

Review of: "Role of Leadership with Equity, Integrity, Ethics, Humility, and Outstanding Culture in the Development of Engineering Institutions"

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Comment on

Dr. Thanikachalam Vedhathiri's article

«Role of Leadership with Equity, Integrity, Ethics, Humility, and Outstanding Culture in the Development of Engineering Institutions»

The author of the article brought up a crucial and at the same time complex issue of modern technical education – the decline in the prestige of obtaining education, the lack of willingness to study, the shortage of qualified educators, the falling reputation of institutions, etc., which do not contribute to fulfilling their main task; i.e. creating intellectual and human capital.

Having analysed a number of literary contributions (33) of many education researchers from different countries (Canada, Germany, India, China, the United States, etc.), the author summarised and substantiated a list of moral virtues (justice, non-corruptness, honesty, humility, ethics, culture, changes, etc.), non-compliance with which by the institution management is seen as the main cause for the decline in their prestige and the emergence of a number of other problems.

Based on the author's survey of 1152 teachers at various technical colleges, analysis and evaluation of their responses, the author has concluded that there is a need for improvement in the institutions with "... the best culture for the rapid growth of human capital and knowledge capital", which "... will ensure rapid institutional development" and proposed a model for the development of such educational institutions, the implementation of which requires to take 25 steps.

Having a vast work experience at a technical university, I consider it possible and necessary to fully agree with all of the proposals and recommendations listed by the author.

The author's conclusion about the enhancement of engineers' training in any educational institution, the intensification of institutional activities and the increase in the prestige of the institution is quite obvious.

Thus, the author's model for institutional development of a technical educational establishment, proposed and tested in practical management at the polytechnic college, contributed to the positive improvement in the management of the

educational institution, which was confirmed in the process of its verification on the example of a separate polytechnic college with positive changes in its activity.

In my opinion, the author's recommendations on the creation of Leadership Centres in educational institutions (3.3), Academic Councils with the opportunity for all interested teachers to participate in their meetings (3.4), Teacher Development Centres (3.8) and Institutional Development Councils (3.12) deserve special attention and use.

However, I consider it necessary to point out that:

1. The main problem that the study aims to address isn't clearly identified in the abstract.

Thus, this is

- either the global decline in the attractiveness of technical education and specialties in the eyes of potential students and, as a result, the closing of engineering colleges and institutes;

- or the ignorance of the requirements of justice, ethics, management culture, virtue by the management of engineering educational institutions and, as a result, a drop in the quality of education, reputation, etc.

2. The content of the article would be more informative if there were the sample questions given to the teachers at various institutions and survey results in the form of tables, graphs, differentiation of answers to individual questions, etc.

3. The author's final recommendation regarding the further research through inclusion of "risk management" as a factor of "overcoming failures in technical education" does not seem to be fully justified.

4. Some studies cited in the list of references are not fully identified.

Nevertheless, the content of the article has a positive impact on the interested reader and I was glad to learn about these recommendations.

Regards,

Prof. V. Petrenko