



Stephen R. Covey's Leadership Concepts and Their Adaptability in Academic Institutions

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Abstract

The study highlights the Stephen R. Covey's Leadership Concepts and Their Adaptability in Academic Institutions. The objectives of the study were to analyze the Adaptability in Academic Institutions; to find out to what extent the objectives of Stephen R. Covey's Leadership concepts and homework archived. The data were collected through four books by Stephen R. Covey are selected these books are related to personality development. The qualitative approach was used in this study to explore leadership concepts in Stephen R. Covey's books. The content or data was analyzed with the help of NVIVO 12. These results show that Covey's books have a variety of inspiring leadership concepts that can be used in academic institutions. This study concludes with a theoretical model for academic institutions. Practicing this model, the academic institutions will enable their students and teachers in making decisions for academic life.

Keywords: Leadership Concepts, Adaptability, Academic Institutions.

Year: 2023

Volume: 7

Issue: 3

Citation: Masih, S. and Malik, N. J. (2023). Stephen R. Covey's Leadership Concepts and Their Adaptability in Academic Institutions. *Asian Innovative Journal of Social Sciences and Humanities*, 7(3), 35-49.

Website: www.aijssh.org

ISSN: 2520-0143 (Online)

Introduction

Education is very important for the society like morally, ethically, demographically, culturally, traditionally, political, and values of nation in the world. Therefore, all nations stress on improving the quality of education. Every nation provides all facilities to teachers and students in academic institutions. Academic institutions are those whose main goal is to deliver knowledge-based services using both academic knowledge and practical skills acquired through natural abilities, predictive modeling, big data, etc. The ability of academic institutions' executives to traverse huge amounts of data and make wise judgments for achieving educational objectives and strategic initiatives is becoming more and more important (Gathoni, 2021). Education prepares students for the actual world. School administrators, professors, parents, and students must be authentic and present while expressing genuine concern and affection. Expert barriers among executives are places where one's wisdom may avoid methods and strategies. Focusing on leadership as a strategy for persuading a specific group of people to accomplish a certain goal, a goal-achieving influencing process is defined (Benmira, 2021). Academic institutions that promote balanced development (social, emotional, physical, and cognitive).

Franklin Covey Corporation, the world's largest management and leadership Development Company, is led by Stephen Richards Covey, who also serves as vice chairman. He is best known as the author of *The 7 Habits of Highly Effective People* (1989), a book with a powerful message that has been translated into 38 languages and sold over 15 million copies worldwide. His most recent book, *The 8th Habit: From Effectiveness to Greatness* (2004), has also been a worldwide success. Covey will be well-known as one of Time magazine's 25 most influential Americans. "The goal is to create deposits, ongoing deposits of unconditional love," Stephen Covey explains. The role of educators and executives is to energize and support students as they pursue their leadership potential. Instructors or staff members inform an understudy about his or her self-esteem and initiative capacity, and when the understudy sees this in himself or she, he or she motivates others to see their value and administration capacities, which influences the way of life of the entire institution. As a result, the effects of each student's positive belief spread throughout the surrounding area (Franklin Covey).

Academic researchers Bernard Bass and Bruce Avolio (1994) expanded on the ideas presented in James McGregor Burns' book *Leadership* (1978) through scientific research and inquiry. According to Bass (2006), leadership is not just a privilege of those in positions of power. At any level, anyone can exercise leadership. We can see how important it is for leaders to develop leadership in those who report to them. This is the foundation of the concept of transformative leadership.

Research Objectives

The specific objectives of this study were as follows;

1. To understand the concepts of leadership given by Stephen R. Covey.
2. To establish the adaptability of Covey's leadership concepts in academic institutions.

3. To propose an adaptability model of Covey's leadership concepts for academic institutions.

Review of Related Literature

Leadership is essential, as it has been since human civilization began. As a result, leadership behavior shifted across cultures over time. Between 400 and 300 BC, Greek philosophers Plato and Aristotle wrote about leadership and its requirements, qualities, and education of leaders, although leadership is extremely important for nations and cultures. Max Weber identified leadership stages in the early twentieth century, and this study can be divided into three stages (Abdullah, 2009).

Leadership founded on principles recognizes that we cannot reject these universal laws through impurity. Natural law principles, such as the law of gravitation, have a natural direction in which those who understand them succeed and those who do not fail. The first section of this book discussed the four PCL levels: personal (my relationship with myself), interpersonal effectiveness (my relationships with others), management (my responsibility to get things done with others), and organizational (my responsibility to get things done with others) (my need to organize people). For principles-centered leadership, there are four primary responsibilities and dimensions to consider. According to Covey, we must center our lives on these concepts to develop rich internal strength.

Stephen R. Covey's The 7 Habits of Highly Effective People

This book, written by Stephen Covey in 1989, is divided into four sections. Part 1 of the book discusses the fundamental concepts, paradigms, and rules. The Seven Habits provides a general picture of how people and institutions can develop and adapt habits. Model, reference, and theory are all words in Greek. The first three behaviors are discussed in the second section, which is about personal victory or private victory (Be proactive, Begin with the end in mind, and Put first thing first). The following three habits (Think win-win, Strive to understand then be understood, and Synergize) are associated with people who lead and motivate for a specific shared vision, and the third part is about public victory, which implies winning the people it discusses leadership qualities. The final section is about rejuvenation; "sharpen the saw" refers to cultural and human development (Covey 1989). Habits are the intersection of knowledge, attitude, and skill (Covey, 1989). When *The 7 Habits of Highly Effective People* was divided in 1990, it became an example of self-improvement.

The 8th Habit: From Effectiveness to Greatness

Stephen R. Covey 2004 describes the industrial change to the full person paradigm (Body, Mind, Heart, and Spirit) in the first part of his book. Details how each change in progress brought outlook changes in thinking with a multiple-times efficiency improvement and also explains how using your natural talents may help you find your voice or talent and skills with the help of seven habits. We all come into the world with "birth gifts" of abilities, insights, and limitless potential. Your voice (or calling) is the intersection of your abilities, energy, and soul with what the world requires. Use your enthusiasm and skills (such as your natural talents and



abilities) to meet a need that speaks to your soul (the peaceful, little voice inside that tells you that common decency is a good thing). Despite significant challenges, the most notable pioneers and achievers in human history (including Mother Teresa, Mohandas Gandhi, Nelson Mandela, and George Washington) all persevered. Using the four attributes of Vision, Discipline, Passion, and Conscience, they developed and demonstrated their four insights through their conflicts. The eighth tendency, which is managed (sensibly) by Stephen Covey and assists others in finding fulfillment, fits well with Maslow's ideas of Self-Actualization and Amazing quality in the Hierarchy of Needs model, as well as Erikson's Psychosocial Life-Stage Theory's later life phases. The ninth Habit book emphasizes initiative as an important component of finding fulfillment by helping others. Covey's subtleties in this book show how each shift in development brought perspective changes in reasoning, a dislodging of 90% of conventional positions, and a multiple-times improvement in efficiency. To make quantum leaps and thrive in this new era, we need to shift the lenses through which we examine our reality.

Covey, the booking leader in me, explains three core principles. To begin believing that all people can continue to live, a different perspective that shifts away from a progressive model in which titles and positions characterize leaders and towards one in which all people, including understudies, are allowed to lead is required. Stephen Covey suggests viewing an effort through the lens of a decision in this new administration's eyes. Leadership is a choice, not a title (Fonzi, 2011). The second supposition The 7 Habits of Highly Successful People's Habits, as described in The Leader in Me, apply to everyone, regardless of their level of development, race, class, orientation, or potential for greatness (Covey, 2008).

Research Methodology

The design of this research study is much relevant to the topic of qualitative research So, I have selected the qualitative research design to perform this research. The inductive approach is being used in this study to discover the untapped and unexplored areas of leadership concepts and their adaptability aspects of Covey's works for academic institutions. This theory may develop new ideas in the theory that may be beneficial for applying the theory practically. The data gathered from the selected sample content. In qualitative data the content analysis is used in which a researcher access the existence of word, topic, themes or concepts. Researcher draws the conclusion from written material in the form of text or may in audio or visual. The qualitative method was used for this study because subjective methods are particularly useful in determining the meaning that people assign to events that they encounter (Merriam, 1998). Specifically, the substance investigation strategy was used to comprehend and dissect factors deliberately to legitimize them. The subjective exploration techniques used for this study are outlined below, and they include purposefully scrutinized and systematic simultaneous information, as well as a variety of examination systems (Osborne, 1981). Was used to dissect the information and discover Covey's leadership concepts, qualities, and likenesses of self-acknowledgment. Topic found in leadership concepts were similar to those crafted by Covey. The 7 Habits of Highly Effective People, The 8th Habit, The Leader in Me, and Principles Centered Leadership. The manual substance investigation strategy extricated leadership

themes; to test the dependability of manual substance examination, the computational examination was performed on NVIVO 12 software.

Data Analysis and Interpretation

The analysis and interpretation of data is given below:

Researchers analyzed the data through the software of NVIVO Version 12. The data was analyzed through the method of content analysis in the qualitative research. To deconstruct a problem in a research the content analysis is a very useful and reliable technique. Content analysis is very unique method to explore the thing and know about the human psyche and people respond to communicate material, speeches, entertainment programming, and news events. The descriptive content investigation was carried out on the example to gain a reasonable understanding of the information. The information gathered was examined using inductive methodologies.

Research Question 1

The first question of the research study that I addressed was, "What are Stephen R. Covey's leadership concepts?" The text of selected books was analyzed by the researcher. The entire text is then coded to identify emerging themes. Following that, all of the codes were double-checked for accuracy, and any codes found to be unrelated were removed from the data. The identical codes are then grouped to reduce data volume and collect themes. The first research question is described as a discussion of the four leadership concepts.

The Leadership Themes

To complete a task in an academic institution, use necessary resources, a store of key information, and necessary leadership direction. Question 1: How do you create a great school, a great classroom, or a great student? The themes depict the four leadership concepts, each of which has a significant impact on the student's performance. Covey's books include *The 7 Habits*, *The 8th Habit*, *Principles Centered Leadership*, and *The Leader in Me*. Students cannot achieve effective performance in academic institutions unless they know what their interests are. Expectancy was also required during the struggle because it increases a student's belief system and performance. Expectations include elements such as competition to complete a specific task.

Here, the four leadership concepts play an important role in providing inspirational sources of motivation to students and staff. Entitlement is classified into two types: intrinsic and extrinsic. Extrinsic entitlement requires a stimulus and a leader to present or arouse this stimulus. The entitlement motivates students, but the regulating role becomes the institution's leader in how to motivate students and achieve effective results in academic and personal life. An effective personality in the modern world requires the entitlement role of leadership.

A leader possesses these characteristics, as well as the seventh and eighth habits, which enable them to be responsible and positive in all situations in life. An effective leader maintains a clear



vision of his academic and personal life. He excels at focusing on the attributes and interests of the strategy to achieve the academic goal. The final leadership role is entitlement. It is the process by which students make important decisions and empower and equip their followers to achieve greater success.

Leaders are everywhere in academic institutions, telling students about their potential and what it takes to be a good leader. It is also important to note that leadership roles are not the only concepts that influence what happens at school or in the classrooms. It is made up of educators who genuinely want the best for their students and care enough to take the time to identify individuals' unique talents before determining how to develop and unleash them.

These concepts of leadership transform a student's life into a successful way. An inspiring leader motivates and brings out the best in their followers, encouraging them to collaborate and collaborate towards common goals.

Actual leadership begins when a leader pushes a student into real-life work and struggle. Another characteristic of leadership roles is idealizing. This means that the task's outcomes are always dependent on validity. This means that everyone must accept and demonstrate that everyone is correct. Good results will result in good rewards; this is actual empowerment, in which the reward acts as a stimulus to motivate a student to work hard. In this case, a teacher's encouraging words serve as rewards for a student in an institution. Expectancy is important in performance because it determines whether or not an individual will perform. So, motivation is required to encourage task completion.

When it comes to finding work, students must develop their unique personalities and abilities to match the various occupations that they wish to pursue. The most common reason for students failing to land good jobs is a lack of communication skills, trustworthiness, and self-confidence in dealing with one's career. Data and content analysis reveal that Covey's leadership concepts are not separate elements, particularly among students and academic institutions. These roles are mutually exclusive. They play an important role in a student's life. According to the analysis, we are investigating the fact that we did not deal with students and academic institutions separately in the four leadership roles. We will discuss leadership concepts that can act as a stimulus for students, or how an academic institution leader can provide a strong stimulus to a student that inspires him to achieve academic and personal goals. As a result, the findings indicate that Covey's leadership concepts are required in academic institutions and the development field of study.

Research Question 2

The second question the study is going to address is what is the adaptability of Covey's Leadership Concepts in academic institutions?

The researcher examined the text of several Covey books. To identify emerging themes, the entire text is coded. Furthermore, all codes are double-checked for accuracy, and codes that are found to be irrelevant are removed from the data by the researcher. The data has been divided

into categories and themes to reduce its size. Keep reliability and validity in mind throughout this process to ensure research accuracy. There are many pages, lines, and paragraphs about the usability of four leadership concepts in academic institutions that have been analyzed in this research in a very authentic and standard way, according to the themes. Below are some specific lines and effective schools selected from Covey's sample book on the topic and use in data analysis that may belong to manual or computerized NVIVO 12 software. As a result, some paragraphs from Stephen R. Covey's books are quoted below.

Research described the four leadership concepts and their usability to each academic institutions unique nature in his books. However, in this case, the researcher discussed and find the usability in academic institutions have a great impact on teachers and students in the sense of characterization, enrich environment, great leader, academic statement, face 21st century challenges, general applied and High portfolio. So provide some examples of schools that have implemented leadership concepts to differentiate their institutions from others and lead to success. A.B. Combs' "midsized" arrows included the following:

1. Getting people to accept the new theme.
2. Structuring the school under the approach.
3. Teaching the staff the 7 Habits and the ideals of quality.
4. Regulating the reward systems to maintain and reinforce positive outcomes.
5. Regulating these four "midsized" arrows to their newly created mission, vision, and strategy.

"All on board" beats "All bored" every time. Instructors require more than just a user manual; they require ownership. From the beginning, A.B. Combs had a large number of talented employees. However, some people were opposed to the new leadership theme. They understood the superintendent's mandate but preferred approaches that were more "academic" in nature. "We are all going to change, and everyone is going to teach the 7 Habits, 8 Habit and the quality principle" (Muriel). Described the leadership concepts taught at this academic institution.

So they approached it cautiously, deciding to start it as a pilot program with only one teacher per grade level implementing the new leadership theme the first year. Fortunately, as the first year progressed and teachers saw an increase in the pilot students' self-confidence, a decrease in discipline issues, and an increase in academic scores, even some of the most ardent critics came around. The few who remained undecided were persuaded to give it a shot by the pilot teachers, who insisted, "Every student deserves this." So it was the students' successes and the urging of peer teachers that drove the change; it was not something "forced" on them by the principal.

Another factor that drew teachers in was the opportunity to participate in the signature 7 Habits workshop as a staff. The experience was life-changing for several people. They felt the seminar helped them be more organized and effective in their personal and professional lives. Most importantly, they felt that the days they spent tucked away together as a staff were a huge bonding experience. It was more than simply getting to know each other better. It provided

them with a common language to discuss school-wide issues, collaborate on student behavior issues, and foster synergy among grade-level teams. Even eight years later, those who participated in the training experience maintain that it was the best thing the school could have done to create a culture of student achievement and buy-in. The institutional chart at A.B. Combs resembles that of almost any other school. The main distinction is that everyone on the A.B. Combs chart carries the title "leader" and the responsibilities that come with it. There is a leader of student counseling and a leader of media at the management level. Yes, every administrative role requires leadership, and every administrative leader is empowered and expected to take on that responsibility.

Every teacher is regarded as a leader at the teacher level. First and foremost, all teachers are classroom leaders. Each grade level also has a teacher-leader. Leaders of art, leaders of music, and leaders of physical education are examples of specialty teachers. There are special project leaders and professional learning community leaders. There is a 7 Habits team and Baldrige teams made up of teacher-leaders who ensure that the 7 Habits and quality principles are properly taught and reinforced. However, most of these positions exist at other schools with minor variations. They are simply not referred to or treated as leaders in other schools. Indeed, if Muriel did not expect them to be leaders and then support and hold them accountable as leaders, this would be nothing more than a semantic game.

Research Question 3

The third question of the study is going to be presented what can be the probable an adaptability model of Covey's leadership concepts for academic institutions?

The researcher demonstrates that he analyzed the text and chose codes and themes based on a sample of four books. The codes and themes are double-checked to ensure the research's reliability and validity. The data is stripped of irrelevant themes. The data was then coded and double-checked for accuracy. The codes did not repeat instead, they merged in the themes to create authenticity in the work. To reduce the amount of data and collected themes, identical codes are grouped. Represent a theoretical model that will generate additions to the theory and serve as a standard adaptability model for students and teachers in academic institutions. Figure 5.1 depicts the leadership concepts of the leading theoretical model in the context of academic institution adaptability.

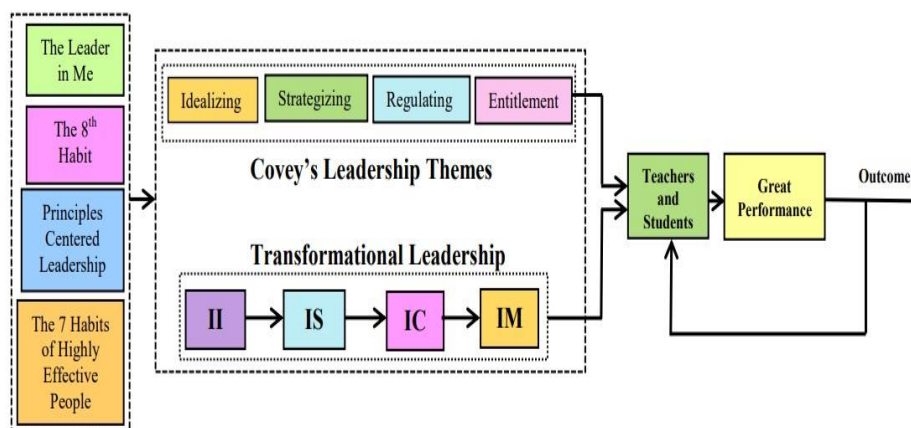


Figure 5.1 Adaptability Model for Academic Institutions

IM = Inspirational Motivation
 IS = Intellectual Stimulation
 II = Idealized Influence
 IC = Individual Consideration

The study explores the leadership concepts from the books of Stephen R. Covey's that supports the academic institutions. Concentrating on the problem statement, the researcher attempts to develop a model that may be useful to students, teachers, and academic institutions. Do all of the considerations belong to the students, teachers, and academic institutions? How might this model make their academic institutions more adaptable? Figure 1.1 depicts the significant relationship between leadership themes and transformational leadership, which drives from the four books by Stephen R Covey. Whose initial steps must include idealizing one's skills and abilities to attract others, followed by strategizing about the field of planning to implement for a successful operation. Third, regulation is concerned with balancing the system and areas of interest; last one entitlement provides encouragement and takes action in the practical field.

These leadership themes progress towards academic institutions same as transformational leadership theory give progress to consequently to academic institutions. Both inputs given to academic institutions and works to develop effectively implement four leadership themes in an academic institution. (IM) by observing stimuli, inspirational motivation creates an urge in students and teachers to do something. (IS) Intellectual Stimulus is a foundational element for motivation that inspires and motivates students and teachers. (IC) Individual Consideration is required by someone who focuses on student and teacher encouragement. So there is a need to identify the personality that will handle and lead all of these things with mastery and a deep spiritual connection with the students and teachers; this personality is a great leader. (II) Individual Influence, the personality that influences students and teachers and serves as a role model, develops into someone trustworthy, loyal, and determined.

As a result, when these leadership themes are fulfilled effectively in this culture, power is transferred to teachers and students, with a subsequent or direct impact on academic institutions. As a result, the academic institution's great performance automatically improves. As a result, if the academic institution's leader deeply follows this model in their institutions,



the performance of the institutions must be increased effectively like a role model, and if not, then revise this step to academic institutions again. As a result, this model will become trustworthy loyal and will meet academic institutions expectations. An academic institution leader polishes the qualities and abilities of students and staff and motivates them to work towards the vision by demonstrating the correct path. It is found that the academic institutions can get great inspiration from the leadership concepts and Leadership behavior to improve itself. Finally, in the twenty-first century, the role of a leader is critical.

Conclusion and Discussion

According to the research findings, the primary goal of the research study is to increase the applicability of Covey's leadership concepts in academic institutions. The main element is leadership concepts, and adaptability is a supporting element. Leadership concepts are very important in academic institutions because they provide a standard of living. Students in academic institutions should be aware of their interests and potential to easily find their birth gifts. The academic institution assists students in discovering these characteristics.

Here, the academic institution keeps Covey's leadership concepts in mind without them, the academic institution's teachers and students cannot progress. The great victory of academic institutions is dependent on leadership Coveys. The more potential there is the more likely one will be successful in academic institutions. A great leader possesses effective communication skills, character skills, life skills, strategy a clear vision and a mission statement that inspires others as described in Covey's book *The 7 Habits of Highly Effective People*.

According to new findings, leadership concepts work as a personality dimension and discovered traits from Covey's four motivational books help students and academic institution leaders. The findings also show that leadership concepts must follow these steps. First, academic institutions must strategize by making planning academic institutions the great academic institution that makes students aware of their untapped abilities and even their interest in the field.

Once an academic institution is aware of its traits or interests, it should research the self-abilities and try to explore and discuss them with the leading personality and teachers. A student can also go to a practical field of profession or an academic institution of his choice. An overview of the practical academic institution can alter one's perspective. Keep the offer, opinions, and recommendations in mind and go over them again before deciding on the next point to follow. Students must now decide with their minds through mind experience. In all processes, decision-making is a critical step for students and academic institutions. Once we decide to regulate, we must reconsider our decision because it is difficult to go back. As a result, we took great care in making our decision. All of this evidence indicates that the concepts of leadership are successful when the given traits are followed.

The current study's findings state that transformation leadership theory traits transform the academic institution's (Students, Staff, and Whole Culture) personality based on unique skills and interests. The study exemplifies many dimensions that will be beneficial to academic

institutions. The main source of students' successful professional lives is their ability to adapt to the demands of the new world. The current study about the findings of Covey's leadership concepts, which include transcendence, role modeling, self-realization serving you for other determination, and many other useful skills, transformational leadership theory, and the constructed theoretical model to be used in achieving the goals towards victory academic institutions by the great leader.

Recommendations

The findings of this study will benefit all academic institutions and teacher training institutions. In this section, we'll go over some of the implications.

1. It is suggested that users of this adaptability model will be extremely useful in academic institutions.
2. The theoretical model of adaptability developed in this study may be used in educational institutions to develop students, teachers personal and professional growth based on their interests.
3. This model could also be used by training and counseling centers to direct the influence of future nation-builders.
4. This qualitative study with content analysis creates an adaptability model for academic institutions'. The findings and results concluded with the decision that the transformation in the lives of students and academic institutions will come from the collaboration of great leaders' skills and potential. However, additional research is required to broaden the practical implications of Transformational theory for academic institutions.

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