

## THE IMPACT OF INNOVATIVE LEADERSHIP IN IMPROVING THE QUALITY OF EDUCATION AT THE UNIVERSITY JULIUS NYERERE OF KANKAN

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### **Abstract:-**

*The aim of this Paper is to explore the Impact of Innovative Leadership in improving the quality of Education. From the results of the study it was observed that there is a significant impact of innovative leadership on improving the quality of education. The researchers used a mixed study using both qualitative and quantitative research methods. It was a correlation survey design to gather information and to discover whether there is any relation between the dependent variables and independent variable used. The target population of this study was limited to the administrative staff, lecturers and students in the different academic levels at the university Julius Nyerere of Kankan. Part time lecturers were excluded, due to their short and unstable period of engagement. A total of 150 of respondents were reached. The researchers used random sampling method in selecting the sample size. This method, the aim of using this method was to avoid research bias. The sample size of this study is two hundred (200). Which are 90% of the targeted population. This paper glanced at literature reviewed and established a base for exploring the impact of innovative Leadership in improving the quality of Education. The hypotheses presented in this study are tested, and the findings are presented. The presented findings discovered that improving the quality education is complex and it cannot be done without improving certain parameters whose constitute the pillars of university such as administrative staff, lecturers, students, decision making and the politics of raking the university.*

**Keywords:** - Leadership, Education, Organization performance, Educational leader, Innovative Leadership.

## **INTRODUCTION**

### **Background of the study**

Educational leadership in Africa in general and West Africa in particular is becoming an interesting point as university leaders and managers try to ensure effective performance in their different institutions. Thus, Guinea universities suffered from inappropriate practices of leadership styles that challenge its performance to improve the quality of education in recent time. However, most people think that, significant change is not possible unless it is propelled from the top management. P. Senge (1995). This perception cannot be excluded but considering the drastic change in our universities due to technology and increasing number of needs of people that perception of leadership needs to be change. Furthermore, to solve this problem, as revealed by Drucker Foundation (1996) it requires fundamental shifts in our traditional perception about leadership. Recent studies illustrate that the leadership practices that have generated the problems in twentieth century will not be able to solve those problems with similar leadership practices in twenty first century. Toffler, A. (1990).

These authors point out the shift from traditional leadership practices to modern leadership practice may lead to university success. Innovative leadership is a modern leadership type which influences administrative staff, including lecturers and students to be innovative and creative in their daily responsibilities. This call for shift from traditional leadership practices view which generated frustration, insubordination and tribalism in universities to the modern leadership practice view of valuing creative and innovative thinking as a key fundamental to improve the quality of education at universities.

## **RESEARCH OBJECTIVES**

**General objective:** The aim of this study is to explore the impact of innovative leadership in improving the quality of Education at the university Julius Nyerere of Kankan

### **Specific objectives:**

1. To explore how innovative leadership leads to student performance in the University Julius Nyerere of Kankan
2. To investigate the role of innovative leadership on the performance of administrative staff in the University Julius Nyerere of Kankan.
3. To assess how innovative leadership leads to lecturers performance in the University Julius Nyerere of Kankan.
4. To explore the impact of innovative leadership on the University of Julius Nyerere of Kankan rating
5. To investigate the role of innovative leadership on the decision-making process of the University of Julius Nyerere of Kankan

## **STATEMENT OF THE PROBLEM:**

The future of a country depends on the quality of its education system. Quality is a life blood of all education systems as good leadership ensures effective organization performance. However, education leaders remain passive in the face of the numerous flaws in its schools. Leaders change of view can help improve the quality education system, through innovation. Therefore, the University Julius Nyerere of Kankan lost the quality of education. The reasons include a lack of research experienced faculty, heavy teaching load, moonlighting by faculties, and lack of resources such as library facilities, information and communication technology infrastructure and non-well equipped laboratories.

Today, problems and challenges abound. Complexity is daily norm and change is the only constant. For this reason leadership must be delivered innovatively on every educational campus on a daily basis in order to adapt changes. It doesn't matter that the challenges are complex or that the universities are not well equip to face this rapid changing due to technology. The leadership that is provided to university should be innovative strong and consistent at every level of organization. Gumpert (2000) declared that leadership is crucial for the good performance of universities. However, no matter how inclusive leadership might be, it will not be as effective as understanding that each situation that requires leadership attention is unique. So the shift from the traditional leadership to innovative leadership may maximize or improve the quality of education at the university Julius Nyerere of Kankan.

## **LITERATURE REVIEW:**

### **INTRODUCTION**

Conceptual literature and theoretical framework related to the study. The conceptual literature starts with the concept of leadership styles, educational leadership, innovation, performance and it also illustrates the relationship between innovation leadership and the quality of education, the relationship between leadership and lecturer's performance, the relationship between leadership and student's performance, then the relationship between innovative leadership and administrative staff performance, and then the relationship between leadership and university ranking , and the shift from traditional leadership to modern leadership and the theoretical framework is presented

### **Conceptual literature**

#### **Concept of leadership**

Leadership is a complex concept which is not well understood by people. As Burns (1978) mentioned that, "Leadership is the most observed and least understood phenomenon on earth". Therefore, it deserves a clear study an explanation. Leadership has been defined in many different ways. Leadership is a process by which a person influences others to work willingly to accomplish a desire goal. It is generally defined as the art of influencing people so an organization can become

more effective in achieving its objectives. This concept can be widening to include not only willingness to work but with creativity and innovation. Leadership is not job oriented but it is about situation oriented.

Jacobs & Jaques (1990) contributed in the definition that Leadership is a process of giving purpose (meaningful direction) to collective effort, and causing willing effort to be expended to achieve purpose. Leaders accomplish this process by implementing their leadership knowledge skills and competences, this is called *Process leadership* Jago (1982) in that we may believe that leaders are made not born. However, we can't ignore also the existence of traits that can influence people or our actions. This is called *Trait leadership* Jago (1982), in that we may believe also that leaders are born not made. For the same reason to make leadership more meaningful Joane Ciulla (1998) stated that leadership is not a person or a position. It is a complex moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good.

### **Concept of Innovation Leadership:**

Dr. David Gliddon (2006) defined the concept of innovative leadership as a philosophy and technique that combines different leadership styles to influence employees to produce creative ideas, products, and services. Innovative leadership considers problems as a challenge. Innovative leaders seek problems rather than waiting for problems to occur (Othman and Abd Rahman 2013). Innovation is the heart of any organization to stay competitive. With the rapid evolution of technologies and processes, it is crucial to lead innovatively to ensure success. Today to adapt change, organizations need innovative leaders. However, Mumford, M. & Licuanan, B (2004) said that "*The need for innovation in organizations has resulted in a new focus on the role of leaders in shaping the nature and success of creative efforts*". Therefore, the success of organization requires innovation at every stage of organization evolution.

### **The concept of quality education**

The quality education is determined and set at different angles relying on both the inputs and the process or methods used in delivering the output and impact as expected by the stakeholders. The critical points including lecturers, administrative staff, students, infrastructures as input and internal factors influencing the institution in performing its mission, pedagogical methods, quality assurance mechanism and governance and also the accreditation of curriculum on the process angle.

In this perspective, Chang (2006) mentioned, quality education cannot be improved only in taking education inputs in consideration, but also the outputs, that is the impact desired by stakeholders. In this context, to improve the quality education it requires educational inputs such as lecturers (teaching methods and materials), students (acquisition of knowledge), and administrative staff (leadership). Furthermore, King and Court (1986) stated two meanings about quality education. In the first meaning quality refers to the level of knowledge and skills that a society wishes to impart to students. Those knowledge and skills should be focused on competence based approach in teaching and learning. The second meaning, quality refers to the components of the university environment itself that produces the expected knowledge and skills through a process of teaching and learning, Wayne (2008). The features of university or school environment are the number of staff, qualified lecturers, availability of learning materials, and the state of discipline, the condition of the classroom, the toilets, the playgrounds, and so forth King and Court (1986).

The meaning of quality education is not universal. People try to define it according to their particular needs of the society; and it differs over time.

### **Importance of Quality in Education**

The quality of education is extremely importance in this dead competition world. Omari (1999) analyses the importance of quality in optimizing the impact of education on economic growth and development which in one way or another affects academic performance in schools: school quality in terms of substantially greater effects on changes in students' cognitive and behavioural outcomes. In this case the school leaders should be effective and efficient in working for quality. Research reveals that school quality greatly affects the life time earnings of all students, irrespective of the level of development of the country. Oandah (2008). In addition, countries where the investment of quality is high their students or citizens tend to experience higher rates of development across the life span of the growth of the given country. More years of schooling in quality schools provide private benefits and other externalities of national benefit Olumbe (2001).

### **Leadership and Academic Performance**

Leadership techniques are essential for effective functioning and anticipating of education and training system and its institutions. Hence, education managers, administrators and leaders should be knowledgeable, experienced and highly qualified academically and professionally, and should have skills in educational management and administrators. URT (1995). Furthermore, the university must have adequate and quality resources on which the management and leadership should work on.

### **Leadership and Organizational Performance**

The concept of organizational performance is very common in the academic literature, its definition is difficult because of its many meanings. For this reason, there is not a universally accepted definition of it. However, Schermerhorn Jr., J.R, Hunt, J.G & Osborn, R.N. (2000) defined organizational performance as the effectiveness of human resources in realizing

capabilities to deliver of sustainable high performance result. Dealing with this concept, Farlex (2002) said that organizational performance is the actual output, results of an organization obtained when measured against its intended outputs (goals and objectives). In the opinion of Richard et al (2009) organizational performance can be measured by three specific areas, namely, financial performance, market performance and shareholder performance.

The success of an organization is lying on the leader’s vision and ability to lead his followers. An innovative leader combines all the strategies and leadership styles according to the situation to lead his followers in achieving the goals of the organization, and that motivating his followers is crucial in achieving the goals of the organization. For organisation to be effective or performed, leaders have to be inspired and focused their actions on organization’s mission statements.

### Leadership and quality improvement

Quality improvement requires engaging innovative methodologies to remove the gap between current and expected level of quality. However that gap cannot be removed without taking into consideration quality management tools and principles to understand and address systems deficiencies and improve or redesign efficient and effective quality education processes. All these elements may be under the innovative leadership umbrella. Therefore, to improve the quality education we need innovative leadership at every level of organization to ensure effective improvement. To be able to achieve that, university leaders need also to involve their line managers and teachers in making decision and also in setting the project for improvement of quality education.

**Table1.1: Leadership and quality improvement:**

Type of leadership	Objectives	Quality improvement	Innovative actions	Indicators
Innovative leadership	To Strengthen coordination with the ministries in charge of education and vocational training	A national body for the development of human resources is created	-To set up a formal consultation body between the actors concerned: National cooperation body. Mission: better coordination favoring the complementarity of education, higher education, scientific research and professional training systems	-Creation of the instance. -Staffing of the body with adequate (human, material and financial)
	Optimizing school and university orientation and encouraging the development of vocational courses in high schools	-Students are better oriented  -The sectors are developed in high schools	-To reinstate vocational streams in secondary education. -To implement the professional baccalaureate To review the university guidance system. -To set up a joint committee to reflect on the current system of school and university guidance To offer more information for graduates on the sectors and their debauchery through different communication media (enrich the website, develop a decision support guide	Number of vocational courses developed in high schools Professional baccalaureate operational
	-To adapt training programs in all sectors to national and international changes	-All training programs are adapted to the national and international context	-To create educational committees within the university to monitor and follow national and international changes and propose actions to adjust training programs -To establish international cooperation mechanisms to promote co-graduation and facilitate integration into multilateral cooperation networks	Number of training programs adopted
	To reinforce the role of interfacing structures (incubator, nursery, technopoles etc.) in all stages of training	-All structures are endowed with adequate means to fully assume their role.	-To update the mapping and description of existing structures. -To define measures to strengthen these structures (legal, communication) -To harmonize the supervision of the network of nurseries and incubators. To optimize the interaction between the components of the technopoles To strengthen collaboration between technopoles and universities -Establish technology transfer structures and technology platforms to promote exchanges between academic circles and companies in terms of R&D	

### Leadership and Lecturers’ Performance

Lecturer performance plays a crucial role in improving the quality of education. Lecturers’ performance involve lecturers’ ability to conduct their duties and functions in line with the university’s organizational goals. Therefore, university may not have good image in term of building infrastructure, furniture, well equipped libraries and laboratories. But if lecturers are good, well-motivated and committed to their work, the students are likely to have the best education. In the opinion of Dale (1999) performance is the performance of employees or lecturers often associated with behavior and attitude toward their job assigned to them.

Leadership is continuous process of influencing one's ability to achieve goals. This influence may be direct or indirect accordingly to one's relationship. Lawal. A (1993) defined leadership as the process of influencing others to work willingly toward an organizational goal with confidence.

Taking above definitions into consideration we can say that as leadership is generally known as the process of influencing others lecturers are not except from that influence. So leadership is needed to improve lecturers' performance.

**Table 2.2: Leadership and Lectures' Performance**

Type of leadership	Objectives	Lectures' performance	Innovative actions	Indicators
Innovative Leadership	Strengthen the supervision and continuous improvement of teachers' skills	Young teachers are trained in university pedagogy before their tenure  Teachers benefit from a system of continuous improvement of their skills	To design and set up a tutoring system for young teachers  To set up a training program in university pedagogy (transversal and academic skills) to support young teachers from recruitment to tenure  To strengthen documentary resources (books, recent, specialized journals, digital resources) and make them available to teachers	Number of young teachers under the tutoring system.  Number of teachers trained in university pedagogy.  Budget allocated to documentary resources. Number of teachers benefiting from the system of continuous improvement of their skills
	To promote the use of active methods in training	Teachers trained in active methods. Students more active in their training process	To sensitize and train teachers on the usefulness and use of active methods: inverted class, Problem-Based Learning, projects, self-learning, case studies, role plays etc.  To sensitize and train teachers on the usefulness and use of training tools and supports: simulation games, interactive tutorials, simulators, interactive whiteboards  To set up a national event for sharing and exchanging on educational innovations to reward the best educational achievements of the year.  To reinforce teaching means and resources relating to active methods	
	To consolidate digital education	Teachers trained in digital pedagogy	To sensitize and train teachers on the usefulness and use of digital tools: digital platforms, simulation software,	

Source: Fieldwork: 2020

### Leadership and Administrative Staff Performance

In every organization today, the staff performance is regarded as one of the most important concepts. Therefore, one of the most significant challenges in every organization should be to improve and enhance the organizational and employees performances. Mousakhani, Alvani, Mirza'ee & Mohammadi (2012). The organizations are in need of constant performance improvement to be able to survive and progress and the human resources are considered as their basic assets and they are presumed to be the origin of any sort of change and innovation in the organizations. Asgharpoor (2006). Therefore, the success of every organization is focused on the leader's ability to optimize administrative staff. An innovative leader understands the crucial role of administrative staff in the completion of organizational goals. To achieve those goals administrative staff should be performed based on organization goals. This can be impossible if leadership is not well used in the organization. Furthermore, effective organization requires effective administration staff and effective administration requires effective leadership. Thus, in the opinion of Bass, 1997; Mullins (1999) leadership involves greater participation of the whole workforce, and can also influence both individual and organization performance. To be in the same line Fiedler and House (1988); Maritz (1995) and Ristow, et al (1999) declared that leadership facilitates the achievement of the follower's desires, which then results in effective performance.

### Leadership and Students' Performance

Student performance is a major concern area in educational delivery in all educational institutions. However, even without the adequate framework and resources to perform students' academic level, everyone expects that standard of performance should be high at all time, and in case of low students' performance, educational institutions leaders are held responsible, because people tend to believe that a leader is a person who influences others toward the achievement of a desire goal.

Leadership is a key factor to improve the condition of any department especially in school environment. Outstanding performance does not exist without effective leadership. Therefore, leadership is a key success factor to improve student performance.

### **Leadership and Decision making**

Leadership and decision making are interconnected. Innovative leadership requires making the best decision to ensure effective change in our organizations. Decision making is an intendedly rational human choice leading to human action embodying the logic of consequence (March, 1991). However, leaders with good decision making skills can ensure quality, make choices from a number of options. Decision making is defined by Haynes and Massie: “*Decision-Making is a process of selection from a set of alternative courses of action which is thoughtful to fulfill the objective of the decision problem more satisfactorily than others.*” Innovative leaders should have decision making skills and competencies to quickly make effective decisions in an increasingly complex environment.

### **Leadership and University Ranking**

University ranking is a process or a method of establishing criteria of educational value. Each country has its own higher education goals and missions. However, every country wants to find his educational system among the best educational systems in the world. In this speed change of technology in the world, universities have to meet certain criteria or expectations to be selected among the best universities in the world. Furthermore, *the university assessments typically consist of a variety of methods and strategies that include both checking the quantitative output and verifying the qualitative criteria. During such assessments, university staff, lecturers, researchers, administrators, and students are scrutinized and assessed (Daraio et al. 2015; Perez Esparrells and OrdunaMalea 2018).* According to Millot (2015), an important aspect of the evaluation is the employers’ perceptions and satisfaction with the human resources that are provided by the universities.

Dealing with the above definitions, university ranking can be real unless leadership becomes effective. Leadership is a process of influencing individual or organizational goals in order to meet required performance. Thus, leadership is a tool to ensure effectiveness within universities which will result university ranking.

### **Theoretical Frameworks**

Several studies have been conducted on leadership styles to improve quality of education at universities. According to Robbins (2007), there are several leadership styles but in general they are divided into three namely democratic style, involving participation, delegating authority and encouraging to share ideas and opinions. This style of leadership considers people’s opinions are much better than their own opinions, besides that it will have an impact on their implementation responsibilities. Autocratic style dictates work methods, centralize decision making and limit participation. This style is usually used by leaders who have high status, a person who has power and has the ability to make decisions. Laissez faire (free) style gives the group the freedom to make decisions in completing work. In this style the leader will leave the decision making to the interests of the group, what is the best according to the group is the decision of the leader.

These leadership styles do not solve the problems in schools but generated doubts in the mind of certain researcher about the relationship between leadership and university performance. For it, Birnbaum (1992); Birnbaum (1986) mentioned that there is little or even no relationship between leadership and institutional performance or success. Which simply means, leadership is not fundamental for the success of universities. However, the views of leadership practices must change to ensure effective performance in educational institutions .for that, Toffler, A. (1990) stated that, the leadership practices that have generated the problems in the twentieth century will not be able to solve them with similar leadership practices in the twenty-first century.

Therefore recent studies confirmed, as Gumport (2000); Duke (2002); Middlehurst (1993); Maassen & Vanvught (1994) and File (2000) investigated a relationship between leadership and university performance. Results saw that good leadership is necessary for the good performance of the university and facilitate them to achieve their objectives Bolman & Deal (1992). In addition, Lin (1999) studied that effectiveness, job satisfaction, school ecology and therefore, has an impact on student’s academic performance. Thus, Effective leadership involves greater participation of the entire workforce, and can also influence both individual and organizational performance Bass (1997); Mullins (1999).

Considering the reviews and based on the literature supporting the impact of leadership on university performance, the researcher takes as a point of departure in this study that it is reasonable to expect that leadership should have an impact on the performance of a university and quality of education. This is based on the assumption that leadership influences behavior and activities of administrative staff, lecturers, students and even university ranking process. Moreover, I expect innovation leadership to have an impact on administrative staff performance, lecturers’ performance, students’ performance and university ranking. These factors are related to improving quality education at universities. My logic is that innovation leadership is effective if it has a positive impact on administrative staff performance, lecturer’s performance, and student’s performance, which in turn is expected to have a positive impact on quality education. Thus, the effectiveness of innovation leadership is in my reasoning related to the contribution of innovation leadership on improving the quality education. Though there are several previous studies of university performance and quality

education, we consider innovation leadership as one of those factors that can change innovatively university by improving the quality of education. Thus, a core task of innovation leadership is to exhibit processes that inspire administrative staff so as to improve the quality of education at the university Julius Nyerere of Kankan.

In conclusion, there is no leadership styles which suite all organizations or all industries. Even in a single organization, there is no specific style, which can be used for all organizations. Based on this criteria and previous studies, it seems that in universities innovative leadership is most suitable style to ensure quality education at universities.

## **RESEARCH METHODOLOGY**

### **INTRODUCTION**

The researcher used a mixed study using both qualitative and quantitative research methods. It was a correlation survey design to gather information and to discover whether there is any relation between the dependent variables and independent variable used by the researcher.

### **Population**

The target population of this study was limited to the administrative staff, lecturers and students in the different academic levels at the university Julius Nyerere of Kankan. Part time lecturers were excluded, due to their short and unstable period of engagement.

### **Study Population**

A total of 150 of respondents were reached. 25 out of the number of population were administrators, 75 were lecturers and 50 students were reached with the research questionnaire and interviewed

### **Sample Selection**

The researcher used random sampling method in selecting the sample size. This method offered equal opportunity for each member of the population to be sampled, the aim of using this method was to avoid research bias. The sample size of this study is two hundred (200). Which are 90% of the targeted population.

### **Methods for Data Collection**

The study employed both qualitative and quantitative research approach. To identify the result of the study, primary and secondary sources of data collection were used. The innovative leadership, lecturers' performance, administrative staff performance, students' performance and university ranking were measured keeping in view the above-mentioned hypothetical model.

### **Primary data**

Primary data can be collected in a number of ways, such as observations, interviews, as well as questionnaires. Currie (2005) stated that primary data are only obtainable directly from an original source. However, it was found out that the questionnaire technique was most appropriate to the research questions and objectives, because it can provide an efficient way of collecting responses from a large sample of prior to quantitative analysis.

### **Secondary Data**

The literature review was used as secondary information collected from primary data. Gathering data that has been collected by someone else; it aims to improve the understanding, validity, and establish reliability of the topic (Kitchenham et al, 2009). To support this current study various research works from text books, sources from the library, international journals and scientific articles available online were used.

### **Data collection tool**

To measure the outcome of the above-mentioned hypotheses a questionnaire as a primary source was designed. Questionnaires and interviews were based on how the innovative leadership can impact the quality of education at university. Therefore, the questionnaire consisted of set of questions which contained lists of items which described the performance of lectures, students, administrative staff and also university ranking, but does not ask respondents to judge whether the leadership at university is desirable or undesirable. The questionnaires also served to ensure consistency of questions respondents had to answer and accuracy of response to the questions asked. In all, there were a total of 40 questions based on four titles namely, lecturer's performance, student's performance, administrative staff performance and university ranking process and this was designed on Likert scale type from 1 to 5 such as strongly disagreed, disagreed, neutral, agreed, and strongly agreed. As certain respondents preferred to keep their tongue about certain question, the researcher added N/A (Non applicable) which means that the persons keeps a response for his interest or institution interest.

### **Data Analysis Technique**

A total of 200 questionnaires were distributed and 180 were received, out of which 15 questionnaires were unfilled and 15 questionnaires were discarded due to missing data. Therefore, 150 questionnaires were considered for the study. No specific function is defined for the study as the research is aimed to explore the impact of innovative leadership in improving the quality of education. The researcher personally administered the questionnaire and carried out the

interviews and typed all the questionnaires in the Open Data Kits data base to facilitate the collection and analysis. Respondents were given two weeks to complete the questionnaires.

## DATA ANALYSIS

In the research, two hundred questionnaires were distributed to respondents in the sample population. The total number of questionnaires received was one hundred and fifty and these were considered for the study. The respondents were administrators from every level of function, lecturers and students at the university Julius Nyerere of Kankan.

The study was aimed to explore the impact of innovative leadership in improving the quality of Education.

A sample of the questionnaire in the form given to respondents. Each question in the questionnaire has the 6 optional answers:

1. Strongly Agreed
2. Agreed,
3. Neutral,
4. Disagreed,
5. Strongly disagreed,
6. Not applicable.

The various questions were categorized into sequences according to the different target groups of the study. Every question is linked to the research objectives in order to upgrade administrative performance, lecturer's performance, students' performances, university ranking and decision making which will improve the quality of education in the institution.

The data received from the respondents was analyzed with the help of Open Data Kits (ODK). To test whether the objectives of the research have been met or not. The Innovative leadership ( as the independent variables) impacts on administrative Staff performance, lecturers' performance, students' performance, university rating and decision making ( as the dependent variables) That is the innovative leadership on improving the quality of education. The findings are focused on research objectives and related literature.

**Table 1: Gender of respondents**

Gender	Frequency	Percentage
Male	116	77,33%
Female	34	22,67%
<b>Total</b>	<b>150</b>	<b>100%</b>

Fieldwork: 2020

**Table 2: Occupation of respondents**

Occupation	Frequency	Percentage
Administrators	25	16,67 %
Lecturers	75	50%
Students	50	33,33 %
<b>Total</b>	<b>150</b>	<b>100 %</b>

Source: Fieldwork: 2020

**Table 3: Educational Level of Respondents**

Educational Level	Frequency	Percentage
PhD	11	7,33 %
Master degree	33	22 %
Bachelor of Honour (4 years)	40	26,67 %
Bachelor degree (3 years)	16	10,67 %
Semester 4	32	21,33 %
Semester 6	18	12 %
<b>Total</b>	<b>150</b>	<b>100 %</b>

Source: Fieldwork: 2020

**Table 4: Length of services**

Length of services	Frequency	Percentage
2 to 5 years	30	30%
5 to 10 years	40	40%
10 to 15 years	12	12%
15 to 20 years	10	10%
20 to 25 years	8	8%
<b>Total</b>	<b>100</b>	<b>100 %</b>

**Table 5: Age of Respondents**

Age of the respondent	Frequency	Percentage
30 – 35	35	35 %
35 – 40	40	40 %
40 – 45	25	25 %
<b>Total</b>	<b>100</b>	<b>100 %</b>

**Source: Fieldwork: 2020****Table 6: Administrative Staff Performance**

Questions	Administrative Staff Performance					
	Strongly Agreed	Agreed	Neutral	Disagreed	Strongly Disagreed	Not Applicable
Innovative leadership has a crucial role for the performance of administrative staff	80 %	12 %	4 %	0 %	4 %	0 %
Administrative staff performance contributions are valued and recognized.	8 %	36 %	28 %	16 %	12 %	0 %
Administrators at every level of the university challenge existing methods of doing things.	8 %	52 %	12 %	20 %	8 %	0 %
Administrators feel secure that they are able to work for the university as long as they perform their job well.	12 %	48 %	12 %	20 %	8 %	0 %
Administrators trained in new technology to meet university objectives.	20 %	32 %	16 %	16 %	16 %	0 %
Administrators are motivated on delivering results.	12 %	36 %	16 %	28 %	8 %	0 %
The board of executive gives a regular feedback on line administrators' ( Deans of faculties, chief of departments, Directors of programs...) performances	0 %	16 %	24 %	36 %	24 %	0 %
Administrators act on the issues, opportunities identified by employees.	8 %	28 %	28 %	16 %	16 %	4 %
The performance of administrators is regularly evaluated.	4 %	12 %	8 %	44 %	32 %	0 %
Administrators are informed and understood the university policies, procedures, goals and purpose as required for the job.	4 %	40 %	12 %	16 %	28 %	0 %
Administrators are well equipped and used new technology in their daily responsibilities.	12 %	16 %	12 %	36 %	24 %	0 %
The board of executive is receptive to new ideas.	16 %	28 %	16 %	20 %	20 %	0 %
All the offices are connected to internet.	12 %	12 %	8 %	4 %	56 %	8 %
There is continuous training of administrators to new technology.	4 %	24 %	4 %	20 %	48 %	0 %
Administrators adapt new situations and changes in the university.	16 %	48 %	12 %	12 %	12 %	0 %
Administrators identify opportunities to improve university work environment.	16 %	44 %	16 %	20 %	4 %	0 %
Administrators demonstrate creativity in delivering job.	28 %	32 %	12 %	12 %	16 %	0 %
Administrators contribute innovatively in the implementation of new ideas	24 %	40 %	12 %	12 %	12 %	0 %
Administrators are encouraged to come up with innovative solutions for university issues.	8 %	24 %	12 %	32 %	24 %	0 %
Administrators have opportunities to advance in their line of function.	8 %	28 %	16 %	36 %	12 %	0 %
There is fairness in the method of assessing administrators' performances.	4 %	16 %	36 %	16 %	28 %	0 %
The best administrators are rewarded every year.	8 %	4 %	8 %	16 %	56 %	8 %

**Source: Fieldwork: 2020**

**Table 7: Lecturer’s performance**

Questions	Lecturer’s Performance					
	Strongly Agreed	Agreed	Neutral	Disagreed	Strongly Disagreed	Not Applicable
There is a relationship between innovative leadership and lecturer performance.	61%	29%	3%	4%	0%	0%
You teach according to the lesson plans.	57%	33%	7%	3%	0%	0%
You teach according to the different teaching aids.	4%	56%	27%	3%	4%	7%
You are on time and come to class with lesson plans.	56%	35%	5%	1%	3%	0%
You give the students the opportunity to take notes.	61%	27%	4%	4%	4%	1%
You use simple, clear and concise language during lessons.	45 %	39 %	7%	7%	3%	0%
You give homework that contributes to independent research.	48%	36%	5%	4%	3%	4%
You encourage students to produce high quality work using new technologies.	48%	32%	5%	7%	3%	1%
You receive your performance evaluation form regularly.	7%	12%	9%	27%	39%	7%
You are well equipped and trained to teach with new technologies.	5%	28%	13%	40%	12%	1%
The creation of the lecturers' discussion platforms leads to the performance of the lecturers.	44%	28%	13%	40%	12%	1%
There is a relationship between innovative leadership and your performance.	52%	20%	8%	4%	9%	7%
Allocation resources allow you to have educational material.	39%	36%	13%	4%	9%	7%
Organizing the annual meeting of speakers leads to your performance.	45%	37%	4%	9%	8%	1%
Your participation in global forums related to your specialization contributes to your performance.	48%	27%	9%	5%	7%	4%
You get good results in teaching / learning without new technologies.	4%	19%	23%	11%	33%	11%
You have modern libraries at the University.	4%	13%	13%	19%	41%	9%

Source: Fieldwork: 2020

**Table 8: Student’s performance**

Questions	Students’ Performance					
	Strongly Agreed	Agreed	Neutral	Disagree	Strongly Disagree	Not Applicable
Innovative leadership is a technique to combine the different leadership styles to influence a target group.	34 %	30 %	12 %	8 %	8 %	8 %
Innovative leadership leads to student’s performance.	52 %	30 %	8 %	2 %	4 %	4 %
Students are able to communicate effectively with others and express him / herself clearly.	46 %	28 %	10 %	8 %	6 %	2 %
Students are motivated to participate in group activities.	46 %	40 %	4 %	6 %	2 %	2 %
Students are able to understand other people’s feelings and needs.	38 %	36 %	14 %	6 %	6 %	6 %
Students demonstrate leadership in various activities.	14 %	42 %	24 %	10 %	4 %	6 %
Students are able to think in different angles.	26 %	32 %	14 %	10 %	8 %	10 %
Students are able to suggest ideas and solutions to various issues.	36 %	22 %	12 %	12 %	14 %	4 %
Students refuse to accept other people’s views without reasons, not afraid of being unique and courageous to express his / her own opinion.	32 %	24 %	8 %	20 %	10 %	6 %
Students are able to listen to others patiently and carefully.	42 %	30 %	4 %	10 %	12 %	2 %
Students persist and refuse to give up when facing difficulties or failure.	24 %	8%	12 %	26 %	26 %	4 %
Learning materials are accessible to all students.	20 %	12 %	10 %	32 %	20 %	6 %
Students are well equipped to do research.	18 %	10 %	8 %	40 %	16 %	8 %
Students are coached and mentored till their first job.	8 %	20 %	10 %	28 %	28 %	6 %
Students are able to use new technologies in their respective domains.	12 %	18 %	4 %	30 %	34 %	2 %
Students’ voices are taken into account when taking decisions.	16 %	20 %	12 %	20 %	26 %	6 %
The curriculums take into account student’s internships.	18 %	18 %	16 %	14 %	30 %	4 %

Source: Fieldwork: 2020

**Table 9: The impact of innovative leadership on academic rating**

<b>1. Innovative leadership has an impact on your academic's rating.</b>	<b>Frequency</b>	<b>%</b>
Strongly agree	55	55%
Agree	27	27%
Neutral	7	7%
Disagree	4	4%
Strongly Disagree	4	4%
N/A	3	3%
Total	100	100%

Source: Fieldwork: 2020

**Table 10: The needs of innovative leadership for university rating**

<b>2. Your university needs innovative leadership to ensure its ranking among the best universities in Guinea.</b>	<b>Frequency</b>	<b>%</b>
Strongly agree	60	60%
Agree	20	20%
Neutre	5	5%
Disagree	3	3%
Strongly Disagree	5	5%
0. N/A	7	7%
Total	100	100%

Source: Field study 2020

**Table 11: Quality Education requires academic performance**

<b>3. Quality education requires university performance.</b>	<b>Frequency</b>	<b>%</b>
Strongly agree	54	54%
Agree	20	20%
Neutre	10	10%
Disagree	6	6%
Strongly Disagree	5	5%
N/A	5	5%
Total	100	100%

Source: Fieldwork: 2020

**Table 12: The creation of partnership between the university Julius Nyerere of Kankan and other universities**

<b>4. The creation of a partnership between the University Julius N'yerere of Kankan and other universities leads to improving its rating.</b>	<b>Frequency</b>	<b>%</b>
Strongly agree	46	46%
Agree	38	38%
Neutre	3	3%
Disagree	3	3%
Strongly Disagree	8	8%
N/A	2	2%
Total	100	100%

Source: Fieldwork: 2020

**Table 13: Partnership between the university and the existing companies in upper Guinea**

<b>5. There is a partnership between the university and the existing companies in Upper Guinea.</b>	<b>Frequency</b>	<b>%</b>
Strongly agree	31	31%
Agree	25	25%
Neutral	13	13%
Disagree	13	13%
Strongly Disagree	14	14%
N/A	4	4%
Total	100	100%

Source: Fieldwork: 2020

**Table 14: Setting up professional trainings**

<b>6. Setting up professional trainings in the university contributes to university rating</b>	<b>Frequency</b>	<b>%</b>
Strongly agree	40	40%
Agree	25	25%
Neutral	10	10%
Disagree	5	5%
Strongly Disagree	15	15%
N/A	5	5%
Total	100	100%

Source: Fieldwork: 2020

**Table 15: The voices are taken into account in decision making**

<b>1. Your voices are taken into account when making decisions at the university.</b>	<b>Frequency</b>	<b>%</b>
Strongly agree	39	39%
Agree	26	26%
Neutral	10	10%
Disagree	10	10%
Strongly Disagree	14	14%
N/A	1	1%
Total	100	100%

Source: Fieldwork: 2020

**Table 16: The link between innovative leadership and decision making**

<b>2. There is a link between innovative leadership and decision making.</b>	<b>Frequency</b>	<b>%</b>
Strongly agree	28	28%
Agree	36	36%
Neutre	15	15%
Disagree	6	6%
Strongly Disagree	8	8%
N/A	7	7%
Total	100	100%

Source: Fieldwork: 2020

**Table 4.17: Innovative leadership provides new techniques and tools**

<b>3. Innovative leadership provides new techniques and tools for making decisions.</b>	<b>Frequency</b>	<b>%</b>
Strongly agree	43	43%
Agree	29	29%
Neutre	6	6%
Disagree	11	11%
Strongly Disagree	7	7%
N/A	4	4%
Total	100	100%

Source: Field study 2020

### Discussion of Findings

The main objective of this study is to explore the impact of innovative leadership in improving the quality of Education at The University Julius Nyerere of Kankan. From the results of the study it was observed that there is a significant impact of innovative leadership on improving the quality of education. This study found that the university Julius Nyerere of Kankan is suffering from leadership which is consider today as one of the barriers challenging the university to provide or improve quality education.

### The impact of innovative leadership on the performance of administrative staff

The researcher discovered from the data that, the majority of the respondents were strongly agreed with the role of innovative leadership on the performance of administrative staff; which means the innovative leadership has a role to play in the performance of administrative staff. Even if this role is misunderstood or misused by university managers. This

majority is about 80 % of the total respondents. It is also good to note that, the second majority of the respondents 12% were agreed with the role of innovative leadership on the performance of administrative staff. Moreover, beyond these huge percentages of strongly agreed and agreed with the role of innovative leadership on the performance of administrative staff; the researcher found from respondents again that, two respondents (one for disagree and another one for strongly disagree) constituting 4% from the total population were opposite to the role of innovative leadership on the performance of administrative staff. That is to say, these respondents may not have sufficient knowledge or information about innovative leadership. Which simply means that we have to enlarge awareness about innovative leadership in the institution.

### **The impact of Innovative leadership on the performance of lecturers**

Lecturer performance as one of the research questions and objective, it shows a strong relationship with innovative leadership. More than the half of the respondents were strongly agreed with the relationship between the performance of lecturers and innovative leadership

This can be summed up by saying that, the quality education requires qualified lecturers in the different specializations. The way the world is growing fast because of the technology and threatened by contagious viruses if lecturers are not well prepared to provide courses accordingly the university will be negatively impacted as the arrival of Covid-19. So the role of innovative leadership is to anticipate, to equip them with new technology and to prepare lecturers by training them to face accordingly.

### **The impact of Innovative leadership on the performance of students**

The willingness and readiness of lecturers and administrative staff to improve students' performances in rigorous and effective way in order to become competitive in the global market. Therefore, the researcher found out that, most of the students are not competitive due to several factors in the university as low quality education, no adaptation of university curriculum to the reality of national and global job market, non-qualification of certain lecturers and non-availability of adequate teaching and learning materials etc. With the same perspective, the researcher found out again that students are not considered while taking decision. Then, there is no mentorship for student to get their first job. It is a role for innovative leader to gather the different styles of leadership through which the challenges will be turned into opportunities in order to ensure success by improving students' performances.

### **The role of innovative leadership on the performance of the University rating**

The investigation shows that the performance of the university rating is very low and it needs to be performed because the university lost the place it occupied among the best universities in the country. The researcher found out that most of the respondents were strongly agreed with the fact that the partnership between the university Julius Nyerere of Kankan and another universities is disable due to lack of leadership at the level of decision makers in the institution and non-accreditation of some programmes. Therefore, the competencies of university managers have to be performed in terms of leadership and strong partnership has to be established.

### **The role of Innovative leadership on the decision making process**

The results of the research reveal that sometimes lecturers are not consulted while making decision specially the leaders of students in different faculties. Sharing decision-making with the subordinates generates empowerment and breeds ownership. Exercising reasonable level of democratic leadership style provides a sense of belonging to employees and makes them ready to defend the university objectives and goals. Even though he or she invites contributions from the subordinates before making a decision, the leader retains the final authority to make decisions (consultative).

### **Conclusion**

The main objective of conducting this research was to explore the impact of innovative leadership in improving the quality of education at The University Julius Nyerere of Kankan. Furthermore, The University Julius Nyerere of Kankan is a proudness of Guinean educational system. It plays a vital role in training of future decision makers and leaders in our country. It needs a leadership revolution to ensure a real change and recover its honourable place in our system of education. This requires innovative leadership.

This research glanced at literature reviewed and established a base for exploring the impact of innovative Leadership in improving the quality of Education. The hypotheses presented in this study are tested, and the findings are presented. The presented findings discovered that improving the quality education is complex and it cannot be done without improving certain parameters whose constitute the pillars of university such as administrative staff, lecturers, students, decision making and the politics of raking the university.

Moreover, the study also shows that for innovative leader to boost the performance of the University Julius Nyerere of Kankan he needs to have stepping points (strengths and opportunities) and know stumbling blocks (weaknesses and threats) in order to improve the quality education.

### **Recommendation from the study**

Finally concluding this study it is found that innovative leadership has direct impact on improving the quality education depending on how innovative the leader is in an organization. The quality depends on service and the service can be qualified unless the service providers are well performed and equipped to deliver it. Thus, it should be extremely important for the university to balance its leadership styles to equally reflect much interest in people and objectives in its pursuit to

improve the quality of education. For that this number of recommendations are provided based on the findings of the study:

- Establishing a continuous training programs for lecturers
- Assisting researchers in their research with adequate resources
- Involving teachers and students while making decision
- Create a partnership between university and existing enterprises in the region to facilitate students' internships
- Create and strengthen the partnership between the university and other educational institutions in Africa and western countries.
- Promote and introduce e-learning program in the university curriculum.
- Promote teaching with help of new technology
- Equip classroom for better classroom environment
- Facilitate lecturers and students to access WIFI connexion within the university.
- Establish technology transfer structures and technology platforms to promote exchanges between academic circles and existing companies in terms of R&D and students' internship

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