ROLE OF LEADERSHIP IN EDUCATION OF MADHESH UNIVERSITY

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Abstract: Leadership Dynamics in Nepalese Village communities is a representative vision of the reality. The main thrust of the present study is to find out the emergence of leadership, to identify the basic components which provide an environment for the emergence of leadership and to explore the role of leadership for social, economic and political transformation in the rural areas of Nepal. Present study also attempts to explore the dynamics of leadership as it is embeded and remain functional and provide meaning to the people who live for centuries to the rural areas of Nepal. The study of community leadership is significant to generate knowledge on bringing positive social,cultural and economic transformation in the village communities of Nepal. Leaders in the Nepalese Villages are not necessarily formal leaders with political affiliations andofficial position. In this context professional attainment may not be characteristics of the most influential leaders who live and work in the rural communityies of Nepal. But these are the men who are silently trusted; people consult them, seek their advice and listen to them patiently with respect. They are invited in the important ceremonies, are called upon to settle disputes and are chosen to places of responsibility. Their influence may or may not be overflow the village boundaries, they may not be active in party politics, and some of them probably have never contested elections for any formal officeal positions. It is easy to identify formal leaders who hold offices in formal organizations or are elected to places of responsibility.

Keywords: Leadership, Education, Society, Madhesh, University.

Introduction

Nepal is characterized by its diverse geographical features, with mountains in the north, hills in the central region, and the flat Terai plains in the south. The country is home to over a hundred different ethnic and caste groups, with the majority residing in the hills and Terai. While the people in the north and hills predominantly speak one of the thirteen Tibeto-Burman languages, those in the Terai speak one of the six languages related to Hindi. Ongoing conflicts over land persist between Tibeto-Burman Nepalese and Madhesh residents. The caste system also restricts access to opportunities for Dalit castes and other minority ethnic groups.

Throughout my extensive experience as an English teacher, I've observed a lower success rate among students in English. Despite students' keen interest in improving their

English language skills, teachers often struggle to meet curriculum objectives. Various student-centered methods are employed, but achieving the highest scores in English at the campus level remains challenging. The +2 program, initiated in 2063, has experienced fluctuations in English enrollment, with occasional instances of no enrollments and few students opting for optional English. Consequently, I am continuously exploring new techniques to actively engage students in class and enhance their exposure.

In recent years, leadership has been defined as individual skills applied directly to organizations. It involves a dynamic process wherein an individual influences a group to achieve overall objectives within a specific organizational field and time frame. Effective leadership is increasingly recognized in Nepal,

contributing significantly to local social development. The current model of a single leader at the top is deemed insufficient for addressing the complex problems faced by Nepalese communities. More leaders are needed to improve community outcomes.

The Educational Management and Leadership course aims to enhance the understanding and skills of prospective teachers, making them valuable contributors in their field. It covers management and leadership theories, functions and tasks of management, pedagogical and technical leadership skills, and the management of change in educational organizations. The course also addresses issues such as the management of educational resources, conflict management, and the evaluation of management and leadership performance.

The dynamics of leadership, with its social origins and consequences, have always intrigued educators. Dynamics refer to active and purposeful elements related to energy, force, motivation, and the capacity to change and adapt to new ideas and circumstances. Leadership involves socially influencing people to achieve specific tasks, and its definition has evolved over different historical periods. Leaders play a crucial role in organizing and directing group activities, setting visions for the future, and motivating others to achieve common goals, especially in times of transformation.

Since the initiation of planning in 1956, development efforts in Nepal have been largely managed by government functionaries. Recognizing the importance of people's participation at the local level for meaningful development, decentralization acts have delegated decision-making powers to local leaders. Leadership is considered a vital function in the social structure, controlling and influencing the behavior of others. Effective leaders are crucial for translating system ideas into the real-life functioning of educational institutions.

In the context of institution development planning, two aspects are essential: an integrated approach for the development of a target area and effective people's participation at the local level. We require technology in every educational setting, in the hands of every student and teacher, as it serves as the contemporary equivalent of pen and paper. According to Warlick (2010), technology functions as the lens through which we perceive much of our world. Warlick's assertion underscores the idea that technology can augment the learning experience by enabling students to access information, collaborate with peers, and interact with educational content in ways that were previously unattainable. It emphasizes that technology is a crucial tool for preparing students for the demands of today's technology-driven society.

Education encompasses the imparting of knowledge, skills, values, beliefs, habits, and attitudes through learning experiences. The education system constitutes an ecosystem of professionals within educational institutions, including government ministries, unions, statutory boards, agencies, and various personnel working collaboratively to enrich the educational process. At all levels of the

education system, effective management is essential, involving the planning, organization, implementation, review, evaluation, and integration of institutional functions. Educational Management, as explained by Mohanty and Parida (2016), is the process of planning, organizing, directing, and controlling an institution's activities, utilizing human and material resources to achieve the functions of teaching, extension work, and research.

Teacher pedagogy plays a critical role in a student's academic achievement and influences their perception of a subject and education as a whole. Teachers serve as representatives of their subjects, shaping students' curiosity or discouragement. Pedagogical approaches significantly impact students' academic progression and critical thinking skills (Caballero, 2010). In the context of a leadership campus, the traditional lecture and homework format is reversed. Practice problems, typically completed at home, are worked on in class, while direct instruction is assigned as homework through video lectures. Some educators believe that the leadership campus model represents the future standard of educational techniques (Bergmann, Overmyer & Wilie, 2012), fostering student learning through practical engagement, questions, and peer collaboration.

Research Problem

Leadership plays a significant role in shaping the social, political, and economic aspects of educational institutions (Dube, 1958). The notion of control and influence is prevalent in studies on leadership, where power is seen as a crucial element operating through control and decision-making (Charles, 2010). Leadership is ingrained in the social system of educational institutions, and any change within this system necessitates a corresponding change in structural elements like leadership. The interactive concept highlights the role of leadership in action programs, contributing to the dynamic aspect of leadership.

Locke and Crawford (2004) contend that leadership is pivotal in determining a company's success or failure, with Gill (2006) emphasizing its role in stimulating, motivating, and encouraging followers for organizational success. Mehra et al. (2006) suggest that organizations striving for efficiency often focus on leadership effects. Team leaders are considered essential in shaping collective norms, aiding teams in coping with their environments, and coordinating collective action (Guzzo and Dickson, 1996). Leadership's influence on organizational survival is crucial for enhancing a firm's performance and longevity. The development of any region's politics and democratic institutions relies on the quality of local leadership at the grassroots level. The success of a nation is similarly contingent on the competence of leadership at the local level. In the context of education, the challenge of leadership persists, with students struggling to develop strong writing skills. Traditional writing instruction, primarily delivered through lectures, grammar exercises, and individual assignments, has limitations in providing the necessary practice, feedback, and peer collaboration for effective writing development. This research proposes a fresh perspective through a mixed-method

approach, addressing the myriad problems faced by second/foreign language teachers in English. Lack of guidance from teachers and students' low motivation in developing leadership through error correction and following processes are identified as challenges.

In Nepalese educational institutions, influential leaders may not necessarily hold formal positions or have political affiliations. Despite lacking official titles, these leaders are quietly trusted, sought for advice, and respected within their communities. They play crucial roles in settling disputes, participating in important ceremonies, and assuming responsibilities. Their influence may extend beyond institutional boundaries, with some not actively involved in party politics or electoral contests. While formal leaders in formal organizations are easily identifiable, socially influential actors without official roles are equally crucial. The research emphasizes the need to identify and strengthen these socially influential actors for the benefit of educational action.

Research Questions

1. What are the underlying social, cultural, economic and political factors as bases to emergence of openion and leaders in the institution areas of Nepal ?

2. What are the basic components which create an environment for the development of successful leaders in the study ?

Objectives of the Study

1. To find out the emergence of leadership and opinion leadership pattern in the specific contexts of campus in Nepal.

2. To identify the basic components which provide an environment for the emergence of successful leader.

Review of the Literature

The Concept of Leadership

Numerous educational theorists and researchers have made significant contributions to the advancement and comprehension of leadership learning. Some notable figures and their key contributions include: Our research is primarily guided by constructivist and socio-constructivist learning theories, as proposed by Vygotsky and Piaget. These theories emphasize the importance of active learning, collaboration, and the learner's role in constructing knowledge. The Leadership Campus Approach aligns with these theories by promoting active engagement, collaborative learning, and student-centered instruction. Additionally, the model is rooted in the principles of self-regulated learning, associated with Zimmerman and Bandura, emphasizing self-control, self-monitoring, and goal-setting in the learning process. The Leadership Campus fosters self-regulation skills by requiring students to take charge of their pre-class learning.

Furthermore, our study incorporates elements of experiential learning theory, advocated by Kolb. In the Leadership Campus, students apply what they've learned in real-world writing scenarios during in-class activities, facilitating deeper comprehension and retention. Grounded in these theoretical perspectives, our research aims to investigate

how the Leadership Campus can align with these educational theories to enhance writing instruction.

Eric Mazur, a renowned physicist from Harvard, has conducted research on peer instruction, emphasizing the improvement of the Leadership Campus approach through encouraging peer engagement and active learning during in-class sessions. His work is detailed in several papers, such as "Peer Instruction, A User's Manual" (Mazur, 2014).

Robert Talbert, a mathematics professor, has written extensively on leadership learning, focusing on creating organized pre-class activities, utilizing technology effectively, and evaluating the success of the leadership model. His work, "Leadership Learning, A Guide for Higher Education Faculty," offers insightful information (Talbert & Bergmann, 2023). Transactional contingent reward, as defined by Bass (1985), involves explicit, contract-based expectations for subordinates, with rewards provided for effort expenditure and goal achievement. Goodwin et al. (2001) revealed a positive relationship between constructive reward and employee performance. Constructive rewards positively impact satisfaction levels and contribute significantly to organizational performance (Hater and Bass, 1988)

Wieman Carl, a physics Nobel winner and supporter of evidence-based instruction, has contributed to the development of the leadership campus concept. His research, outlined in "Improving How Universities Teach Science, Lessons from the Science Education Initiative," emphasizes the significance of making the leadership campus strategy effective and grounded in research (2017).

While these theorists and researchers have made substantial contributions to the development and understanding of leadership learning, it is crucial to acknowledge that the field of education is continually evolving, and new research and theories may have emerged since 2012 to the present. In the Leadership Campus approach, students engage with course content independently through pre-recorded lectures or readings before attending class. Campus time is dedicated to active learning activities, discussions, and collaborative work. The theoretical underpinnings include constructivism, active learning, and student-centered pedagogy. Effective writing instruction, following a process-oriented approach of prewriting, drafting, revising, and editing, is influenced by various theoretical frameworks such as expressivist, cognitive, and social constructivist theories (Leki & Carson, 1994). The Leadership Campus approach aligns with these theories by providing more time for individual writing practice and peer feedback. World history demonstrates the profound significance of leadership in fostering the socio-economic and political development of any country, playing a crucial role in various aspects of life. Whether examining a 'state' or 'stateless' society (Fortes, Evans Pritchard, 1940) or a 'minimal' or 'diffused government' (Mair, 1965), a similar political organization is observed in every society that executes the functions of social control. While Redcliff Brown (1940) does not find it necessary to differentiate between social or political

control, recognizing politics as a societal function, understanding who controls whom, the nature of leadership, followership, and how a leader establishes control over others are fundamental to comprehending any political system. In the examination of a group's political system, the initial focal point is often 'authority' or 'leadership.'

Institutions evidence from various simple or peasant societies suggests key bases for leadership, including wealth, one's position in a societal rank system with an extensive kinship network, and connections with a bureaucracy (Dahal, 1988). Despite the extensive studies by educationists, psychologists, historians, political scientists, and management specialists, there remains no universally accepted definition of leadership. Educationists typically define leadership in terms of power or an actor's capacity in a social system to influence the behavior of others, determining their actions according to one's own objectives. Leadership is considered the art of motivating a group to pursue a common goal, with the leader being the inspiration and director of action (Francis, 1981). The concept of leadership, as generally understood in social science literature, encompasses three major meanings: the attribute of a position, the characteristics of a person, and a category of behavior (Katz and Lahn, 1966). Leadership involves interpersonal influence exercised through communication in a specific situation to achieve specified goals. Leaders are considered the most active power-holders in a group, while those without leadership roles are non-leaders. Broadly speaking, social scientists dealing with power structure

theories usually adhere to one of three theories. The mass theory, stemming from Ferdinand Toennies' descriptions of Gemeinschaft and Gesellschaft, posits basic types of societies and emphasizes the loss of personal relations and social ties in modern society. The mass society concept, exemplified by David Riesman's 'The Lonely Crowd,' describes a post-war II American society where individuals seek approval from their neighbors, leading to other-directedness. This perspective, however, has faced criticism for its negative orientation and potential

Methodology

This part reveals the way and methods used to conduct this study. Any empirical work requires sound methodology. Natural sciences have their own method based on objectivity and practical research. Since present study is also an empirical research on Leadership Dynamics in Nepalese Educational institutions. It requires a scientific method for the study. Therefore for conducting the present research principles and methods of science have been adopted. As for traditions in sociological/anthropological research field-work based scientific method is adopted.

A research design is planned on the basis of scientific method used in social science especially sociology. Only within last two or three hundred years has the scientific method become a common way of seeking answers about the natural world. Science has become a source of knowledge about the social world even more recently, yet in the brief period since researcher began to rely upon the scientific method; researcher has learned more about the world that had learned in the

proceeding ten thousand years. The spectacular explosion of knowledge in the modern world parallels use of the scientific method. The transitional nature of the societies adds greatly to the complexity of the problems connected with the study of leadership in them.

Figure 1,Conceptual Frame of the Study

The accent on the applied or the practical aspect is special emphases. Conceptually and methodologically, therefore, researcher took account of ideological, structural and attitudinal dimensions in such studies.

Conceptual Framework
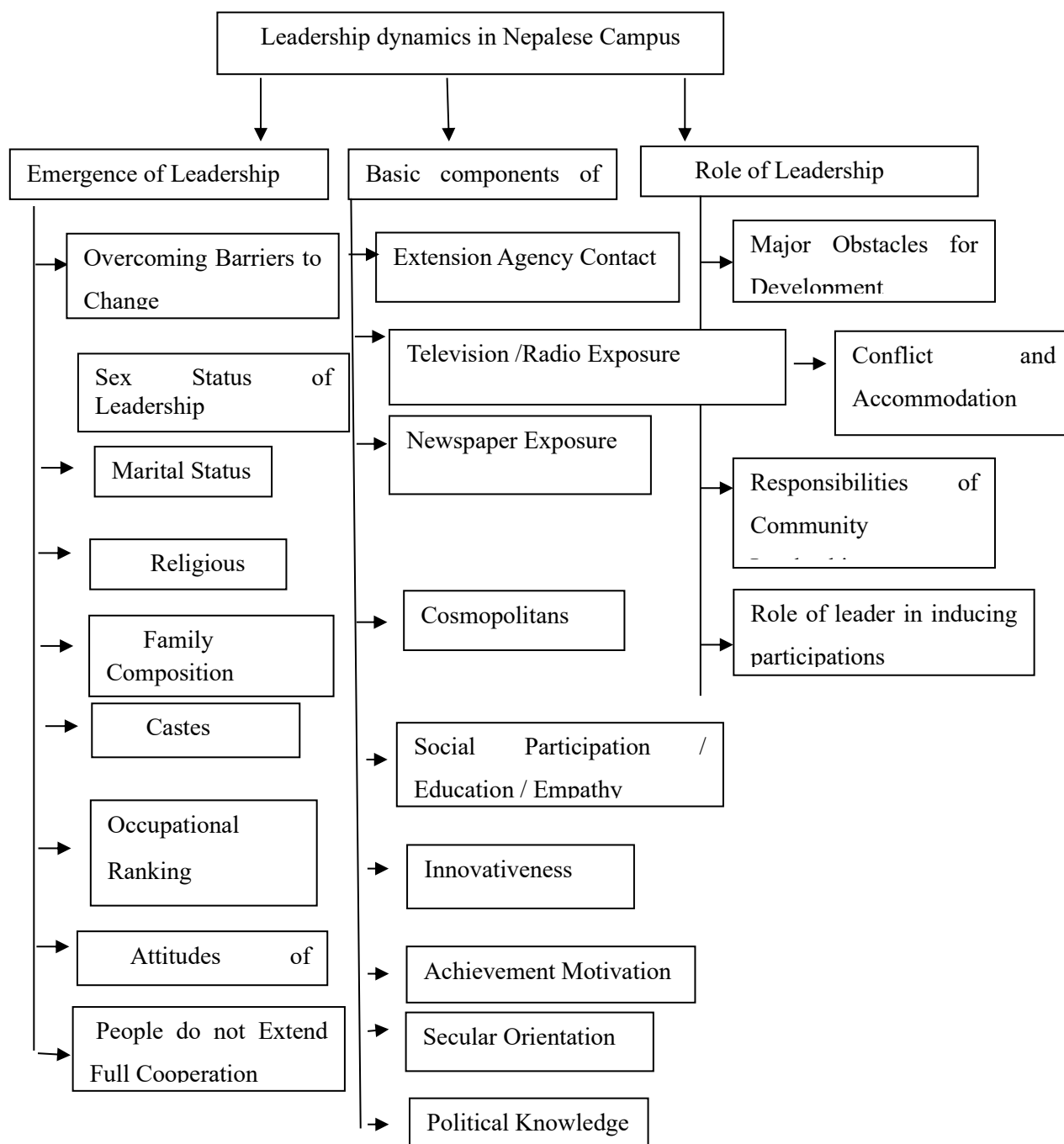
Selection of Socio-metric Leadership

The application of socio-metric techniques for the identification of local leaders in a is a matter of great interest. Socio-metric leadership is ascertained on the basis of six questions asking for nomination of influential for different purposes. Using Katz and Lazarsfeld's (1955) typology of influential, researcher is divided the socio-metric leadership into two categories,

I General influential

II Specific influential

Discussion

It is not an easy task to find out the nutritional status of children. There are no exact data of malnourished children in the world. Though, WHO has developed different way for measuring children's nutritional status? Many of the problems with women's advancement are now related to patriarchal ideology, behavior and structures. All sectors/ sub-sectors, discussed above are hampered in achievement of their objectives by a patriarchal ideology. For example in the political leadership position and government sector too, there is no resistance to involving women in development, fulfilling their basic needs by increasing their access to political, education, employment and decision making process. But, the inadequate gender sensitivity of the implementing machinery remains a major hurdle to implementation of all government policies. Nation has already made improvement in women's leadership level in politics one of its major policy objectives along with poverty reduction.

Nevertheless its implementation remains a challenge, due to the patriarchal value systems and structures. When equality in access to resources, decision making positions and powers and socially accepted ideology are concerned, any change that has taken place has been accidental. There is no general recognition that unless women are recognized as full citizens on par with men, the development process can not proceed rapidly. The basic challenge therefore is how to change this ideology. The main cause of women's poor condition of leadership level in political parties is found low level responsibility to give political parties for women. Patriarchal ideology, lack of appropriate policy, no role of decision making process in political parties., fewer opportunities in various fields, high violence of women or gender discrimination of women in comparison to male counterpart.

Because of these reasons women are backward in every aspects of their life. Women are found participated very less in politics as well as decision making process and social activities. Most of the respondents were spent long time in politics but political parties had not to give high responsibility according to their capacity. So women were not very satisfied in the sectors. Most of married women involved in politics thus women realized difficulties to play dual roles of household works and politics together. Political parties are not sufficient help for women to reach leadership position in political parties just help of reservation. This study shows that women are facing the high economical problem for their work politics. Family and political parties are not enough

economically support for women. It shows that women to achieve few support from political parties for every works. In this study women said that, they feel patriarchal behaviour in political parties. Women are facing many problem and struggle in own political parties and with all society. Same capable men to reach in leadership level in political parties but same capable women do not achieve the leadership in political parties. It shows that lack of appropriate policy for women in political parties. Overall development of women increase their participation in politics, it is essential to promote role of women in decision making in their political parties and household level as well as in professional level , providing them equal opportunities in related field. It is better to provision special right for women than reservation and quota system. Women can be successful to achieve the leadership level in political parties.

Today whole world is giving high interest and priority for empowering the women. Needless to say, women are the backbone of any society. For the development of the country, women can play a vital role in society. Every woman has political right, an inherent right to justice, equality, freedom and peace. They deserve access to all kinds of basic human needs. Male and female have equal rights and duties for the development of the country. Countries take measures to ensure that women have the same rights as men in the political as well as public life of their country. Countries must make sure that just as men; women have the rights to vote effect and be elected as Presidents of the Republic, Parliamentarians, Assembly Women and district chief executives or any

other authority. Women have the right to participate in the same way as men in the political Activities of their country. Therefore they can assume high government positions under the same conditions as men. The study focuses to analyze the women's leadership in political parties. A study of gender relation in Kaski district

Present study is based on the empirical data of four rural communities of Nepal. Descriptive as well as analytical research design is followed to achieve the objective of the study. Most of the data for this study was gathered by means of interview from the field. Analysis method is applied to compare and contrast phenomena under invistigation.

Community leaders tend to be middle age, progressive and change oriented. They are not only rational and liberal but they are also more collective-oriented. Opinion leaders like to be older in age and traditional in theirorientation. They work as a liaison between the community and officials in the district level. The conflicting values of the young and the old people the optimal choice falls on the middle age group. This indicates that now the community people have readily accepted the active leadership of the middle age group. Present study tend to revel that community leadership generally belonging to the higher caste groups. Wherever there are members from Dalit caste groups, their roles are ineffective. Sone of the members of the villages have not yet been able to internalize their new roles. Finding of the study show that the psychological barriers to change are lack of perception and the individual motive. The cultural barriers to change are fatalistic

attitude, non-suitability of facilities and incompatible basic values. The economic barriers are social and economic jealousies of the factional groups and the poor economic circumstances. The opinion of leaders more or less only indicates a trend in these villages. Some of the economic and social barriers form the hard core for bringing about social and technological changes among the village communities. Due to social, economic jealousies, poor economic circumstances, strained relationship among family members, decision lying with the head of the family, individual motive, lack of perception and fatalistic attitude are different reasons for which people donot extend full cooperation in development activities. Many new forces have set in the village social life. Over a period of time, it is expected that because of the increasing transformation of these villages, the social structure of the villages is changing considerably and the leadership pattern, to a large extent is transforming accordingly in the specific context of their position, power and function. The old structure and authority based on personal attributes and credit was giving way to a new authority structure on immediate consensus, influence and urban connections. The emergence pattern of rural leadership, as it exists today, reflects a transition from socially projected to the elective/nomination and from cultural to the political type of leadership.

Though there are not many marked changes in the social structure of these villages, at the attitudinal level, there appears to be some change. A change in attitudes of the people is said to be one of the pre-requisites for any changes in the village community social life. It is revealed that as a result of development activities the social structure of these villages is affected and parallel there is a change in the outlook of leaders. It has also been observed that better developed villages have more transformation oriented leadership as leaders in these villages are having comparatively more urban contacts, primary or secondary relations holding good occupational positions, affiliation with political parties. The socio-cultural characteristics of the villages and their association with leadership further show that leadership is delineated within the framework of the village community social structure. To the extent that the village social structure is traditional in terms of age, male dominancy, caste and occupational hierarchy, the leadership is also traditional. However, to the extent the village community social structure is changing by emancipation of men, recognition of persons who are young, educated and have achieve new status in the social hierarchy as a result of occupational mobility; the leadership also tends to change to an emergent pattern. Several factors, namely better education, occupational mobility due to urbanization and industrialization of the neighboring towns, cash crops, a money economy, the influence of school teachers, ex-servicemen and other government officials residing in the villages general economic prosperity and political awakening are responsible for introducing many changes in the village communitysocial structure.

Leadership is a complex phenomenon built up of multi-variant factors. It is difficult to determine the casual factor responsible for

leadership. However, in this study, age, sex, caste, social and economic status-education, occupation, social participation, political knowledge, newspaper exposure are some of the important correlates of leadership. There is not much evidence to show an association between occupation and leadership but occupational mobility among certain caste groups have come to occupy their positions by virtue of better occupational status or membership or ex-membership of the Village Development Committee. The economic dominancy of individuals within a caste group, and in addition is mostly determined by the caste or occupation whichever is valued high in social hierarchies. The situations in which the individuals and the groups are placed in the community in terms of distribution some of these characteristics are also responsible for leadership. The above results bear some theoretical relevance. First, leadership based on physical traits like age or sex; secondly, the socio-cultural factors like caste, education, wealth or income, being correlates of leadership may contribute towards the accomplishment of some of the group goals and thereby make leadership because of certain favorable social situations in which individuals or groups are placed in the community.

In the Nepalese rural context, people concern the caste system and sacredness. Community leaders contribute to many of these sacred norms rooted in religious tradition. But transforming influences have established the superiority or at least the functional validity of several technical norms which are utilization in character. The technical norms, with which researcher is dealing, are concerned with improved agricultural practices, better seeds and modern farms implements. As a result of frequent change-agent contacts, farmers have realized the utilitarian values of this technical norm while they don't as yet deviate from the tradition-centered religious norms.

Present study suggests that most of the characteristics conventionally associated with leadership in Nepalese Village community are still related to leadership positively and significantly. For instance extension agency contact, Newspaper exposure, cosmopolitans and Political knowledgeability are positively related to the index of leadership at the zero order level of significant magnitude. However, most of this variable drop out in the highest order partial correlation and fail to explain leadership adequately when the influence of remaining variables is partial led out. On the other hand, social participation and political knowledge and newspaper exposure are emerged as the most ssignificant correlates of leadership.

Empathy is not related to community leadership at the zero order level but in the highest order partial correlation shows significance negative correlation with leadership. This phenomenon may be due to socio – cultural factors as well as individual differences. Many or the ordinary farmers may not be able to express themselves the role of the local development officer or the chief district officer.It is even more difficult for them to suggest meaningful measures to solve any of the major problems people confront in their own respective community. Present study shows thatcommunity leaders have

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remained successful in bringing positive social change in their respective village communities. They are seeking to introduce new ideas in order to achieve few goals also facilitaty asset and aspected by the local people.They are to integrate little communities into the mainstream of the nation's life.These people are more informative than the general public.Therefore informal leaders are playing the role of catalystic to bring science technology to the door steps of the general people.

Social participation is the most significant correlate of leadership implies that people tend to choose as their leaders those individuals who are actively involved in the affairs of the community rather than those who possess all the paraphernalia of leadership but are only passive spectators of on-going community activities. This finding also implies a shift in the form and focus of community power in the Nepalese village communities. Shortage of means and resources, lack of coordination and cooperation among political parties, inadequate opportunity for leadership training and heavily dependent on limited external resources are major obstacles as identified by community leaders.

Appeal and persuasion techniques, individual contact, group discussion, village representative meeting and mass meeting are some approaches prefered by community leaders in inducing others to participate in development related activities. Community leaders remained more popular who act quickly to address problems as faced by people attempt to negotiable and minamize conflict between interest groups, maintain sence of

purpose and usefulness to any needs as putforded by the people and deserve quickly to understand unfolding human potential and humanhood.

Having analyzed the phenomena of community leadership in the Nepalese villages there are two principal benefits associated with devolution and local control: the better source utilization or operational efficiency and the increase allocational efficiency. Structural devolution increase the fit between Nepalease villagers wants and what they get. If the capacity of the community leaders increased they can better handle the resources available to people through government and non-government agencies and organizations. leaders are alert and optimist at present that local system is the only solution of solve most of findings suggest, both leaders and general public belive that local system is only solution to solve most of the problems they encounter in their every day life.

Conclusion:

In the study, it was found that parent's education had not significance impact on nutritional status of children. The nutritional status of children belongs to Community was very poor with compared to other caste. Children from farming occupation parents are in better position rather than other occupation. The comparative age wise nutritional status of children indicates that low age group had a low nutritional status of children. In case of structure of family joint family had a better nutritional status than nuclear family. The more people become leaders, the more problems will be solved. Nepalese village communitiesneed community leaders to think

about and organize around many issues: youth development, economic growth, substance abuse, crime, and the environment, health care -- the list goes on and on. Each issue will require a troop of skilled leaders to handle them. Nepalese people need leaders who are women, young people (we were all young once), low -income people, people with disabilities and many others that have been told that they should follow others, not lead.

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