

THE IMPACT OF LEADERSHIP PRACTICES AND KNOWLEDGE ACCESSIBILITY ON THE ORGANIZATIONAL PERFORMANCE: EVIDENCE FROM BUSINESS SCHOOLS OF A.P

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ABSTRACT

This research examines the effect of leadership practices and knowledge accessibility on organizational performance in Indian business schools, with a special emphasis on institutions in Andhra Pradesh through a quantitative analysis of 287 responses of faculty and administration personnel with at least two years of institutional tenure. Applying regression methods to compare standardized assessments of leadership practice, knowledge accessibility, and organizational performance, both factors are shown to be predictors, with stronger influence of knowledge accessibility over practice on performance as opposed to practice. The findings suggest that whereas effective leadership creates strategic foundations, knowledge accessibility resources more directly promote institutional performance implying business school administrators should stress balanced investment in leadership development programs and knowledge management infrastructure. The findings make contributions to understanding drivers of performance in higher education management in emerging economy contexts, proposing future longitudinal

studies with greater geographical coverage to further test these associations.

Keywords: *Leadership Practices, Knowledge Accessibility, Organization Performance, Higher Education Management, Business Schools, Knowledge Management*

I. INTRODUCTION

The effectiveness of educational institutions, especially business schools, is being increasingly evaluated on leadership practices and knowledge accessibility. In India, where higher education is growing expeditiously, leadership practices' contribution to organizational performance has come under intense scrutiny. Efficient leadership is important in creating innovation, enhancing educational quality, and making institutions sustainable (Mat Lazim et al., 2022; Bush, 2022). At the same time, knowledge accessibility functions as a key driver of learning results and research effectiveness (Alkaabi et al., 2022; Davenport, 1998). Even though greater attention is being paid to these variables, there is still a lack of empirical studies analyzing their compound effect on the performance of Indian business schools. Current literature indicates that leadership types like transformational and

servant leadership have significant impacts on institutional efficacy through advocating for a culture of collaboration and ongoing enhancement (Lopez, 2021; Bass & Riggio, 2006).

Secondly, the stock of knowledge resources such as digital libraries, research databases, and collaborative platforms has been associated with enhanced academic and administrative performance (Pasupuleti & Seshadri, 2023; Nonaka & Takeuchi, 1995). Yet, little research has examined the nature of interaction between these factors within the specific socio-cultural and infrastructural environment of Indian higher education. This research intends to fill this gap by examining the interrelation between knowledge availability, knowledge practices, and organizational performance within Indian business schools.

The results of this study will make academic and management practice contributions. Through the identification of core leadership behaviors and knowledge management practices that boost institutional performance, this research offers practical insights into action plans for administrators and policymakers. In addition, the study highlights the need for investment in strategic leadership development and knowledge infrastructure to maintain competitiveness in India's changing education environment. The rest of this paper will discuss the theoretical foundation, research methodology, empirical findings, and implications of the research.

II. LITERATURE REVIEW

The interface between leadership practices and organizational performance has been widely researched in different fields, including education. Leadership in universities significantly influences strategic direction setting, innovation, and institutional credibility (Angtud et al., 2023; Bolden et al., 2012). In the business school context, leaders are required to hold academic quality with relevance to the industry, making their position especially

challenging. Transformational leadership, involving vision creation, intellectual stimulation, and individualized consideration, has been associated with increased faculty involvement and institutional success (Murphy, 2023; Sun & Leithwood, 2012). Likewise, servant leadership, with its focus on empathy, stewardship, and community building, has been linked to increased collaboration and trust in educational settings (Greenleaf, 1977). Yet, the relevance of these models of leadership in Indian business schools is yet to be explored, more so concerning performance measures like accreditation achievement, scholarly output, and employability of students.

Knowledge accessibility is another key driver of organizational performance in institutions of higher education. Efficiency in accessing, sharing, and applying knowledge lies at the core of both teaching excellence and research output (Thiyyagura et al., 2020; Baptista Nunes et al., 2017). Business schools, where the curriculum has to be consistent with changing industry needs, seeing the resource availability of current knowledge resources like digital libraries, case study databases, and industry studies becomes crucial (Alavi & Leidner, 2001). In addition, knowledge-sharing cultures enabled by institutional leadership can enrich collaborative research and cross-disciplinary learning (Nonaka & Takeuchi, 1995). Regardless of these advantages, a majority of Indian business schools struggle with equal knowledge accessibility because of infrastructural challenges, financial constraints, and technophobia (Aruna & Raju, 2023). Identifying how leadership practices can overcome these barriers is vital to enhancing institutional performance.

The interaction between knowledge accessibility and leadership in determining organizational performance has been recognized in business contexts but continues to be under-researched within academia. It has been found that leaders

who give prominence to knowledge management actions like the facilitation of open communication, investments in digital infrastructure, and encouragement of ongoing learning are in a position to decidedly improve institutional results (Zack et al., 2009). In the context of India, in which business schools function in a highly competitive and resource-scarce ecosystem, the intersection of effective leadership and strong knowledge systems could be a differentiator (Quarchioni et al., 2022). Empirical research connecting these variables to quantifiable performance measures such as accreditation rankings, faculty publications, or employability of graduates does not exist. This research aims to fulfill this lacuna by investigating how the practices of leadership and the knowledge accessibility individually affect the performance of Indian business schools.

1.1. Hypotheses Development

The connection between organizational performance and leadership practice has been extensively studied in management research, and there is overwhelming evidence that supports the view that good leadership impacts positively on institutional performance. Transformational leadership, for instance, has been linked with higher employee motivation, creativity, and goal congruence, all of which are factors that are linked to better organizational performance (Bass & Riggio, 2006). In the case of business schools, those leaders who communicate a compelling vision, encourage intellectual stimulation, and give individualized regard are more likely to foster an environment that supports academic distinction and institutional development. Based on this theoretical foundation, the following hypothesis is proposed:

H1: Leadership practices have a positive and significant impact on organizational performance in Indian business schools.

Likewise, knowledge accessibility has also become a determinative variable in measuring

organizational performance, especially in educational institutions where information sharing and availability of resources impact teaching quality and research productivity (Poleacovschi et al., 2021; Hislop et al., 2018). When teachers and staff have convenient access to new knowledge resources, including electronic libraries, research databases, and collaboration environments, they are more effective at providing high-quality education and assisting in institutional reputation (Tummalapenta et al., 2024). Past research indicates that knowledge availability improves decision-making, minimizes redundancy, and facilitates innovation (El Wafiq et al., 2022; Alavi & Leidner, 2001). Therefore, the following hypothesis is formulated:

H2: Knowledge accessibility has a positive and significant impact on organizational performance in Indian business schools.

III. RESEARCH METHODOLOGY

This research used a quantitative research method to examine the influence of leadership practices and knowledge accessibility on organizational performance in Indian business schools. The study targeted teaching staff and administrative personnel from business schools in Andhra Pradesh, India. To make certain that the respondents had considerable experience with their institution's operations, only those with a minimum of two years of tenure in their organization were part of this study. This factor served to ensure that the participants were well exposed to institutional leadership approaches and knowledge management systems, hence offering more accurate insights.

Data collection was achieved by means of a standardized questionnaire administered both online and offline. The three constructs of leadership practices (5 items), knowledge accessibility (4 items), and organizational performance (4 items) were measured through a survey instrument. Items for leadership practices were based on existing leadership theories, while

items on knowledge accessibility were adopted from Bassi and McMurrer (2007). Organizational performance indicators were adopted from Chatterjee et al. (2021) and included institutional effectiveness measures such as academic quality, research productivity, and stakeholder satisfaction. All the items employed a five-point Likert scale from "Strongly Disagree" (1) to "Strongly Agree" (5) to measure the perceptions of the respondents. A total of 287 valid responses were gathered for analysis.

IV. DATA ANALYSIS AND FINDINGS

The research uses regression analysis to investigate the connection between leadership practices, knowledge access, and organizational performance in Indian business schools. The quantitative method permits statistically examining the predictive capability of these influential variables when institutional features are controlled for. Regression modeling is especially suitable as it can facilitate an analysis of the individual as well as joint impact of leadership and knowledge variables on performance outcomes. The study offers empirical data to ascertain which areas play the most important role in institutional effectiveness, providing evidence-based insights for strategic planning in higher education

Table.1: Regression Analysis of Leadership Practices on Organizational Performance (H1)

Hypothesis	Regression Weights	Beta Coefficients	R-Square	F	p-Value	Hypothesis Result
H1	Leadership practices → Organizational performance	0.341	0.106	33.801	0.000	Supported

The analysis indicated a significant positive beta coefficient of 0.341 from leadership practices to organizational performance, which shows that with every one-unit improvement in effective leadership practices, organizational performance improves by 0.341 units. The relationship was

management. Outcomes measure the relative weights of these organizational factors in the Indian business school context.

1.2. Analysis of leadership practices and Organizational Performance

First, the regression analysis conducted to examine the relationship between leadership practices and organizational performance yielded statistically significant results (see table.1). Regression analysis was used to analyze the data in order to examine the relationship between the independent variables (knowledge accessibility) and leadership practices and the dependent variable (organizational performance). Data screening was conducted before carrying out the regression analysis in order to ascertain the presence of missing values, outliers, and to confirm whether certain assumptions of normality, linearity, and homoscedasticity were met. Reliability check with Cronbach's alpha verified the internal consistency of all measurement scales with each construct showing satisfactory reliability coefficients of greater than 0.70. The alpha values are 0.845 for Leadership practices, 0.827 for knowledge accessibility and 0.830 for organizational performance.

statistically significant at $p < 0.001$, which can be seen from the p-value of 0.000, supporting our first hypothesis (H1) very strongly.

The model accounts for about 10.6% of the variability in organizational performance ($R^2 = 0.106$), meaning that although leadership

practices are a significant predictor, other variables not captured in this model also play a role in organizational performance outcomes. The F-statistic of 33.801 ($p < 0.001$) also reflects that the overall regression model is statistically significant and that leadership practices are a significant predictor of organizational performance in Indian business schools.

These results complement earlier research by Bass and Riggio (2006) that found that transformational leadership had a positive effect on organizational performance. The findings indicate that leadership behaviors involving vision-setting, intellectual stimulation and individualized consideration are very important in raising institutional effectiveness within the context of Indian business schools. The confirmed hypothesis verifies that investments in leadership development and developing

effective leadership behaviors can lead to quantifiable gains in organizational performance measures like academic quality, research productivity, and stakeholder satisfaction.

1.3. Analysis of Knowledge Accessibility and Organizational Performance

The regression analysis examining the relationship between knowledge accessibility and organizational performance produced compelling results that strongly support our second hypothesis (H2). As shown in table.2, the beta of 0.418 shows a strong positive relationship and implies that every unit rise in knowledge accessibility is met with a 0.418 unit rise in organizational performance. The result is statistically significant at $p < 0.001$ ($p = 0.000$), offering strong empirical support for knowledge management as a decisive factor in the effectiveness of institutions.

Table.2: Regression Analysis of knowledge accessibility on Organizational Performance (H2)

Hypothesis	Regression Weights	Beta Coefficients	R-Square	F	p-Value	Hypo Result
H2	Knowledge accessibility → Organizational performance	0.418	0.162	55.22	0.000	Supported

The model explains more variance in knowledge accessibility ($R^2 = 0.162$) than the leadership practices model, explaining around 16.2% of organizational performance variance. The very high F-statistic of 55.22 ($p < 0.001$) attests that the regression model is extremely significant and that knowledge accessibility is a potent predictor of performance outcomes. These findings indicate that knowledge-related factors can have a slightly greater impact on organizational performance compared to leadership practices in isolation in the context of Indian business schools.

These findings are in line with the theoretical underpinning of Alavi and Leidner (2001), who

highlighted the strategic relevance of knowledge management systems for organizational success. The hypothesis to be supported suggests that efforts to enhance digital infrastructure, refine information sharing platforms, and promote knowledge-sharing cultures can be associated with substantial paybacks in institutional performance measures. The fact that knowledge accessibility has a stronger predictive relationship than leadership practices indicates that though both are significant, investments in knowledge management systems may yield slightly superior returns in the short to medium term for Indian business schools.

V. DISCUSSION

The results of this research present interesting insights into determinants of organizational performance among Indian business schools, where both knowledge accessibility and leadership practices have been established as high-ranking predictors. The findings show that even though both variables contribute positively towards organizational performance, the impact exerted by knowledge accessibility ($\beta = 0.418$) is far greater than that of leadership practices ($\beta = 0.341$). This implies that though good leadership determines strategic direction in institutions, actual knowledge resources availability and accessibility have a more immediate contribution to institutional effectiveness. These observations concur with recent studies stressing the increasing role of knowledge management in education institutions (Pasupuleti, 2019; Hislop et al., 2018), especially for emerging economies where resource optimization is key. The greater forecasting ability of knowledge accessibility can be explained by the growing digitization of education and the competitive stress on business schools to offer industry-appt curricula.

In the Indian context, where institutions frequently are plagued with infrastructural shortages, providing uninterrupted access to current knowledge inputs—in the form of research databases, case studies, and industry reports—can greatly improve the quality of teaching and research efficiency (Pasupuleti et al., 2019; Baptista Nunes et al., 2017). This discovery indicates that digital library investments, in faculty training for knowledge management systems, and institutional repositories can bring returns that are significant in the form of accreditation outcomes, research output, and employability among students.

Whereas leadership practice had a less strong but nonetheless powerful influence, their function continues to be crucial in establishing an enabling environment for knowledge

utilization. Effective leadership does not just develop strategies; they also construct cultures of collaboration and ongoing learning, necessary for optimizing the benefits of available knowledge (Nonaka & Takeuchi, 1995). The findings suggest that transformational and servant leadership styles-based leadership development programs may complement knowledge management programs, generating a synergistic impact on institutional performance.

VI. IMPLICATIONS, LIMITATIONS, AND FUTURE RESEARCH DIRECTIONS

Practical Implications: The results of this study present several significant practice implications for Indian business schools. Firstly, the more powerful role of knowledge accessibility implies that institutional leaders would need to invest in digital infrastructure, such as complete library resources, research databases, and knowledge-sharing platforms. Secondly, and although slightly less influential, leadership development programs need to emphasize the development of transformational leadership behaviors that can support innovation and collaboration. Third, managers could introduce knowledge management systems that allow free information flow between departments and industry partners. Lastly, the findings imply that the accrediting bodies may integrate measures of knowledge accessibility into their evaluation schemes to promote institutional progress in this respect.

Theoretical Implications: This research adds to organizational theory through evidence of the relative significance of knowledge access relative to leadership practice within the particular context of Indian higher education. The results corroborate and build on the knowledge-based view of organizations by illustrating how knowledge resources have a direct impact on performance outcomes in schools. The research also enhances leadership theory through measurement of its contribution relative to other organizational variables,

indicating leadership's effect may be more subtle in some contexts.

Limitations: There are some limitations to consider when making sense of these findings. First, the research was carried out in Andhra Pradesh alone, which could restrict generalizability to other Indian states having diverse educational environments. Second, cross-sectional research does not allow for causal relationships to be determined among variables. Third, the use of self-reported data can lead to common method bias. Fourth, the study only analyzed two predictor variables, so other important factors may not have been controlled for.

Future Research Directions: There are a few promising lines of future research that result from this work. First, longitudinal research might follow how changes in leadership and knowledge systems influence performance over time. Second, qualitative research might investigate the mechanisms by which the knowledge accessibility improves performance. Third, research might look at potential moderator effects of institutional size or type (public vs. private). Fourth, research might explore the role of digital transformation in increasing knowledge accessibility. Lastly, comparative analysis between different Indian states or with other international institutions may yield relevant contextual information.

VII. CONCLUSION

This research analyzed the influence of leadership practices and knowledge availability on organizational performance in Indian business schools. The findings prove that while both are strong predictors, knowledge availability has a higher direct influence on performance outcomes. These findings emphasize the central significance of sound knowledge management systems in today's higher education, while still confirming the fundamental influence of effective leadership. For Indian business schools looking to improve

their performance and competitiveness, the research indicates that strategic investments in both domains - but most so in knowledge infrastructure - could pay significant dividends. The research is of relevance both from theoretical insight and practical action to enhance organizational performance within higher education institutions. Future research may extend these results by investigating other factors and using more varied methodologies to shed greater light on the avenues to institutional excellence.

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