment (Jubran, 2002).

Accountability:

Accountability is a self-control that allows one to judge his/her deeds for which he will be asked by his lord. From the Islamic perspective accountability is a self-control that allows one to judge his/ her deeds for which he will be asked in hereafter by Allah (Jubran, 2002).

The feeling of accountability motivates a Muslim educational leader to excel and to do right things in organization. The educational leader should judge him/her regularly and review the jobs he/she entrusted with. In the holy Qur'an Allah says: "then guard you against a day when one soul shall not avail another" (Surah Al Baqarah: 132). Muslim educational leader should practise the principle of accountability and remind his/her administrative staff and lecturers about the importance of this principle in order to be conscious of what he/she is doing. We also read that prophet (S.A.W) used to practise the principle of accountability in his life, for example when he used to send any person for collecting the tax of one of the states. When the person comes back to the prophet (S.A.W) asked him a lot of question about the tax.

This principle requires that there should be an effective ongoing dialog between the faculty and the administration, and that the administrative appointees have dual accountability: to the trustees for the proper management of the university's operation, and to the faculty for ensuring its academic performance.

Humbleness:

Humble is not a widely used word today in most cultures. It is a religious state of a person. In the Qur'an, Allah uses Arabic words conveying the meaning of "humility." Among these are "tawadu" and "khoshou".

Humbleness is having or showing a consciousness of one's defects or shortcomings. Humbleness means to be modest, lowly and void of arrogance and vain pride, and meek. It is the ability to recognize that you are not better than someone else. Allah says in the Qur'an: "Call on your Lord with humility and in private, for Allah loves not those who transgress beyond bounds. Do not mischief on the earth, after it has been set in order, but call on Him with fear and longing in your hearts, for the Mercy of Allah is always near to those who do well" (Surah Al A'raf: 55-56). A leader represents a role model of the group and thus he must show examples for the followers in term of conduct, skills and performance. Umar Ibn Khattab said to Abu Musa Al Ash'ari the governor of Sham, "when you request your subjects to perform a task, start the affairs

by yourself, you are man among them, expect that Allah has made your task more difficult and heavier” (Al-Talib, 1991: 50).

Humbleness will enable administrators to be a loyal person who is willing to have a good attitude of submission and servant-hood, a person who confesses his fault and try to correct his mistakes in his administrative tasks (Salim, 1999).

Justice:

Justice means putting things are in their proper places. Leader should make sure the justice in the society as well as in the organization. A leader should always be aware of justice so that he can be an effective and acceptable leader among his followers in the organization. Justice has an important place in Islam, in the holy Qur'an Allah says: “O ye who believe! stand out firmly for Allah, as witnesses to fair dealing, and let not the hatred of others to you make you swerve to wrong and depart from justice. Be just: that is next to piety: and fear Allah. For Allah is well-acquainted with all that ye do” (Surah al-Ma'idah: 8).

The performance of administrative duty requires a good understanding with regard to different groups of worker and viewing on equal balance. The success of this rapport is largely dependent on the principle of justice. It is impermissible for the educational leader to cheat, ill-treat or act discriminately against any staff or to favor on above another. The principle of justice is important for educational administrator, because it enable him to deal fairly with the staff and workers in his/her organization (Jubran, 2002). There was an example of justice in the time of Umar Ibn Abdul Aziz that he used to write to his governor, “protect your state with justice and cleanse its road from oppression” (Al-Jawzi, 1984: 97).

Justice in leadership is indispensable in order to maintain an equality and stability between leaders and subordinates. The ultimate aim of leadership in Islam is to establish a conducive and supporting environment in which justice can be practised in administration to maximise the Islamic value system.

Self-confidence:

Self-confidence is a way of thinking, feeling and acting implies that you accept, respect, trust and believe in yourself. Self-confidence can help leader to give morale strength for his followers in the organization.

In the holy Qur'an Allah says about self-confidence: “O You who believes! Be upholders of justice, bearing witness for God alone, even against yourselves or your parents and relatives. Whether they are rich or poor, God is well able to look after them. Do not follow your own desires and deviate from the truth. If you twist or turn away, God is aware of what you do” (Surah Al Nisa: 135).

For example: Ibn Kathir (1981) reported that an influential man from Syria used to visit Umar ibn al-Khattab, the second Caliph, in Madinah regularly; then, one day, having been away for longer than usual Umar enquired after him and was told that the man had taken to drinking heavily. Umar wrote him a letter saying: For your sake, I praise God; there is no God but He. He forgives sins and accepts repentance; His punishment is severe and His bounty is infinite. There is no God but He, and all shall return to Him. He then turned to those around him and asked them to pray that God might accept the man's repentance. When the letter arrived, the man kept repeating the words: "He forgives sins and accepts repentance; His punishment is severe." He was heard saying: "I am being warned of God's punishment and promised His forgiveness," until he broke down sobbing, and from that day he abstained from drinking for good. When the news reached Umar, he said: This is what you should do when someone commits a misdemeanour. Advise him, reassure him gently, never let him lose his self-confidence, pray to God for his sake, and do not help Satan to mislead him.

In educational leadership, self-confidence is important in providing strong support and suitable guideline for the students to facilitate the process of learning and an additional support for academic staffs and members in order to make a vital organization.

Morality:

“Morality refers to the principles of accepted norms and behaviour that can be judged as right, wrong, good, bad and forbidden, permissible manners and behaviour with reference to values and practices” (Pojaman, 1995: 2). Educational leadership is related with the moral behaviour, because it is clear that one very important educational objective is to promote excellent (akhlak) morality. The way to achieve this objective is through practice and display of exemplary akhlak moral behaviour by the leader of organization.

A leader, by definition, is one who guides, who shows the way by example. A leader, if he is to be effective, must have the ability to persuade others. For instance, the holy prophet's (S.A.W.) high standard of manners made him a model for all Muslims to follow. The Qur'an speaks in its earlier revelations of the perfect morals of the Prophet. For example, it says: "Most surely you conform (yourself) to sublime morality" (Surah Al Qiyamah:4). The prophet (S.A.W.) used to emphasize how important good manners are for Muslims. For example, Imam Bukhari reported that the prophet mentioned the following: “The best of you is the best among you in conduct” (as quoted by Khan, 1994:55).

Educational leaders should practise morality so as to create an environment conducive for students to acquire principles of ethics in order to abide by moral practices.

Power of influence:

In the hadith of Bukhari, narrated from the Prophet (S.A.W) as quoted by Khan (1994:7) in which he showed companionship how influences of a person's behaviour, character, and overall conduct can have great impact on others.

In a parable, the Prophet said: The similitude of a good companion and a bad companion is like the possessor of musk perfume and a blacksmith. As for the owner of the perfume, he may either give it to you, or you purchase it from him, or at least you may get a pleasing odour from him. But as for the blacksmith, he may either burn your clothes or you get from him a displeasing odour. Prophet tells us how good companionship influences a person's character to goodness and how bad companionship induces a person to bad conduct. Leadership was conceptualized as process of influence that depends on a person's behaviour being recognized as, and at least tacitly acknowledged to be, ‘leadership’ by others who thereby cast themselves into the role of followers consenting to be led

So it is clear that the virtue of power of influence is very important for a leader to run his/her organization smoothly to the leading position.

Ethics:

The word ethics is closely linked with the word akhlaq which means exalted manners and conduct (Salim, 1999).

Ethics is a system of moral principles and rules held as a standard of conduct, behaviour and manners that are accepted by an individual or a community in a particular society. Educational leadership can not be separated from the ethics. Ethics in the educational institution is not only build up students' character and lecturers' conducts but in fact, it compels the educational system to formulate policies that are capable of serving the interest of the educational institutions. Leaders should cultivate good ethics among their members in the organization because this could facilitate the achievement of its goals. In social aspect, ethics occupies a central position in all dealings and human activities for it is inseparable from one's faith and belief in Allah. The holy Qur'an considered moral aspect as a way leading to the true faith,

performing religious practice and the fear of Allah. Allah says in the holy Qur'an: "And render to the kindred their due right as (also) to those in want, and to the wayfarer, but squander not (your wealth) in the manner of a spendthrift" (Surah Al Isra: 26).

Ethical behaviour must be practised by most members of college community in such a way that, over time, it becomes an important part of the institutions culture. Other academics also have commented on the need for academic leaders to be concerned with ethical values.

Leadership categories

More than 3000 empirical investigations have examined leadership. The results of the studies suggested that there are six major leadership styles in educational administration (Lunenburg, 2004).

1. **Instructional leadership:**
Instructional leadership encompasses "those actions that a principal takes, or delegates to others, to promote growth in student learning" (Gunter, 2001).
2. **Transformational leadership:**
Transformational leadership is a way of bringing about change that uplifts and benefits all things. A transformational leader is one who is able to connect with their true passion, intent and inner wisdom, in order to unlock their potential for good of all.
3. **Moral leadership:**
It focuses on the values and ethics of leadership. So authority and influence are to be derived from defensible conception of what is right and wrong (Lunenburg, 2004)
4. **Participative leadership:**
Variously called 'group', 'shared', or 'teacher' leadership. It stresses the decision-making process of the group. Decision-making was seen as a means for teachers to lead in the faculty and beyond the organizations (Gronn, 1999).
5. **Contingency leadership:**
Contingency leadership focuses on how leaders respond to the unique organizational circumstances or problem that they face, as a consequence of the performance of co-workers, condition of work and the task to be completed.
6. **Managerial leadership:**
Managerial Leadership outlines a comprehensive approach to leadership that works, one that recognizes the interactions between the leader, the task, and the followers.

Educational leadership

Educational leadership is considered to be a part of general leadership, and agrees with it in elements and general principles, which limit the style of working in the organization. The common elements between them are known as elements of administration which are planning, organizing, directing and supervising. Educational leadership aims at organizing educational institutions, supervising and instructing them to work on clear and definite bases and principles in order to achieve its aims in educating generation (Jubran, 2002).

From the Islamic perspective educational leadership is based on ideal policy making derived from the Qur'an and Sunnah which state clearly the aim of education, the principles of leadership and values that guide, regulate and control human activities. Therefore, leadership engages in organizing activities, controlling behaviour, changing attitudes of both leaders and subordinates and appropriate use of organizational potentials, human and material resources in

order to ensure the success of the organization mission. Leaders should be careful about their activities because they are being observed by Allah. In the holy Qur'an Allah says that: "And say: work (righteousness): soon will Allah observe your work, and his messenger, and the believes" (Surah Al Tawbah: 105).

Educational leadership in Higher Education Institution

Leadership for higher education institution is be designed to assist lecturers in learning the skills and theory they will need to assume leadership positions within advanced level programmes such as community, organization and colleges as well as universities and adult learning centres. Educational leadership will focus on management of personnel, organizational systems, education and programme design, higher education administration, legal and ethical issues in organization systems and the most effective way to teach students and provide a successful learning environment for both staff and students. Emphasis will be placed on problem solving and decision making as it applies to educational settings.

The higher education institutions have searched for stronger managers and leaders. Colleges and universities need leaders and managers who can turn their visions into reality. Administrators in senior positions must continue to grow as leaders while adapting to a constantly changing environment. In higher education institutions leaders need to develop awareness of what is going on both inside and outside of the institutions. Leaders should have good data about the working relationship of lectures and other staff members. Leaders must also spend time with publics outside the organizations. Time must be preserved for celebrating successes and to identifying and working through organizational issues (Thomas, 2001).

The Educational leadership in the 21st Century shows that significant political, social, and economic shifts in the world, as well as broad changes in the educational industry, demand new ways of organizing and managing institutions (Josef, 2002). Educational leaders have daily contact with the students and faculty members; they recommend new appointments, design programmes, supervise budgets, keep departmental records, work with faculty on planning, serve the needs of faculty and students and lead the faculty through example and respect. On the other hand, educational leaders are extensively involved with teaching, curriculum development, faculty members and students within the programme (Linda, 2003). To achieve the better result in the higher educational institutions, administrative leaders should encourage their administrative staffs through leadership style. Leadership is to maintain the organizational community's energy and nurture the core purpose of increasing the ability of all learners and preparing students for the future. Leaders must remember that their and stance on issue impact others in both large and small ways.

Purpose of the Study

The first purpose of this study is to explore and examine the perception of academic administrators towards educational leadership in higher education institutions. It is also aims at identifying the basic principles of educational leadership in higher education institutions. It is lastly aims at finding out types of leadership principles that can be applied by administrators in higher education institutions. This can help in identifying the effective leadership principles that need to be examined in order to increase the level of effectiveness in academic works.

Methodology

This study uses survey method to collect the data. Descriptive analyses were employed. This methodology is widely used in social sciences as well as in educational studies. Descriptive research describes things as they are. This type of research involves collection of data concerning certain situation or subject that needs to be addressed (Gay, 1987). One common type of descriptive research involves assessing attitudes or opinions towards individuals, organizations, events or procedures. This type of research is also known as survey research (Leedy, 1990).

This study involved the academic administrators of the Kuliyah of Economics and Management Sciences (KENMS), International Islamic University Malaysia (IIUM).

Data Analysis and Findings

This chapter aims at analysing the collected data to get the perception of academic administrator towards principles of educational leadership in higher education institutions.

Table 1: Principles of Responsibility

Principle	Item	M	SD
Responsibility	1. Leaders should have responsibility in order to realise academic excellence.	4.63	.50
	2. Responsibility governs our daily routines to enable us provide productive learning environment.	4.54	.52
	3. As leaders, we held ourselves responsible to enable us develop subordinates' social skills.	4.36	.50
Overall		13.54	1.03

Note: M= Mean and SD= Standard Deviation

Table 1 presents means and standard deviations scored on the principles of responsibility in educational leadership with reference to higher education institutions. Results of analysis indicated that principle of responsibility is highly exist and practised by educational administrators. Items of this principle scored the highest compared to other principles. Specifically, item number one (M=4.63, SD=.50), item number two scored (M=4.54, SD=.52), item number three revealed (M=4.36, SD=.50) respectively. The total mean score (M=13.54, SD=1.03) indicated that all respondents are committed to responsibility, therefore this definitely showed existence of this principle in the departments investigated.

Table 2: Principles of Trust

Principle	Item	M	SD
Trust	1. Educational Leaders need to build trust to carry out the organizational goals and objectives.	4.81	.40
	2. Our practices are deep-rooted in trust practices in order to generate effective interpersonal cooperation.	4.27	.90
	3. Exercising trust in executing our duties prevent us from a portion of anarchy type of leadership.	4.27	.78
Overall		13.36	1.68

Note: M= Mean and SD= Standard Deviation

Interestingly, three principles were equally existed and practised by educational leaders. Namely, trust, accountability and moral aspects respectively. The elaboration will be given beginning with trust followed by accountability and lastly ethical aspect.

Table 2 revealed means and standard deviations of principle of trust. Item number one (M=4.81, SD=.40), item number two (M=4.27, SD=.90) and item number three (M=4.27, SD=.78) respectively. The total (M=13.36, SD=1.68) of principle of trust placed this principle on the second rung of ladder of existence and practice in higher education with two principles (accountability and moral aspects)

Table 3: Principles of Accountability

Principle	Item	M	SD
	1. Leaders should be accountable for their decisions and achievements of organization.	4.63	.67

accountability	2. The feeling of being accountable stimulates us to excel and carry out our duties in the organisation accordingly.	4.63	.67
	3. Practicing accountability in the organisation enables us to empower each other regularly.	4.63	.80
Overall		13.36	1.91

Note: M= Mean and SD= Standard Deviation

Table 3 revealed means and standard deviations of principle of accountability. Item number one (M=4.63, SD=.67), item number two (M=4.63, SD=.67) and item number three (M=4.63, SD=.80) respectively. The total (M=13.36, SD=1.91) of principle of accountability placed this principle on the second rung of ladder of existence and practice in higher education with two principles (trust and moral aspects).

Table 4: Principles of Moral Value

Principle	Item	M	SD
Moral Aspect	1. Leaders should follow moral aspect of leadership while administering the needs of their educational institution.	4.54	.68
	2. To fulfil educational needs, we follow moral aspects of leadership.	4.45	.68
	3. As leaders, we should possess special responsibility to be deliberately moral.	4.36	.67
Overall		13.36	1.28

Note: M= Mean and SD= Standard Deviation

Table 4 revealed means and standard deviations of principle of moral aspect. Item number one (M=4.54, SD=.68), item number two (M=4.45, SD=.68) and item number three (M=4.36, SD=.67) respectively. The total (M=13.36, SD=1.28) of principle of moral aspect which placed this principle on the second rung of ladder of existence and practice in higher education with two principles (trust and accountability).

Table 5: Principles of Justice

Principle	Item	M	SD
Justice	1. Combination of various characteristics of the leader must help leader to identify the activities of subordinates.	4.54	.68
	2. Justice-oriented approach in leadership leads to the state of satisfaction amongst organisational members.	4.45	.52
	The success of leadership in higher education institutions depends heavily on equal treatment of all subordinates.	4.18	.60
Overall		13.18	1.34

Note: M= Mean and SD= Standard Deviation

Results of analysis in Table 5 indicated the extent to which the principle of justice existed in practices of educational leaders at departments studied. More specifically, item number one scored (M=4.54, SD=.68), item number two (M=4.45, SD=.52) and item number three (M=4.18, SD=.60) respectively. The total (M=13.18, SD=1.34) of principle of justice which placed this principle on the third rung of ladder of existence and practice by the academic administrators at their respective departments.

Table 6: Principles of Self-confidence

Principle	Item	M	SD
Self-	1. Self-confidence helps a leader to pursue his/her organizational goals.	4.63	.50

Confidence	2. Moral strength can be facilitated to all subordinates in the organisation carrying out self-confidence programmes.	4.45	.52
	To enable us achieving organisational goal, we practise self-confidence as a driving force in all aspects of organisational settings.	4.00	1.00
Overall		13.09	1.37

Note: M= Mean and SD= Standard Deviation

Results of analysis in Table 6 indicated the extant to which the principle of self-confidence existed in practices of educational leaders at departments studied. More specifically, item number one scored (M=4.63, SD=.50), item number two (M=4.45, SD=.52) and item number three (M=4.00, SD=1.00) respectively. The total (M=13.09, SD=1.37) of principle of self-confidence which placed this principle on the fourth rung of ladder of existence and practice by the educational leaders at departments of *Kulliyyah* of Economics and Management Sciences.

Table 7: Principles of Ethical Values

Principle	Item	M	SD
Ethical Values	1. The best leaders exhibit both their values and ethics in their leadership style actions.	4.45	.68
	2. Leaders' ethical inclination helps to compel the educational system and formulate effective policies in higher educational institutions.	4.27	.68
	Leaders should play a role of facilitating drive in cultivating good ethics amongst members of higher educational institutions.	4.00	1.09
Overall		12.18	1.72

Note: M= Mean and SD= Standard Deviation

Results of analysis in Table 7 indicated the extant to which the principle of ethical values existed in practices of educational leaders at departments studied. More specifically, item number one revealed (M=4.45, SD=.68), item number two (M=4.27, SD=.68) and item number three (M=4.00, SD=1.09) respectively. The total (M=12.18, SD=1.72) of principle of moral values which placed this principle on the fifth rung of ladder of existence and practice by the educational leaders at departments of *Kulliyyah* of economics and management sciences.

Table 8: Principles of Humbleness

Principle	Item	M	SD
Humbleness	1. Humbleness will enable administrators to be loyal person that correct their mistakes in their administrative tasks.	4.18	.60
	2. Humbleness leads us as leaders to the recognition that we are not better than our subordinates.	4.36	.67
	As leaders, we are so committed to the appointed authority by using principle of humbleness.	4.18	.40
Overall		12.72	1.34

Note: M= Mean and SD= Standard Deviation

Results of analysis in Table 8 indicated the extant to which the principle of humbleness existed in practices of educational leaders at departments studied. More specifically, item number one revealed (M=4.18, SD=.60), item number two (M=4.36, SD=.67) and item number three (M=4.18, SD=.40) respectively. The total (M=12.72, SD=1.34) of principle of humbleness which placed this principle on the sixth rung of ladder of existence and practice by the educational leaders at departments of *Kulliyyah* of Economics and Management Sciences.

Table 9: Principles of Power of influence

Principle	Item	M	SD
Power of Influence	1. Power of influence helps leaders to control their subordinates in the organization.	3.81	.75
	2. Leaders' power of influence has a significant impact on changing organisational culture.	3.18	.75
	Leaders' ability to influence permits the educational institution to maintain institutional values and norms.	4.27	.64
Overall		11.90	1.44

Note: M= Mean and SD= Standard Deviation

Results of analysis in Table 9 indicated the extent to which the principle of power of influence existed in practices of educational leaders at departments studied. More specifically, item number one revealed (M=3.81, SD=.75), item number two (M=3.18, SD=.75) and item number three (M=4.27, SD=.64) respectively. The total (M=11.90, SD=1.44) principle of power of influence which placed this principle on the seventh rung of ladder of existence and practice by the educational leaders at departments of *Kulliyah* of economics and management sciences. Moreover, this result revealed that power of influence among educational leaders is considered the lowest principle in terms of existence and practice at the departments investigated.

Taken as a whole, the findings revealed that principles under study did exist in the *Kulliyah* of economics and management sciences and have contributed to leadership effectiveness and excellence, even though there are slight differences between the principles in terms of application in the departments studied. Meanwhile, the study found that educational leaders are highly exercising principle of responsibility, found power of influence to be the least fortunate compared to other principles.

Table 10: Frequencies and percentages of respondents' perception on academic administrators in higher education institutions

Dimension	Item		SDA	DA	N	A	SA
Perception of academic administrators on educational leadership	28. I think I have the potential to influence my subordinates at the department.	F			4	3	4
		%			36.4	27.3	36.3
	29. I think competent and experienced leaders can help reform educational quality.	F			2	4	5
		%			18.2	36.4	45.5
	30. I think ethical leadership can help overcome inefficiency in higher educational institutions.	F			2	6	2
		%			18.2	54.5	18.2

Note: SDA= strongly disagree, DA= disagree, N= neutral, A= agree and SA= strongly agree.

Table 10 presented frequencies and percentages of academic administrators' perception towards educational leadership. Three items were constructed to answer research question number two. Item number 29 revealed that, majority of respondents (n=9, 81.9%) stated that they believe that competent and experienced leaders in higher education institution contribute positively to educational excellence. However, (n=2, 18.2%) of them chose not to express their view neither positive nor negative. Noticeably, item number 30 demonstrated that (n=8, 72.7%) of academic administrators have agreed that these principles could help overcome setbacks in higher education institutions. While, only (n=2, 18.2%) have chosen not to express their view, neither positively nor negatively. As for item number 28, (n=7, 63.6%) of respondents avowed that principles of leadership could positively equipped leaders to play a vital role in higher education institutions. Interestingly, (n=4, 36.4%) of them did not comment neither positive nor negative.

Overall, the study found that, academic administrators hold strong perception that an effective education leadership has great deal to contribute to excellence of higher education institutions, meanwhile, none of respondents express disagreement against this stand point.

Table 11: Frequencies and percentages of respondents towards applicability of principle of educational leadership in higher education institutions

Dimension	Item		SDA	DA	N	A	SA
Trust	31. I think effective leadership can help bridging the gaps between theory and practice in higher educational institutions.	F %			3 27.3	6 54.5	2 18.2
Responsibility	32. We used approaches that build trust amongst all members of staff at our departments.	F %			4 36.4	5 45.5	2 18.2
Accountability	33. To achieve department's mission, we are so concerned about all needed tasks to be executed for betterment of the department.	F %			2 18.2	5 45.5	4 36.4
Humbleness	34. All our practices are administered by the fundamental concepts of accountability.	F %			4 36.4	5 45.5	2 18.2
Justice	35. We far exercising humbleness in executing our managerial practices to achieve the department's mission.	F %			3 27.3	7 63.6	1 9.1
Moral aspect	36. We often share our innate experience with our colleague for the quality improvement.	F %		1 9.1	1 9.1	7 63.6	2 18.2
Self-confidence	37. Programmes are held occasionally to empower self-confidence of employees at our departments.	F %		1 9.1	1 9.1	7 63.6	2 18.2
Power of influence	38. All our managerial practices are deep-rooted on fundamentals of morality.	F %			1 9.1	6 54.5	4 36.4
Ethics	39. Programmes are purposely held at our department to build up employee's power of influence in performing professional duties.	F %		2 18.2	1 9.1	4 36.4	4 36.4

Note: SDA= strongly disagree, DA= disagree, N= neutral, A= agree and SA= strongly agree. Another Descriptive analysis was performed on applicability of principles of educational leadership in higher education institutions, to answer research question number 3. The data overwhelmingly indicated that respondents sturdily believe (n=10, 90.9%) that power of influence is considered as the most vital principle that can be applied into an effective management of higher education institutions. Interestingly, respondents also pointed out that the principles of accountability (n=9, 81.9%), moral aspect (n=9, 81.8%) and self-confidence (n=9,

81.8%) respectively, were often applied by them to enable them execute effective management practice at their respective department. This confirmation by respondents was followed by their assertion that they often apply ethics (n=8, 72.8%), trust (n=8, 72.7%) and justice (n=8, 72.7%) respectively, to enable them realise educational goals. Meanwhile, only (n=2, 18.2%) of them disagreed with this stand point. The somehow unfortunate dimensions according to respondents in terms of application at their departments were responsibility (n=7, 63.7%) and humbleness (n=7, 63.7%) respectively.

Overall, the study found that, academic administrators did apply the principles under discussion in higher education institutions. Nonetheless, it was also found that the principles of humbleness and responsibility were not highly practised by academic administrators. This could be attributed to the following reasons, of academic administrators are more exercising the bureaucratic procedures while carrying out their duties, and materialism and professionalism could likely to be the underlying factors that swayed academic administrators' managerial practices with reference to the two dimensions.

Conclusion

Findings of the study concluded that principles of educational leadership did exist and practise by academic administrators in the Kulliyah of Economics and Management Sciences. Given the existence of these principles, the study further affirmed that there is a continuation of positive perception towards these principles which predicted and justified that academic administrators strongly believed that principles of educational leadership contributed positive to their academic and administrative performances. The study also concluded that among principles of educational leadership that constituted principles of educational leadership, principles of humbleness, responsibility and power of influence were the least applied by academic administrators at the Kulliyah of economics and management sciences. Even though, principle of responsibility was highly expressed to be existed theoretically its application is far behind its existence.

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