Leadership and the Dynamics of Power and influence of Academicians in the Indian Higher Education Institutions

By

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Abstract

The lack of appropriate power possessed by an organization's leaders impedes its smooth operation. The goal of this research is to assess the relevance of French and Raven's (1959) typology of the five bases of power in the academic field, namely, Reward, Coercive, Legitimate, Expert, and Referent. The study attempts to quantify academicians' various levels of power in relation to their jobs based on their leadership positions. The study is primary in nature, and data has been gathered using a questionnaire. In this study, the questionnaire has been adopted from Frost, D. E., & Stahelski, A. J. (1988). The snowball sampling technique has been used with a sample unit that included 824 academicians from various colleges and Universities of Delhi and the Delhi/ NCR region of the Country. These academicians are holding Various positions of leadership in the academic sector. Vice-chancellor / Director, Registrar, Dean, Associate Dean and Head of the department. Multiple regression, T-test and Leven's test has been used in the study. The research discovered that French and Raven's (1959) five bases of power have been successfully applied to the various leadership positions of academicians. Power has been found to be positively and significantly associated with both academic leaders' positions.

Keywords: leadership, power, social, academics, higher education.

1. Introduction

"To survive in the 21st century, we are going to need a new generation of leaders-leaders not managers".

The above-quoted quotation was given by Warren G. Bennis, the father of leadership (as cited by Robbins, 2017). He believes a leader is a person who just not simply influence the others but possesses certain traits (Carlyle,1840; Simonton, 1994) such as personality, compliance, specific behaviours, persuasion, power, and goal achievement, interaction, role differentiation, structure initiation, and a combination of two or more of these (Luthans, 2013). From this point of view, leaders have power and use it to bring changes to others (Nehal, B 2015).

"Power is the ability to influence behavior (Hersey & Blanchard, 1977; McCroskey & Richmond, 1983; Nelson & Quick, 2012)., to alter the course of events, overcome opposition, and persuade people to do things they would not normally do (Pferrer 1992). Leaders acquire power either by positional power or by personal power (French & Raven, 1959). With this perception, one can conclude, that power is a tool that leaders used to enforces people to work towards the organizational goals (Katz, 1998; House & Dessler, 1974; Schriesheim, C. & Schriesheim, 1980; Wright, 1984; Greene, 1986; Gebert & Steinkamp, 1991; Weiss, 1998; Dess & Picken, 2000; Welch, 2005; Galea, 2006). Here, leaders are responsible for the cause and effect that emerged because of power and his/her team member's satisfaction, and their commitment to the organization (Mossholder, Bennet, Kemery, & Wessolowski, 1998; House, 1971; House, 1977; Yukl, 1994b; House, 1996; Northouse, 2004).

In any organization, power comes from the authority or from the leadership position (Burns, 1978). My purpose of writing this research paper is to identify 5 types of power (French & Raven, 1959) in the academic world with various leadership positions in the academic sector.

2. Background and History of Power

Barnard has proposed the "Acceptance theory of Authority" this "authority" resembles the modern concept of Power (Barnard, 1938). Next year, two researchers namely Goldhamer and Shils prolonged the concept of authority proposed by Weber by using the term power. According to them, Power is Legitimate or coercive, Force or manipulation, and Instrumental or non-instrumental. (Goldhamer & Shils, 1939). Later, Dahl defined the work of Goldhamer and Shils in a more refined form by defining power. He stated: "A has power over B to the extent that he can persuade B to choose a course of action that B would not otherwise take. (Dahl, 1957). Further, he mentioned power has a relationship with the position, not with the people. In the meanwhile, small works on power were going on but no one was able to turn the stone. In the year 1959, French & Raven gave five bases of power. These are- Reward, Coercive, Legitimate, Expert, and Referent (as cited in "The bases of social power"). These 5 typology forms the conceptual basis of the current study (Carson & Carson, & Roe, 1993; Finkelstein, 1992; Podsakoff & Schreisheim, 1985)

Types of power:
Formal power includes Legitimate power, Reward Power, and Coercive Power. Personal power is accompanied by expert power and referent power (French & Raven, 1959)

Now, will discuss them in detail.

1. Legitimate power – the conviction that one has the formal authority to demand compliance and obedience from others. Barnard (1938), McShane and Von Glinow (2012), and Frost and Stahelski (1988). However, this type of power can be unpredictable

and unstable. Your actual authority may disappear in an instant if you lose your title or position since other people were more influenced by the position you held than by you.

As an example, consider the CEO of a company, a president, Prime Minister or Monarch, Director or Chancellor of the University / Institute has legitimate power.

2.   Reward power- This is due to one person's ability to compensate for another's work or task. They commend them with straightforward remarks, wage increases, promotions, and fulfilling assignments. (Nelson & Quick, 2012; Frost & Stahelski,1988). These are all illustrations of incentives that people can choose to manage controlled by people who also have the ability to control resources. Others with this level of influence anticipate your reward for accomplishing what you ask of them, and there is a strong chance they will get it. This power's drawback is that it might not be as strong as it seems. Managers frequently lack complete control over salary increases, and supervisors rarely have complete control over promotions.

Example, the manager who provides reward to its subordinates when they meet an predetermined objectives of the project. Registrar of the University / Institute has reward power.

3.   Coercive power- Because it is based on fear, this source of power causes dissatisfaction or resentment among the people. (Carson, Carson, & Roe, 1993; Podsakoff & Schriesheim, 1985; Frost & Stahelski,1988). Coercion often takes the form of threats and penalties. You are employing coercive authority when you suggest or threaten that someone will be dismissed, demoted, or denied privileges. Although you may be in a position to do so, that does not mean you have the motivation or justification to do so.

This ability never earns you respect and you may lose control over others as well.

Example, the VP of sales department who threatens his sales team to meet their predetermined goals. The Associate Dean of the University / Institute has coercive power.

4.   Expert power- If you possess the knowledge and abilities to comprehend an issue, make suggestions for solutions, exercise solid judgement, and overall outperform others, people will pay attention to you, believe you, and appreciate what you have to say.

(Kreitner & Kinicki, 2010; Frost & Stahelski,1988). As a subject matter expert, your thoughts will be important, and people will look to you for leadership in that field.

Increase your knowledge, skills and decision making skills in order to maintain your power (Tauber & Knouse, 1984).

As an example, consider the expert project manager in his domain and have capability in solving all kinds of problem that may lie in the project. Head of The department of the particular department in the University / Institute has expert power.

5.   Referent power- It comes from a person's admiration and regard for other people. Because of his considerable impact, a person with referent power frequently makes everyone feel good at work. (Craig & Douglas, 2006; Frost & Stahelski,1988).

People may abuse their position to hurt and alienate others while simultaneously advancing their own interests. A leader who wants to last and be respected should avoid relying entirely on referent power. For example, the Human Resource Officer, whose responsibility is to treat fairly and equally to all the employees of the organization and resolve all kinds of conflicts that lie between employees because of any reason with appropriate measurement ways. The Dean of the University / Institute has referent power.

3. Leadership

Meaning of leadership

Effective leaders are concerned with their employees' long-term development and use ingenuity and other social skills to encourage employees to give their all. It is not a matter of being "kind" or "understanding" but harnessing individual motivations with the goal of achieving organizational goals (Prentice, 2004)

The objective of this research is to assess the significance of French and Raven's (1959) typology of the five bases of power in the academic field, namely, Reward, Coercive, Legitimate, Expert, and Referent. The study attempts to quantify academicians' various levels of power in relation to their jobs based on their leadership style. Here, I am using the various leadership positions of the academic sector i.e., Vice-chancellor / Director, Registrar, Dean, Associate Dean and Head of the department.

How Power and leadership go hand in hand in academic sector

In an organization, formal power comes with the position they hold (Greenberg, 2011) For instance, certain powers that the vice chancellor / Director of a university have. Once his/ her tenure get over the power will automatically transferred to the next appointed vice-chancellor/ Director. Same will happen with all the leaders. In an academic world, the leadership positions are like the following:
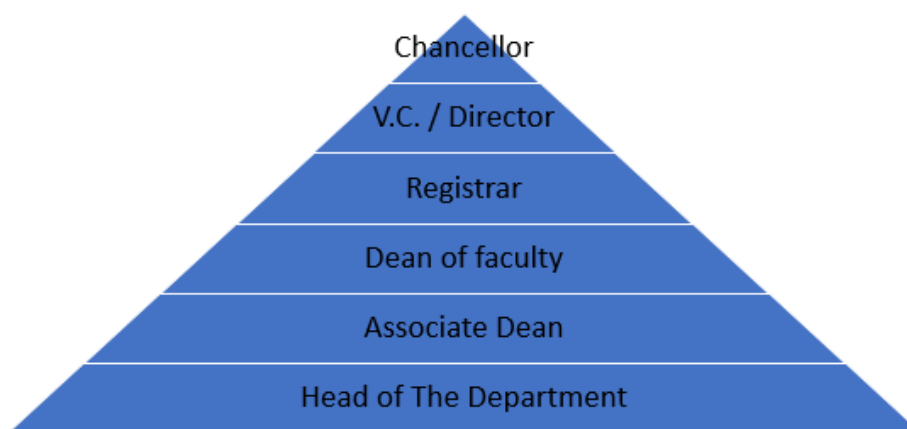
Power interrelation:

At the same time, one person can possess all the 5 sources of power (Nyberg, 1981).

These powers are divided into 2 categories. Namely, Organizational and personal power. Expert and referent power are examples of personal power, whereas organisational power includes legitimate power, reward power, and coercive power. Now question raises which power is more effective and what is their interrelation? Personal power is considered as the stronger power over the organizational source of power because Personal power is related to organisational commitment, job satisfaction, and performance in a positive way

while in the case of organizational power these are negatively related (Carson, Carson, & Roe, 1993; Podsakoff & Schriesheim, 1985).

In case of interrelation, both legitimate power and expert power are equivalent to each other. If they will not go parallel, there is a possibility they will hamper the productivity of the organization. (Huber, 1981). Coercive power usage could reduce referent power within an organisation, and using coercive power alongside reward power could reduce expert power. (Aguinis, Nesler, Quigley, & Tedeschi, 1994).

4. Objectives

The goal of this research is to evaluate the significance of French and Raven's (1959) typology of the five bases of power in the academic field, namely, Reward, Coercive, Legitimate, Expert, and Referent. The study attempts to quantify academicians' various levels of power in relation to their jobs based on their leadership style.

Novelty of the study:
Holistic picture, overall picture

5. Research Methodology

Research area, population and sample units: The research area comprises of various Indian universities and colleges which offer various courses. Academicians were drawn from these universities/ colleges who are currently holding the leadership positions. The sample unit included 824 academicians by using the systematic random sampling technique.

Data collection and research instrument:
The data has been collected from the academicians of various Indian universities / colleges who are holding leadership positions like vice chancellor or Director, Registrar, Dean. Associate Dean, Head of the department.

For the present study, researcher has used the adopted questionnaire given by Frost, D. E., & Stahelski, A. J. (1988).

Analysis design:
For data analysis, SPSS software has been used. The researchers used the one-way analysis of variance (ANOVA) test to compare the differences in the various variables of leadership position among academic leaders. The significance of power was determined using a multiple regression test.

$$Leadership\ Position\ i = \beta o + \beta 1\ Reward\ Power + \beta 2\ Coercive\ Power + \beta 3\ Legitimate\ Power + \beta 4\ Expert\ Power + \beta 5\ Referent\ Power + \text{€}\ i$$

Further, T-test has been used to determine the variance between different leadership position among academic leaders.

Conceptual framework:
To analyse the implication of French and Raven's (1959) typology of the five bases of power i.e., Reward, Coercive, Legitimate, Expert, and Referent along the academic leadership field, namely, Vice chancellor / Director, Registrar, Dean of the faculty, Associate

Dean and Head of the faculty. Researcher has used the formative construct.

Conceptual Model
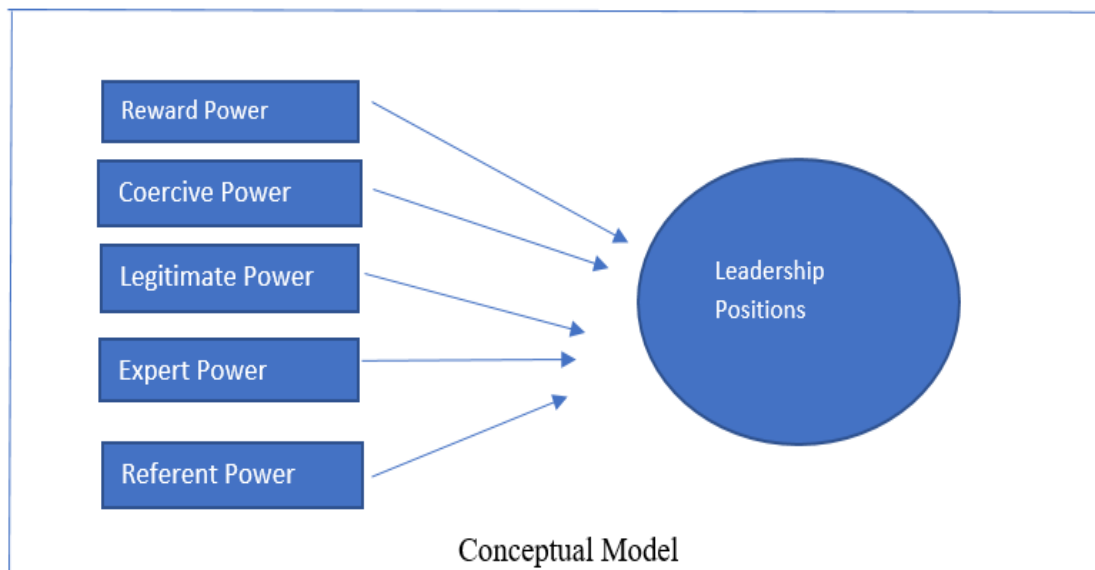
During the course of current research, the hypotheses listed below have been formulated and tested. These are:

(a)   There is no statistically significant link between Power and Leadership style with Leadership Position;

(b)   There is no statistically significant relationship between the sub-factors of leadership style and the leadership positions of academic leaders;

(c)   There is no statistically significant difference between the academic leader's positions on the Power sub-factors.

Pilot Study:
Cronbach's alpha reliability testing was performed by the researcher to assess reliability. According to this test, a value of 0.7 for Cronbach's alpha is considered acceptable, a value of 0.8 is considered good, and a value of 1 is considered excellent. Cronbach's alpha in this study is 0.9, indicating that the questionnaire has an excellent level of reliability.

Formula for measuring Cronbach Alpha is:

Cronbach's alpha = (N/N – 1)*(1 – SUM (variance of each of the items))/variance of total score for each of the respondents.

Table no. 1: *Test for questionnaire reliability*

Total number of respondents	The total number of statements	Cronbach Alpha Calculation	Data Collection Method
50	20	0.9	Questionnaire

Data Analysis:
During this session, the researcher explained the data analysis portion of the data that was collected using the adopted questionnaire developed by Frost, D. E., & Stahelski, A. J. (1988).

Below is a table containing the results of the multiple regression along with some descriptive data.

Table no. 02: *Descriptive Statistics*

Content	Mean	Std. Deviation	N
DP. Academic Leadership Positions.	4.22	1.271	824
a. Promote them or recommend them for promotion.	4.25	.682	824
b. Recommend them for awards or commendations.	4.25	.682	824
c. Give them high-performance ratings	3.95	.988	824
d. Praise them	4.30	.659	824
e. Give them extra time off.	1.13	.338	824
f. Demote them or recommend them for demotion	1.09	.288	824
g. Recommend them for disciplinary action or reprimands.	3.95	.676	824
h. Give them low-performance ratings.	1.63	1.027	824
i. Chew them out.	1.63	1.027	824
j. Give them extra work as punishment.	1.63	1.027	824
k. Let them know that you have the right to expect.	3.33	1.737	824
l. Expect that your orders and requests will be carried out because you're the boss and they will not question an order from a superior.	2.19	1.340	824
m. Expect them to follow your orders because they realize that you probably have information that they don't have and therefore a good reason for issuing any order.	3.80	.674	824
n. Get them to accomplish the work by demonstrating that you know how to perform the task.	3.76	.805	824
o. Impress them with your overall competence and ability	3.42	.494	824
p. Advise and assist them.	4.72	.451	824
q. Make on-the-spot corrections	2.91	.788	824
r. Give them good assignments.	4.75	.436	824
s. Give them bad assignments.	1.94	1.239	824
t. Rely on your good relations with them to get the job done.	2.84	.880	824
u. Rely on your people getting the job done because they don't want to let you down.	2.98	.907	824
v. Set the example and rely upon your people to follow your example.	2.87	.885	824
w. Rely on them thinking that it's to their advantage as much as it is to yours for them to cooperate with you	2.84	.880	824

DP- Academic Leadership positions i.e., Vice-chancellor/Director, Registrar, Dean, Associate Dean and Head of the Department

Interpretation: In table no. 2, the total number of academics from five different positions has been taken which is 824. Which are taken as a Dependent variable. The dependent variable's mean value is discovered to be 4.22 with a standard deviation of 1.271. While 23 claims based on the five bases of power proposed by French and Raven have been treated as independent variables. The mean value and the standard deviation of each independent variable are found to be alike or different. This represents that the data has been collected from the same population.

Table 3 is the model summary, which provides the R value for evaluating the model's overall fit. The value of R is found to be 0.656, while the R Square value is 0.431 and the adjusted R square value is 0.417. The value of R square represents that Raven's and French 5 bases of power account for 43% of the variance in the value of an academic position/leadership position, while the remaining 57% is due to an unknown or hidden source of power.

Table No. 03: *Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.656ª	.431	.417	.971	.431	32.009	19	804	.000

Predictors: (Constant), w, r, b, g, n, l, j, f, o, s, q, e, m, k, p, c, u, d,

b. Dependent Variable: DP

The F value is found to be 32.009 at the significant level of 1% of significance in Table No. 4 ANOVA, indicating that the model originated from the regression analysis.

Table no.04: *ANOVAª*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	572.836	19	30.149	32.009	.000ᵇ
	Residual	757.279	804	.942		
	Total	1330.115	823			

a. Dependent Variable: DP

b. Predictors: (Constant), w, r, b, g, n, l, j, f, o, s, q, e, m, k, p, c, u, d, v

Table no. 5 coefficients, Displays the beta value. The positive value of beta indicates a positive relationship between academic leadership and the raven's and French 5 bases of power. Thus, French and Raven's five bases of power have a positive and significant impact on academic leadership positions. As a result, the null hypothesis, which states that there is no significant relationship between Power.

Table no. 5: *Coefficients*[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	7.085	.781		9.070	.000	5.552	8.618
	b	.726	.145	.389	5.002	.000	.441	1.010
	c	.270	.044	.210	6.133	.000	.183	.356
	d	-1.093	.145	-.567	-7.528	.000	-1.378	-.808
	e	-.133	.104	-.035	-1.285	.199	-.337	.070
	f	-.190	.120	-.043	-1.587	.113	-.426	.045
	g	.051	.054	.027	.942	.346	-.055	.156
	j	-.101	.034	-.082	-2.977	.003	-.167	-.034
	k	-.210	.021	-.287	-9.988	.000	-.251	-.169
	l	-.117	.026	-.123	-4.465	.000	-.168	-.065
	m	.046	.055	.024	.829	.407	-.063	.154
	n	-.062	.045	-.040	-1.395	.163	-.150	.025
	o	-.065	.071	-.025	-.912	.362	-.204	.075
	P	.054	.081	.019	.670	.503	-.104	.213
	q	.023	.045	.014	.514	.608	-.065	.112
	r	-.155	.082	-.053	-1.885	.060	-.316	.006
	s	.109	.028	.107	3.854	.000	.054	.165
	u	-.917	.077	-.654	-11.976	.000	-1.067	-.766
	v	-.895	.161	-.623	-5.552	.000	-1.212	-.579
	w	1.668	.161	1.155	10.340	.000	1.351	1.985

a. *Dependent Variable: DP*

Table no. 06, depicts the association of sub-factors under the 5 bases of power with an academic leadership position. For this researcher has used step wise regression analysis.

Table no. 6: *Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.355[a]	.126	.125	1.189
2	.418[b]	.174	.172	1.156
3	.541[c]	.292	.290	1.071
4	.561[d]	.314	.311	1.055
5	.577[e]	.333	.329	1.042
6	.603[f]	.364	.360	1.017
7	.619[g]	.383	.378	1.003
8	.635[h]	.403	.397	.987
9	.645[i]	.416	.409	.977
10	.649[j]	.422	.415	.973

From Table no. 7, ten significant models have been developed from the stepwise regression models. The relationship between the independent and dependent variables is represented by this model.

The first regression model shows the association between in Table No. 6, which (Dependent Variable) Academic leadership positions and (One Independent variable) statement k .

The value of R and R-Square is found to be 0.355 and 0.126 respectively. In the second stepwise multiple regression model, by adding one more Independent Variable that is statement k, the value of R-square gets increased. Now the R and the R-square value is 0.418 and 0.174 respectively. The increased value of R and R-Square value represents a stronger association in comparison with the first step-wise regression model.

In a similar manner, in the next 8 stepwise regression models 3, 4, 5, 6,7, 8, 9 and 10 , the Value of R and R-Square has increased by adding one more independent variable at each step. Thus, the last step-wise multiple regression model appears to be the most significant model for evaluating the association between Academics leadership positions and Raven's and French 5 bases of power statement. As the value of R and R-Square is found to be 0.541 and 0.292 in the third step, 0.561 and 0.341 in the fourth step, 0.577 and 0.333 in the fifth step, 0.603 and 0.364 in the sixth step, 0.619 and 0.383 in the seventh step, 0. 635 and 0.403 in the

Eighth step, 0.645 and 0.416 in the ninth step, and 0.649 and 0.422 in the tenth and the last step respectively.

Thus, the tenth and the last stepwise regression model appears to be the most significant model for analysing the relationship between the French and Raven's 5 bases of power with the academic leadership positions. The R-Square value of 0.422 represents that 42 percent of the total variation is due to the French and Raven's 5 bases of power statement (which are independent variables in the study) and the remaining 58 percent is due to the unknown or other factors. Therefore, the 10 statements of French and Raven's 5 bases of power (which are independent variables in the study) are found to be significant in the step-

wise regression model. These independent variables (10 statements of French and Raven's 5 bases of power) are; k, u, w, v, c, d, a, l, s, j. (Refer the Annexure 1)

Table no. 07: *ANOVA[a]*

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	167.423	1	167.423	118.365	.000[b]
1	Residual	1162.692	822	1.414		
	Total	1330.115	823			
	Regression	232.095	2	116.047	86.770	.000[c]
2	Residual	1098.021	821	1.337		
	Total	1330.115	823			
	Regression	388.694	3	129.565	112.854	.000[d]
3	Residual	941.421	820	1.148		
	Total	1330.115	823			
	Regression	418.250	4	104.562	93.914	.000[e]
4	Residual	911.866	819	1.113		
	Total	1330.115	823			
	Regression	442.454	5	88.491	81.546	.000[f]
5	Residual	887.662	818	1.085		
	Total	1330.115	823			
	Regression	484.404	6	80.734	77.993	.000[g]
6	Residual	845.711	817	1.035		
	Total	1330.115	823			
	Regression	509.370	7	72.767	72.346	.000[h]
7	Residual	820.746	816	1.006		
	Total	1330.115	823			
	Regression	536.380	8	67.047	68.844	.000[i]
8	Residual	793.735	815	.974		
	Total	1330.115	823			
	Regression	553.120	9	61.458	64.385	.000[j]
9	Residual	776.995	814	.955		
	Total	1330.115	823			
	Regression	560.850	10	56.085	59.274	.000[k]
10	Residual	769.265	813	.946		
	Total	1330.115	823			

Table no. 08, shows the transformation in the academic leadership positions towards the French and Raven's 5 bases of power, who are holding different leadership positions by using the T-test and Levene's test.

According to Table No. 08, there is a significant difference between the various academic leadership positions and the French and Raven's 5 bases of power. Furthermore, the T-test revealed that there is a significant difference in academic leadership positions and the

French and Raven's 5 bases of power. The Vice Chancellor/Directors leadership role with the various French and Raven's 5 bases of power, however, does not significantly differ from one another. The Head of the Department, the French, and Raven's five bases of power can all be extrapolated to have substantial differences from one another. Additionally, a T-test analysis revealed a significant difference between the use of power toward the French and Raven's 5 bases of power when the associate dean is in charge. With the French and Raven's 5 bases of power, Dean and Registrar's situations are not significantly different.

Table no. 08: *T-Test and Levene's test*

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	**Sig.**	**t**	**Df**	**Sig. (2-tailed)**
a	Equal variances assumed	8.265	.005	-.563	108	.574
	Equal variances not assumed			-.580	106.037	.563
b	Equal variances assumed	8.265	.005	-.563	108	.574
	Equal variances not assumed			-.580	106.037	.563
c	Equal variances assumed	24.670	.000	-2.052	108	.043
	Equal variances not assumed			-2.102	107.254	.038
d	Equal variances assumed	.496	.483	.519	108	.605
	Equal variances not assumed			.519	104.199	.605
e	Equal variances assumed	12.763	.001	-1.742	108	.084
	Equal variances not assumed			-1.692	87.237	.094
f	Equal variances assumed	4.408	.038	1.025	108	.308
	Equal variances not assumed			1.053	106.627	.295
g	Equal variances assumed	12.916	.000	-.177	108	.860
	Equal variances not assumed			-.182	104.977	.856
h	Equal variances assumed	.419	.519	.160	108	.873
	Equal variances not assumed			.159	101.592	.874
i	Equal variances assumed	.419	.519	.160	108	.873
	Equal variances not assumed			.159	101.592	.874
j	Equal variances assumed	.419	.519	.160	108	.873
	Equal variances not assumed			.159	101.592	.874
k	Equal variances assumed	.000	1.000	.000	108	1.000
	Equal variances not assumed			.000	104.389	1.000
l	Equal variances assumed	.045	.832	-.637	108	.525
	Equal variances not assumed			-.641	106.269	.523
m	Equal variances assumed	60.763	.000	-5.010	108	.000
	Equal variances not assumed			-5.330	84.123	.000
n	Equal variances assumed	12.607	.001	4.233	108	.000
	Equal variances not assumed			4.387	103.050	.000
o	Equal variances assumed	3.276	.073	2.008	108	.047
	Equal variances not assumed			2.014	105.616	.047

p	Equal variances assumed	.330	.567	.290	108	.772
	Equal variances not assumed			.290	103.687	.773
q	Equal variances assumed	2.059	.154	.884	108	.379
	Equal variances not assumed			.896	107.919	.372
r	Equal variances assumed	7.971	.006	1.447	108	.151
	Equal variances not assumed			1.428	97.833	.156
s	Equal variances assumed	51.253	.000	-2.777	108	.006
	Equal variances not assumed			-2.639	71.947	.010
t	Equal variances assumed	.039	.845	-.832	108	.407
	Equal variances not assumed			-.831	103.590	.408
u	Equal variances assumed	.016	.898	.040	108	.968
	Equal variances not assumed			.040	104.754	.968
v	Equal variances assumed	.244	.622	1.308	108	.194
	Equal variances not assumed			1.312	105.560	.192
w	Equal variances assumed	.039	.845	-.832	108	.407
	Equal variances not assumed			-.831	103.590	.408

6. Conclusion

The five bases of power proposed by French and Raven have been successfully used in academic settings. All 5 types of power have been found positively and significantly tested with academic leadership positions. Out of 23 independent variables 10 have been found significantly contribute to academic leadership positions. These 10 are statement no. k, u, w, v, c, d, a, l, s, j (Refer the table no 02)

The five bases of power used by the French and Raven systems and the numerous academic leadership roles, according to the study, differ significantly. The Vice Chancellor/Directors leadership role with the various French and Raven's 5 bases of power, however, does not significantly differ from one another. The Head of the Department, the French, and Raven's five bases of power can all be extrapolated to have substantial differences from one another. Furthermore, a T-test analysis revealed that there is a substantial difference between how the French and Raven's 5 bases of power are used under the Associate Dean. However, there is no discernible distinction between the Dean and Registrar's case and that of French and Raven.

Future scope: The study is limited to the country's central region. I.e., Delhi/ NCR colleges only. It can be extended to other parts of the country.

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Annexure 1

Content
Promote them or recommend them for promotion.
Recommend them for awards or commendations.
Give them high-performance ratings
Praise them
Give them extra time off
Demote them or recommend them for demotion
Recommend them for disciplinary action or reprimands.
Give them low-performance ratings.

Chew them out.

Give them extra work as punishment.

Let them know that you have the right to expect.

Expect that your orders and requests will be carried out because you're the boss and they will not question an order from a superior.

Expect them to follow your orders because they realize that you probably have information that they don't have and therefore a good reason for issuing any order.

Get them to accomplish the work by demonstrating that you know how to perform the task.

Impress them with your overall competence and ability

Advise and assist them.

Make on-the-spot corrections

Give them good assignments.

Give them bad assignments.

Rely on your good relations with them to get the job done.

Rely on your people getting the job done because they don't want to let you down.

Set the example and rely upon your people to follow your example.

Rely on them thinking that it's to their advantage as much as it is to yours for them to cooperate with you