The Impact of Leadership Qualities on Learner's Performances In Educational Institutions In Malaysia

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Abstract

The aim of this research article is to explore the impacts of leadership qualities on the student's performances in educational institutions in Malaysia. Success or failure of any organization highly depends on the leadership's impacts on employees to be more productivity. In academic sense, productivity means students better performances and scoring higher marks. This study envisages the need of an efficient leader in the academic institutions to bring the desired academic performances. Training, guidances, working ambiances, equipments, leadership styles plays a vital role in delivering academic performances in Malaysia. The leader has to motivate his or her subordinates and enhance the learning capacity of the students. Regular tests, appraisals, quiz and competitions, effective communications skills, presentation skills are to be conducted to improve their learnings. Updating curriculum, improving teaching pedagogy, crating trust and increasing confidence level are few strategies to be executed by the leader to improve the educational delivery. Due to the present pandemic Covid-19, impacts, students are not allowed to attend the classes and online classes alone are conducted. The leader has to arrange the online contents, equipments, wifi, internet, projectors and necessary audio equipments to deliver the subject contents. The leader has to get support of the parents too. There should not be any discrimination to students with regards to race, caste, language, religion. A successful leader should delegate powers and responsibilities, recognizes the individual skills and performances, motivate the subordinates, for accomplishing the institutional goals and objectives. Several leadership theories were explained. Various leadership styles are also mentioned. Considering the aspect of education system in Malaysia, the transformational leadership style was appropriate. The literature review also affirms with this aspect. The values of educational leadership and standards of educational programs are discussed briefly. The research objectives and questions were provided. The challenges, limitations, constraints, and recommendations were also provided in brief.

Keywords: Educational Leadership, Education, Leaders, Students, Values, Standards, Motivation, Vision, Performances, Achievement

1. Introduction

The purpose of this research article is to explore the impacts of leadership qualities on the student's academic performances in educational institutions in Malaysia. In educational institutions the leaders are teaching faculties, headmaster, professor or principals. Teaching fraternity is like the pillar of the institutions irrespective of its size (Antunes, Marina Godinho, Joaquín Texeira Quirós, 2017). They influence the students and their leadership characters are of great significance in imparting knowledge and characters. They must respond positively to the challenges faced in imparting education. Academic leadership nowadays is a predominant while setting education policies. It has priorities while setting up the policies globally. It imparts a vital role in shaping and refining the outgoing students by the motivation and influence of the teachers (Raju, 2021). Academic leadership qualities are core to enhance the quality and efficiency of the educational standards. Their responsibilities are well defined by knowing the desired practices to enhance the learning and teaching. In several nations, the principals and administrators of educational institutions have larger workloads and heavily

burdened by work. They are in the retiring stage and it is hard to find such potential skilled individuals. They contribute guidance, accept responsibilities to make the younger generations with excellence and as qualified ones (Pont, Nusche, and Moorman, 2008). The academic institutions reputations reputation is constructed by the effective and efficient leadership characters.

1.2 Leadership in Education

Education is facing drastic changes and to challenge these obstacles, an efficient leadership is required to implement few changes. An efficient leadership is the need of the hour to sustain competitions and implement creativity among students. The leader must empower and delegate to make others to participate in decision making by providing proper guidance and planning. Currently the educational standards of the public institutions are declining due to the lack of proper leaders. Hence private institutions occupy due market share due to their better policies and effective leadership (Law, Bhaumik, Yin, and Raju, 2019). But still the public schools, colleges and higher educational institutions may enhance their qualities and standards and remodel their leadership styles to compete with private institutions. Researches have proved that educational institutions must be flexible and adopt collaborative types of leadership for survival and to face competitions. They say listening and attending others is the proven model of good leadership by school headmasters. Effective leadership qualities were to make commitments to serve by listening to them, to implement creative and novel ideas and concepts. Several qualitative researches depict this transformational and collaborative type of leadership is better than other types of leaderships like authoritative, transactional, and moral leaderships. To serve others impose humility to achieve the desired objectives and goals. In commercial enterprises. For an able leadership is to serve others that strengthens the associations among employer and workers and

1.3. Background of the Study

Students performance are the focusing feature in educational outputs. Students, parents, teachers and the entire society are curious to know regarding the level of student's performances in their academic career (Hmedan, Chetty.V.RK, and Phung, 2018).Though due to lack of resources and facilities, all expects that students should perform well always and if any poor performances resulted, then the head of the institution are blamed and held responsible. For the growth as well as development of the society, education is considered as a focusing strategy. It needs good planning while developing such human resources or human capital. NSUBUGA, 2008 stated, that human resources indicate the growth of social and economic developments by educational institutions. Education reveals the gateway to productivity, to impart values, attitudes, ideas, and aspirations that are required for development (Saigopal & Raju, 2020)

Present educational systems face government regulations for their achievement and performances. Private institutions function like business enterprises with complexities in their management. The institutional leadership is the crucial component for better academic achievements and performances. The institutional head has to motivate the teaching fraternity and should have a good control over the students for better outputs (Raju, 2021). They should be the role model for the students to achieve the maximum output. The concern now is if they possess the required management capacities, leadership qualities, proper approaches to assure efficient academic performances. They should be properly trained and train the teaching staffs to improve the academic performances (Afridi, Afsar, Shahjehan, Rehman, Haider, and Ullah,2020).

Considering these factors, the aim of this article is to discuss and identify the relevant insights regarding the ambiance of the educational systems in Malaysia to cope up with the changing styles to account for the best performance as well as achievements. More importance is given to leadership style to facilitate the required outputs and achievements. This will help the readers to know what is prevailing and what changes are required to improve the academic performances in all levels of educational institutions in Malaysia (Zhang, M , Griffeth, 2011). Transformational leadership style is often preferred by the scholars and academicians. This style of leadership characterizes a leader working to recognizes the required alterations, to inspire the subordinates, and be committed to the vision and creativities. While appointing the institutional heads proper attentions should be considered like qualifications, experiences, competency, decision making skills, leadership qualities, motivating abilities, sharing responsibilities, delegating powers and resourcefulness. Such institutional head or the team leaders must perform the required tasks in the right manner to accomplish the targeted objectives and best institutional academic performances. The leader must shoulder the responsibility and accountability (Nazar, Ramzani, and Temoor Anjum, 2018). The policy makers should assure the responsibilities and the roles of the leaders for the better learning performances of the students, resulting in crafting a brand image. With the effects of such leadership qualities, the subordinates may strengthen their roles, and guide the students for maximum performances (Pont, Nusche, Moorman, 2008). Malaysia attracts students from several countries. Actually, educational tourism is very important for Malaysian economy as it brings ample quantity of foreign exchanges. To manage students of varied cultures and backgrounds, efficient leadership styles are required to handle any critical issues.

1.4. Significance of Research

Usually many believes that a leader is a personality who dominates other groups of persons. But actually, a leader is a person who embodies and unifies the teammate's and subordinates opinions to obtain the targeted achievements (Kaynak & Hartley, 2008). Leadership qualities are the major factor to enhance the desired output and encourage the subordinates to act in such a way to reach the organizational goals. The best performances cannot be performed without efficient leadership characters and proper motivational skills. Considering the above facts, this article attempts to determine the associations between the leadership patterns and their effects on students academic performances. The bad academic performances is a concern to the society and the region. Since urbanization and industrial developments, parents admit their wards in their domain area (Kim et al., 2017). The academic performances are expected to be better to satisfy the social needs. The institutional head shoulder such responsibilities. But are they adequate in possessing the required skills and leadership qualities? Efficient and effective qualities of the leader is crucial for the total success. But a survey conducted by Thomas B. Fordham institute which scrutinized the selection, recruitment of school headmasters and principals revealed that many principals lack the needed skills or abilities to guide the institutions effectively (Hammer, 2016). Various past researches informed that several trainings and programs for institutional heads failed to identify the abilities and capacities required for leadership to enhance better learning outputs, and academic achievements(Leithwood, Louis, , Anderson, and Wahlstrom, (2004).The institutional heads are responsible for appointing, evaluating teaching fraternity, to support deserving students, to manage budgets, to manage institution's good working ambiance (Parasuraman et al., 1988). Similar to corporate, they are also responsible to set strategic planning, and implementing good procedures, motivating subordinates for best academic performances (Mohammad Haghighi, 2012)

Attitude and passion are the major factors that all leaders are aware of. The positive attitude is the best feature. possessed by the leader (Raju, 2018). The success of leadership depends on set of several practices applied together impacts in enhanced learning skills of the student community. Few of them are defining organizational vision and purpose, to encourage individuals and groups, to appreciate and recognize the subordinates, and to accept the required changes and implementing updated technologies (*Leithwood, et al.,*2004).Thus the efficient leaders plan to create vision to achieve the objectives.

1.5 Statement of Problem

The educational quality and successful academic performance depends on the leadership's effectiveness. Teachers say that the head of the institutions like principal, or headmaster's effective support contributes to the results of the institutional performances (Ngo & Nguyen, 2016). The efficient leader directs the teacher for achieving the purpose of student's success and best academic performances (Chetty & Phung, 2018). The educational institutions cannot be successful if an efficient leader and good teachers were not present. Teachers and subordinates may tend to quit the institutions, if not effective support offered by the institutional head (Bowden, 2009). The head of the institutions should never force hard and fast rules or regulations but must be the first individual to follow and abide them. The teacher or a subordinate is himself or herself is a leader in their individual capacity. But the institutional head must assure that the teacher and the subordinates must work together as a team in achieving the institutional objectives. Delegation is an effective method for a good leader to make achievements. Empowering the subordinates enhances the chances of an effective leadership's characters. This will induce the subordinates to shoulder responsibilities and voluntarily offer their best instead of forced to perform. Currently the impact of pandemic Covid -19, on educational segment is very large. Students irrespective of kinder garden or higher education, could not attend the classes in person for a very long period and have to depend on line education. The institutional leader has to arrange the required equipment like WIFI, internet, video and audio equipment, computers and accessories for on - line classes.

1.5.1. Values of Educational Leadership

Effectiveand efficient leaders of an institution, possess clear and strong vision, and values of their institutions. These are influenced by the overall team's contribution to achieve the institutional objectives. The staff members collectively understand and support the institutional goals. They cooperate and coordinate with their fullest contributions to obtain the institutional purpose of better academic performances. The institutional leaders recognize the need to enhance the teaching quality, teaching ambiances and learning capacity of the learners. By improving the physical ambiance by providing good ventilations, and equipment like projectors and sound systems, and caring on healthcare issues, the leaders encourage the learners and the teachers to achieve the desired targets. The effective leader works with determinations and redesign the institutional structures if necessary, to encourage the subordinates for their additional involvement and support. This additionally provides wider opportunities for the learner's positive response and enhances learning abilities.

To achieve the desired destinations, the effective leaders implement innovative methods to enhance teaching and learner's interest by providing safe ambiance for teachers and staffs and employ new strategies that are easy to operate, redesign and improve curriculum, to enhance teaching qualities by frequent model testes, quiz and competitions and also building good relations with staffs and students. The competitions and related activities improve the learner's confidence levels, enthusiasms, motivation and also acts as a source of enjoyment or recreation. Students prefer and consider extra-curricular activities as a pleasure and interest. The leaders should see that an effective communication prevails among the team members as well as with students. They should implement norms for discipline maintenance, decorum, dignity, and values.

The leaders should safeguard the democratic values, individual freedom, social justice, responsibilities, and good standards. The disputes, differences, conflicts and grievances must be addressed then and there and solvedwithout affecting the concerned. The individuals must be made understand to work in harmony, friendly with others with right attitude. Learners with special needs like visual impaired, hearing impaired, and speech issues have to be taken special care. Understanding their needs and provisions and devices to help them are made to be available (Raju & Phung, 2018). Elevators, ramps and wheel chairs have to be provided if necessary. The leader should see that there is no discrimination or unlawful activities against any individuals on the basis of race, creed, religion, caste, language or socio-economic ground. All learners should be given equal treatment and no discriminations or preferences should be shown.

1.5.2. Standards of Educational Programs

The standards of education and academic performances can be enhanced by implementing coherent curriculum, good teaching and learning processes, effective pedagogy, technology upgradation, assignments, class tests, appraisal of performance levels, innovative strategies, organizing workshops, ethical practices, and discursive meetings (Mohammad Haghighi, 2012). The dean of higher education departments has several additional responsibilities. To improve and update knowledge, new courses and curriculum have to be introduced. During the Masters and Doctoral Programs, the students need the consultations of their supervisor while submitting their thesis and publications (Ooi, Lin, Tan, and Chong, 2011). This will also help to enhance their resume, while applying for a new job. The institutional heads should possess the needed information to assist the students. When the parents of the students who pursue higher educations were not aware or not so educated, those students need the help and associations of the professors, deans and institutional heads. Proper support and guidance should be provided to them for their academic and career development. WIFI, and internet has to be provided in higher educational institutions. Institutional heads and leaders are responsible in transforming the culture into practice (Scherer & Palazzo, 2011). Especially in Malaysia, many international students undergo higher education and college educations from different nations. Their cultures, race, ethnic values, languages are different. The prevailing law may be different in various nations. It is the duty of the institutional leader to see that any major or minor issues do not happen. The job satisfaction of the teaching fraternity which is the prime concern for the institutional leaders, may positively impact the learner's performances and achievements (Bowen & Chen, 2001)

1.6 Research Objectives

- RO1 To recognize the characters of an effective leader in educational institutions
- RO2 To determine the attitudes and perceptions of the teachers towards their leadership
- RO3 To identify the activities which will improve the performances of the education
- RO4 To find how an effective leader can improvise the educational standards.

1.7 Research Questions

- RQ1 What are the effective leader's characters in educational institutions?

- RQ2 What are the attitudes and perceptions of the teachers concern towards theirleadership ?

- RQ3 Whatactivitiescan improve educational performances?

- RQ4 How an effective leader could improvise the educational standards?

2. Literature Reviews

The literature reviews are the professionals, scholars and academicians' views on leadership theories, concepts, managements to bring better academic performances. The leadership styles, methods are briefly explained by these specialists (Rosolen & Maclennan, 2016). Edwards in 2009 defined the leadership are methods of practices which influences positively the development as well as the growth of an individual or groups. This definition explains that must never be self-centered and to convince the subordinates for achieving

the organizational goals (Raju, 2021). According to Kouzes and Posner, 2006, the leader must influence his subordinates positively to get the work done and achieve the collective organizational goals (Hashim Alkipsy, Raju, and Kumar, 2020). They additionally stress that the leadership styles converts the values to activities, risks to rewards, obstacles to creations, and vision to realities etc. The challenging options are converted into grand success, by the efforts of the efficient leadership. Management is a feature of leadership that achieves the purpose of the organization to the maximum.

Leadership influences the individual or group's behaviour to achieve a desired option. It is a total process considering originality, focused, inspiring, accepting the challenge, to attain the expected results (Taana & Raju, 2020). It needs specific talent and skills and not just sticking to authority for any favour or benefit. The "80-20 rule" or Pareto principle explains that 80 percent of unfocused actions cause 20 percent of the expected results only. The remaining 80 percent of the positive outputs are obtained by just 20 percent of the focused efforts (Cova & Cova, 2002). Most successful leaders in the educational department had to face challenges in policy making, creative ideas, and principles. Few errors may happen initially, because of ignorance, inexperience and immaturity. At any cost there is a strong requirement of leaders who could strongly influence teaching quality and academic performances (Brown et al., 1993). There is no doubt that the leadership qualities are significant to bring innovation, creativity, in teaching to attain best performances. A good leader has to enhance good working ambiance and environment for positive performances. The leadership characters include personality, values, efficiency, motivating skills (Cova & Cova, 2002).

The educational leadership role is an evolving process, a profession from the very old ages. Peter. F. Drucker states that leadership will rise an individual's vision to higher roles, raising their performances to better standards, creating their personality beyond limitations. Educational leadership has plethora of definitions (Morgan, 2019). Efficient institutional leader must keep the institution from falling sick by varied approaches. It plays a crucial part in the learner's outputs. Leadership has special influence on student's learning process and to satisfy the student's normal needs. The leader's role currently in educational segment is becoming more significant and also complex. It needs vast range of skills and attributes for efficient performance (Erevelles, Fukawa, and Swayne,2016). But so far limited research was performed in these segments (Visconti and de Paz, 2016). The educational leader is not just performing a managerial role but far more dedicated and complex based. This research article concentrates on critical reviewing the literatures that are related to the features of the efficient leadership qualities in the educational sectors.

Trust and integrity are another important value that create a good leader in the educational institutions. Without this trust, the leader could not motivate or inspire both the students as well as teachers. The student learners must trust the leader or the institutional head. Integrity is strong value which builds an effective and efficient leader in the educational sectors. Integrity involves in what is doing right legally, morally, and ethically. Without integrity, motivation, inspiration becomes hard. Courage is equally important in leadership. To create confidence level, and effective communication courage plays an important role. Managing skills are vital to ensure efficiency in educational leadership characters (Wisker & Poulis, 2015), researched on skills and abilities required for efficient leadership in the segment of education. It revealed management skills occupied significant portion in academic leadership. Those with management skills executed well by creating excellent teaching ambiance and student learning. The commitments exhibited by the educational leaders are the major factors for the students learning and performances.

2.2. Leadership Theories

Maslow's hierarchy of needs, a motivational theory transformed the leadership studies and emphasized to meet and satisfy the employee's hierarchal needs for more productivity. McGregor's promulgated theory X and theory Y. They had both extreme ends on the basis of human characters. The theory X emphasizes human works under pressure and command. Organizational objectives are attained by control (Raju & Phung, 2018). But theory Y says humans by nature are willing to work and can perform if they are motivated properly. The transformational leadership theory is different approach as it says employee's involvement by good motivation by a transformational leader and it will produce better results. The transformational leader enhances the morality and motivation. They interact with the subordinates and achieve the organizational goals. According to Bass, the transformational leader tries to motivate the subordinates to rearrange their needs by transforming self-interests and try for higher needs. This transformational theory is in line with Maslow's hierarchy of needs theory.

2.3 Leadership Styles in Education

The educational leadership characters are influenced and stemmed by applications of management theories. It is associated with teacher's autonomy on the fundamentals of pyramid theory where senior management occupies top position while lower management is in bottom. It is criticized for inefficiency due to lower management's discouragement of creativity and in decision making methods (Raju, 2021). The change of

autocratic leaderships styles to democratic leadership styles and then into transformative style were inevitable and adopted to attain the academic performances.

2.4 Autocratic Leadership Style in the Education

In this particular leadership style, the leader himself or herself makes the decisions without consulting others and they have to implement them. Dictatorial, threats, communication gaps, coercion, punishments were common in this style of leadership. Several psychologists state this type of leadership styles roots form insecurity feel and fear. Based on McGregor's X theory, this autocratic leadership styles are applied to extract the desired performances. Students by fear may perform well, to a certain level (Raju & Phung, 2020). This may be successful in lower classes but in higher educational levels, this will not be as successful.

2.5 Laissez – Faire Leadership Style in Education

This terminology evolved from French word that means 'they act according to their wish'. Here no hard or fast rules are not adopted. The subordinates have full autonomy and freedom. When the subordinates are able,and skilled this type works well but when a wrong individual is in charge, it creates disastrous impacts. When the subordinates are skilled, and disciplined it works well. In few higher educational systems, it may work, but not in lower classes.

2.6 Democratic Leadership Style in Education

In this style of leadership, the leader works on the principle of democracy. In spite of leader having a prime role to direct others, responsibility and collective decision making are shared to others. This encourages recognition, job satisfaction, delegation, job performances and motivation. This type of leadership is common in middle education levels in high schools (Ismail and Yunan, 2015). The democratic leader is flexible, encourages and motivates subordinates, delegates responsibilities and power etc. They consult the subordinates prior in decision making. A free two-way communication is normal and effective in this type of leadership styles (Sarfo Gyasi, Bao Xi, and Owusu-Ampomah, 2016).

2.7. Transformational Leadership Styles in Education

Bass.B during 1985, researched on transformational leadership's behaviour to enhance the organizational outcome or performances. He explains that transformational leaders reveal motivation, influence, stimulation and considering the individuals. Motivation induces better performances, and responsibilities. By influencing the subordinates, the leader induces their creativity, values and vision of the management to perform better. Stimulation is to stimulate subordinates to adopt novel thinking methods and executing them in a creative way for better outputs. Considering the individual is involving the subordinates in training, mentoring, and getting feedback as well as suggestions from them to enhance better performances (Roy, Shekhar, Lassar, and Chen,2018). The transformational leader obtains novel concepts and ideas from the subordinates, exhibits tolerance for few errors, for the commitment towards achieving the mission and vision of the organization. The transformational leader possess influence over the followers and subordinates in the institutions (Raju, 2021). The transformational leader develops substantial modifications in the organizations. Aspirations, expectations, values and perceptions are converted into a better feature. The transformational leader inspires, motivates the followers and team members to great success. The transformational leader is a role model and example to work for the benefit of the organization. Several scholars welcomed that transformational leadership is the best style for restructuring and reforming the educational institutions. A good transformational leader transforms better skills, knowledge to adapt changing ambiance and is flexible, encourages participation and delegation, share responsibilities, open minded, and tolerant to few mistakes also. It is similar to democratic style of leadership and have few common features. But the major difference is transformational leadership intents to transform the organization.

Leith wood. K, in 2004 provided the initial empirical research evaluation on transformational leaders in educational sectors. He stated that transformational leaders influence positively to restructure initiatives for better academic performances and suggests this transformational style is the best suited for educational institutions. He adds that it is a proven success in bringing academic better performances, and learner's preferences. Transformational leadership style is suitable for schools since it persuades to prepare teachers to learn updated information, strengthening novel thinking, and an effective tool to bring better performances. The leader changes the subordinate's attitude, develops new vision, and alters basic alterations in the institutions for better outputs (Quin, 2015).

This literature review highlighted the various styles of leadership and how far they contribute to improve teacher's satisfaction and commitment. Improved teacher's satisfaction and commitment will positively influence teaching efficacy which will lead to better learner's performance and achievement. A broader research

will explore the particular learning methods to be employed to enhance more success.

2.8. Goals of Educational Leadership

The goals of the transformational leader engaged in educational sectors are:

➢ To make important decisions is the basic goal of the leaders and to bring in academic performance, to sustaincompetitions, to motivate learners and students.

➢ Empowering followers to make important decisions

➢ To provide proper instructions and guidance to subordinates in order to get good performances and execution

➢ To create and implement strategic improvement plans in institutions

➢ To support, evaluate and create teaching qualities to enhance academic excellence

➢ To plan and assign strategic human resources management policies and implementing

➢ To improve working ambiance and health care for teachers and learners

➢ To redesign and improve curriculum for better academic performances

➢ To provide necessary educational equipment and laboratory equipment and accessories

3. Leadership Effects on Student Learning

The objective of the educational institutions is to enhance the learning capacity of the students. To enhance the learner's learning capacity, the teachers and professors introduce good curriculum and various strategies like tests, competitions, appraisals etc. The teaching methods must be appropriate and according to the requirements of the students. Proper communication among students and teachers, and good guidance and counseling available to the students are needed. The success depends upon the motivation and teaching skill of the teacher whether lower level classes or higher education centers. The students must have good confidence levels. The teacher as a leader must provide assistance to the students in times of requirements. They should be a role model for the student. The institutional head should motivate the staffs and teachers and guide them properly for good delivery of the contents to the students. The cooperation and coordination among the teaching staffs is also a key factor for delivering the subject contents. It is vital that the parents also provide good cooperation and support for student learning (Roy et al., 2018). The students among the same institution may differ in their skills and perspectives. They may possess different abilities, learning skills, views etc. A student who can perform well in the classroom may not perform up to the expected level in the university or public examinations. This may be due poor delivery standards or cannot express what they know. They need proper motivation, guidance, training and good counseling. The leader has to provide to such needed students. This role of leaders is regarded as imperative. Emphasis on leadership skills enhancement will lead to students better performances (Cronin and Taylor, 1992).

3.2 Challenges

Efficient educational leadership is a vital since it decides the total learning methods and students' performances. It also tends to create a brand image of the institutions. But to create such leaders is a challenging job. Various barriers hinder the efficiency of the leaders. Lack of good support from the team members, top management is a great barrier for an efficient leader. Due to this Unwillingness to accept the role of leadership is also a great barrier and challenge (Bowden, 2009). Lack of clearly defining the roles of leadership is a challenge. As in other commercial establishments, the role of the educational leadership is not defined clearly. The combo of administration and teaching skills in education segment enhances the vague of the leadership's activities, and is a challenge. Lack of training and mentorship is another challenge. Training the trainers is a bit of tough job. Lack of training due to various reasons is a barrier for an effective leader. Due to lack of time, more work, and no proper training programs, education leaders face challenges to become effective leaders (Raju, 2021). Large number of international students pursue education in Malaysia. Their culture, race, language, food habits entirely vary. The immigrational laws are very stringent. It is the duty of the institutional leader to look into all these factors for international students and not any issues do occur.

4. Limitations and Constraints

This research on the effectiveness of leadership in educational sectors in Malaysia is not sufficient while considering the large potentiality in this sector. Due to time, manpower and money, this research could not be done on a large scale. However, research on large areas have to be covered and explored. The current pandemic

Covid -19, impacts on education is extensive. Almost all educational institutions were closed. Only on line education was allowed after a gap of time. For about two years, the students could not attend their classes. There was no personal interaction. The syllabus was reduced and examinations could not be conducted and students were allowed to go to their higher classes without any examinations. This was also a constraint for an effective leader since unable to deliver in full. The international students in higher education pose few problems to the academic head. They have to compete their courses within the visa period or visa has to be extended. The immigrational laws are very stringent, and the educational leader has to convince the the student's need, without any issues.

5. Recommendations

The following recommendations were provided to accomplish the academic excellence in academic institutions in Malaysia. The academic head has to ensure the required teaching equipments, internet, Wifi, projectors etc to facilitate teaching easier and comfortable for the learners. The transformational leader has to motivate, inspire teachers and students to achieve the desired performances. Quiz, competitions, tests, seminars and extracurricular activities has to be given importance, as these will yield a comfortable and productive results. There should be a good two way communications among the team members and students. A good working ambiance with ample ventilation, clean drinking water, good sound systems, will facilitate easier learning for the learners. Updating curriculum, and planning strategically will inspire the leaners. The transformational leader as suggested has to delegate powers and responsibilities and encourage students to perform their best.

6. Conclusions

This research article signifies the leadership styles will influence the learners to perform better and accomplish the institutional objectives. The transformational leadership is an efficient approach to deliver better academic performances. Several researches in the past has utilized the efficacy of the transformational leader in educational institutions. The institutions in Malaysia are accountable for students performance and achievement. The impact of leadership approaches and managing capacities in the current situation is required for the institution's success and credibility. The transformational leadership supported by few researches influence positively to improve the student's performances at all levels of educational institutions in Malaysia. The training programs will rejuvenate the systems and inject enthusiasms to deliver the expected outputs. Few areas where the institutional leadership has to concentrate are ethics and professional standards, utilizing updated technologies, performance appraisals, vision and mission, curriculum improvement, teaching pedagogy, coordination among the team members, that might lead to enhance the objectives and mission of the institutions in Malaysia..

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