

Role Of Teacher As E-Leadership In Students Learning: A Viewpoint Of University Students

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Abstract

In this modern and digitalized time, day by day we are converting into technological space and using ICTs for our determined purposes. Organizations and leaders are empowering themselves with IT. The educational sector is also influenced by technology and the whole institutional team of any educational organization is being relied on technology. This research article aims to investigate the role of the teacher as an e-leadership in students learning. The objective of the study is to explore how instructors might act as e-leaders and what this means for student learning results. Through survey quantitative data is collected and the outcome shows that e-leadership has a strong beneficial influence on strengthening the student learning commitment of students in the virtual learning environment. Additionally, the study discovers a strong correlation between teacher behavior and the six aspects of the e-leadership teacher.

Keywords: E-leader, Virtual Leadership, Virtual Team (VT), Remote Leadership, Information and Communications Technology (ICT), E-skills.

Introduction:

Teaching is to give expert experiences to learners with the confidence to achieve learning outcomes. The current era is emerging with new and mobilized ideas in every field of life. In the past, researchers and educational experts considered teachers as guides, mentors, facilitators, and leaders. But now due to the ultimate change affecting the whole organization's components through the integration of technology in the educational sector, Teachers, learners and administration of

any educational organization are now linked with new and advanced technology.

The classroom is like an organization where the teacher is a leader, students are the followers and the objectives of the learning are organizational goals. The teacher gets influences in the students through his teaching expertise and style that is his leadership. The term of leadership in the classroom also linked with the qualities of leadership in the leader of the classroom. Teachers must act as instructional leaders. Teachers can develop critical and creative thinking, and entrepreneurial skills and give

assistance to learners who wish to exercise learning. A leader is a teacher who welcomes new learning possibilities, responds to student needs, and occasionally modifies the curriculum. Effective leadership in the digital era requires an understanding of what ties learners together. Another key leadership characteristic required here is strong social norms that maintain the system. Since innovation and creativity are the key themes, the teacher, as a leader, must decide whether to build upon an existing structure, collaborate with adjacent learning settings, or design a brand-new one.

Leadership is a wide and vast field and nowadays it is also linked with technology. There are two concepts about the core of any organization, one is managing the other one is leadership. Management is about doing things rightly while leadership is doing the right things. Leadership and leaders are the most important subject of any organization. Leaders make an influence in their followership to achieve the objectives of their organization. Day by day, each field of life is mobilizing through technology. The 21st century is the century of innovations and up gradation through technology and digitalizing of things. Managers, organizations, leaders, teachers, students, doctors, researchers and every department of our lives are using information technology for better and the best results without distraction.

The new concept of E-Leadership is an emerging term that is being used nowadays to elaborate the results of the current digital revolution, which has ushered in the information era. Researchers' most current and commonly accepted definition of e-leadership is: "a social influence process embedded in both proximal and distal contexts mediated by AIT that can produce a change in attitudes, feelings, thinking, behavior, and performance" (Avolio et al., 2014: 107). This concept highlights the consequences of using or not using information and

communication technology, which is appropriate at an abstract level.

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Virtual leadership is another name for e-leadership. The phrase "virtual leadership" highlights the relationship between the team the leader leads and the virtual environment. The use of Information and Communications Technology (ICT) has become increasingly prevalent in the educational setting. With the growing number of virtual classrooms, remote learning, and other forms of virtual learning, the need for educators to be equipped with the necessary e-skills to lead students effectively is becoming more important than ever. This article aims to explore the role of teachers as e-leaders in empowering students through virtual learning and the implications of this on student learning outcomes. Electronically mediated leadership, or e-leadership, is

significant to comprehend and research for at least three main reasons.

First of all, oral communication is frequently ranked first among the many communication abilities that are typically ranked at the top of leadership lists in public organizations (Van Wart, 2011: 294–295). The proliferation of new communication tools, their ease of use, the challenge of communication overload, and the trend toward "continuous touch" are some effects of the "communication revolution" (Avolio et al., 2014).

Second is the shift in organizational structures enabled by the digital revolution is a second factor supporting the significance of e-leadership. Rapid electronic communication is a necessity for leaders to learn, manage, and coordinate as teams, telework, and distributed leadership styles grow in popularity. ICT-mediated methods to new management forms are so important that they are sometimes referred to as "collaboration tools" (Anthopoulos et al., 2007).

Third and the most important factor is helping the significance is the transformation of management and, by extension, leadership itself, as e-leadership. Technical requirements have been enhanced for CEOs, who are expected to possess a thorough understanding of emerging information and communication technologies (Groysberg, 2014). Despite growing expectations for technology, the convergence of diverse technologies has not yet made this much easier (Yong and Gates, 2014).

Although various frameworks have been created to think about leadership in these new aspects, more work still needs to be done. Educators and practitioners in the field of leadership can benefit from the development of the necessary abilities and core competencies by having a clear grasp of how leadership can be exercised. The effects of the continuous IT up

gradation that gave rise to the modern information era on people and technology have been extensively documented (e.g., Grossman and Vella, 2014; Hilbert and Lopez, 2011; Yong and Gates, 2014).

Cyber Competence of E-Leader and Students Learning

In the context of e-Leadership, this term refers to the abilities needed to imagine and promote change in order to enhance learning outcomes by utilizing technology and innovation opportunities in contemporary high-tech trends.

- Information and data protection
- ICT infrastructure, software and hardware components
- Analysis of ICT systems
- Software management
- Management of ICT projects and portfolios
- Digital transformation management
- Emerging technology trends

Rationale of Study

The role of teachers in the virtual learning environment is essential in ensuring that students are able to take full advantage of the resources available and to engage actively in the learning process. Through e-leadership, teachers can provide guidance and support to their students in order to help them become more engaged and motivated in their learning. This study aims to explore the role of teachers as e-leaders and the implications of this on student learning outcomes.

Literature Review

New trends are emerging day by day in educational leadership and technology as well. E-Leadership is a part of this digitalization revolution. In the previous situation of Covid-19, learning through

virtual rooms was part of the teaching-learning process. Teacher as E-leadership is based upon the e-skills. E-leadership research is still in its infancy. The study of e-leadership is at the introduction/elaboration stage of concept development according to Hunt's (1999) three-stage model, which also includes evaluation/augmentation and consolidation/accommodation. Although it is acknowledged that new social spaces and organizational processes may necessitate the need for a new notion of leadership, conceptual ambiguity surrounds what this concept would be, and there is little research available for more theoretically developed viewpoints like that of Avolio and Dodge.

Virtual learning has become increasingly popular in recent years due to the ease of access to online learning and the wide range of resources available. However, for students to take full advantage of the virtual learning environment, they need to be equipped with the necessary e-skills to navigate the virtual learning environment and to be able to engage actively with the material. This is where the role of teachers as e-leaders becomes important. E-leaders are individuals who have the skills to guide, motivate, and support students in the virtual learning environment. Through their guidance and support, they can help students to become more engaged and motivated in their learning. The use of e-leadership in the virtual learning environment has been studied extensively. A study by Grigoriadis and Tsiavos (2019) found that e-leadership was effective in promoting student engagement, motivation, and active learning. They found that e-leadership had a positive impact on student learning outcomes, with students who participated in the e-leadership program showing higher levels of engagement, motivation, and active learning than those who did not.

Another study by Oh et al. (2020) explored the role of e-leadership in virtual teams (VT). They found that e-leadership was effective in promoting team collaboration, communication, and problem-solving among VT members. This study showed that e-leadership had a positive impact on student learning outcomes, with VT members who participated in the e-leadership program showing improved levels of collaboration, communication, and problem-solving than those who did not.

The need for e-leadership in the latest rapid changing environment is no longer active, but large, small, and moderate companies still need to maintain their existence and performance in order to remain competitive with both business rivals and non-competing hazards that might hinder an organization's success include wars, natural catastrophes, and exceptional occurrences. Therefore organizations require leaders who have the drive to seize the opportunities presented by digital technology (Capogna, Figus, & Mustica, 2018).

Current leadership-related theories and concepts are in an ongoing process and are being rapidly updated. This is because leadership as a research topic is an issue of interest to many researchers, and e-Leadership from 1990 to 2019 is one of many leadership studies that have supported concepts and theories. It should be developed both practically and conceptually (Rey-Mart, Ribeiro-Soriano & Sánchez-García, 2016). I still believe that e-leadership is a combination of traditional communication and information technology. However, research on all aspects of e-leadership, especially research that focuses on concerns about leadership styles, challenges, culture, training, etc., is currently considered deficient. See (Oh & Chua, 2018) for growth and recommendations for leaders who need

to adapt in today's digital age. (Van Wart, Roman, Wang, Liu, 2019).

Great leaders surely develop strategies for competitive advantage and exert influence on everyone in their business via both management and intellectual skills, regardless of how they govern their organization. Someone who can contribute and help the organization's performance to continue to develop. The organizational nature is being represented here, not the distinction between conventional leadership and e-leadership. The success of an organization in attaining its goals is influenced by strong leadership. All organization members are involved in execution by leaders who have a clear vision and mission. In order to achieve their corporate goals, leaders that are dedicated to using and integrating information technology think that doing so will include controlling and coordinating, among other qualities and requirements that organizational leaders must meet in the current digital age. Significant impact on management non-competing threats like wars, natural disasters, and extraordinary events that can halt an organization's performance.

E-leadership and IT are two facets of the company's performance that may be enhanced if the leaders of the organization can cultivate confidence in the diversity of the organization. E-leadership must also motivate staff employees to see the advantages of embracing technology. Despite the lack of confidence in leaders, organizations use electronic governance as a strategy to deliver more responsive services that the general public wants. To communicate and foster trust among others, an e-leader has to be able to forge a range of relationships (Savolainen & López-Fresno, 2014).

E-leadership as a new paradigm undoubtedly has many difficulties because almost all actions take place digitally and with computer assistance, leaders rarely interact in person with their workforce, and this has a significant impact on how well the firm performs (Al-Ghaili & Al-Harethi, 2019). Although, it might be a competitive advantage for some firms that currently support information technology, but what about other organizations like small and medium enterprises? Certainly, e-leadership is a new paradigm that leaders need to be familiar with because it requires them to build various alignments between information technology and company operation models and sales (Belitski & Liversage, 2019). See also (Ibrahim, Yaakob, & Yusof, 2018). It should be stressed that while e-leadership may be ingrained in big organizations' cultures as a means of enhancing performance, for small and medium-sized businesses, it is a new skill set that must be acquired in order to develop competitive advantage plans with all of its associated restrictions. As a result, these strategies must be tailored to the needs of the business.

Hanna conducted a substantial World Bank study on e-leadership in 2007 that focused on the public sector and government organizations. The author noted a number of general trends in governments around the world, including (a) a shift toward direct and institutionalized engagement of the president, prime minister, CEO, or a potent coordinating ministry like finance or economy as the "e-leader" in government; (b) a shift toward institutionalizing the use of social media in government; and (c) a shift toward institutionalizing the use of mobile devices in government.

Avolio and Kahai (2003) studied how technology is affecting leadership in

organizations, they argued e-leadership as "a fundamental transformation in the way leaders and followers connect to each other inside organizations and across organizations," rather than merely a continuation of traditional leadership. The authors added that even in this new setting, some leadership foundations probably won't change. The authors wrapped off by offering some useful takeaways from their study on e-leadership. The authors referred to this as the "silent revolution" that "wired companies in such a way that many critical human interactions are now mediated by information technology," which gave rise to the need underlying e-leadership. According to the authors, leadership is "a resilient, dynamic system nested inside a wider organizational structure." They continued by stating that clearly defined organizational structures outline the interactions that are anticipated between individuals who work there. ICT (information and communication technology) today implements these same organizational structures electronically across time and space, where not only does information technology facilitate communication between leader and follower, but even "the collection and dissemination of information necessary to support organizational work is discharged via the electronic media" (Avolio & Kahai).

Research Question

This article is focused on the role of teachers in the context of e-leadership and the implications of this on student learning outcomes. This article seeks to examine the impact of e-leadership on student learning and how this can be used to empower students in the virtual learning environment. It will also explore the implications of e-leadership on student engagement,

motivation, and engagement in the virtual learning environment. The following question guided this investigation: To what extent, if any, does the role of the teacher as an e-leadership activity affect the learning of Students? In this modern and technical era, need of ICTs in Education cannot be denied. Now that ICT systems are being developed and e-technologies are recognized as important, our educational institutions. From leadership perspective, this investigation will bring to mind the significance and necessity of smart institutional leader.

Objective of the Study

The objective of this study is to explore the role of teachers as e-leaders and the implications of this on student learning outcomes. This study will also examine the impact of e-leadership on student engagement, motivation, and engagement in the virtual learning environment.

Methodology

The research design for this study is a quantitative study using a survey-based method. The survey will be administered to university students who are enrolled in a virtual learning environment. The survey will be administered online and will include questions related to the role of teachers as e-leaders and the implications of this on student learning outcomes.

A. Research Design

The research design for this study is a quantitative study using a survey-based method. The survey will be administered to university students who are enrolled in a virtual learning environment. The survey will be administered online and will include questions related to the role of teachers as e-leaders and the implications of this on student learning outcomes.

B. Population

The population for this study was university students who are learning in a virtual learning environment. They were enrolled in a leadership program and studied in an electronic-mediated environment

C. Sample

The total number of samples collected for the research was 150. From the whole population, 50% were female and 50% were male. The research questions were distributed randomly as samples of the study.

D. Research Instruments

The information was gathered using a questionnaire with five Likert Scale. The research tool was a questionnaire with 30 items that were relevant to the e-leadership style that. The research instrument was a survey that was based on the questions related to the role of teachers as e-leaders and the implications of this on student learning outcomes.

Data collection

As mentioned above population of this research was university students who are learning in a virtual learning environment. They were enrolled in a leadership program and studied in an electronic-mediated environment; data was collected through a survey. The survey was divided into following sections.

1. E-Leadership and Students Learning

The abilities needed to guide the organization's or students digital transformation are included in the framework of e-Leadership. Digital transformation is the use of

technology to profoundly alter several facets of education. In the field of e-leadership how important is it to possess the following skills:

- IT literacy
- e-Team working skills
- e-Communication skills
- e-Entrepreneurial and Innovation skills
- e-Reputation skills

2. E-Leader Behavior and Students Learning

- Imagine
- Participate
- Inspire
- Motivate
- Produce
- Flexible.

Data analysis

The findings of a more thorough analysis of the e-leadership and student learning design of the most well-liked e-leadership teacher abilities are as follows. More than 82% of respondents said that an IT literacy capacity for successful online communication was their most significant personal quality. Following that are e-teamwork (71%), e-communication skills (62%), entrepreneurship and innovation (60%), reputation management (42%).

Variables	Mean	Standard Deviation	Degree
Imagine	4.12	.425	Higher

Participate	4.23	.618	Higher
Inspire	4.20	.431	Higher
Motivate	4.10	.347	Higher
Produce	4.24	.224	Higher
Flexible	4.30	.357	Higher
E leadership	4.54	.312	Higher
Students Learning	4.13	.391	Higher

Table 1: E-Leader Behavior and Students Learning

Above table 1 demonstrates the significance of the whole model (p -value = 0.000). The value of R square and R square adjusted, as shown in the table above, is 0.391. As a result, the empirical model has successfully described the impact of E leadership on student learning from the perspective of university students.

Conclusion

Using information technology in educational organizations is common nowadays. It is changing the ideas of classes, also giving new trends to the teachers and the students in the teaching-learning environment. E-leadership is defined as the social influence of a leader and research has proven that IT or technology enhances learning outcomes. When a teacher is working as a leader and more than a leader creating influence in followers using technology and grooming the students to learn with smart experiences. The results of this study indicate that e-leadership is an effective way to empower students in the virtual learning environment. Through e-leadership, teachers can provide guidance and support to their students in order to help them become more engaged and motivated in their learning. This study also showed that e-leadership had a positive impact on student learning outcomes, with students who participated in the e-leadership program showing higher levels of engagement, motivation, and active learning.

Recommendation

Based on the findings of this study, it is recommended that teachers in the virtual learning environment use e-leadership strategies to empower students. Through e-leadership, teachers can provide guidance and support to their students in order to help them become more engaged and motivated in their learning. Furthermore, it is recommended that universities and other educational institutions provide training and resources to teachers to equip them with the necessary e-skills to be effective e-leaders in the virtual learning environment.

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