





THE EMPIRICAL STUDY OF GRADUATES' LEADERSHIP AND CAREER: THE CASE OF MONGOLIA



 Bayasgalan
Tsogtsuren¹⁺
 Odongerel
Tsevegsuren²
 Lkhagvamaa
Galbadrakh³
 Yumaajav
Byambaarai⁴

^{1,2,3,4} University of Internal Affairs, Mongolia.

¹Email: bayasgalan.ts@uia.gov.mn Tel:976-99184126

²Email: Odongerel.ts@uia.gov.mn Tel:976-89003565

³Email: Lkhagvamaa.g@uia.gov.mn Tel:976-99165580

⁴Email: Yumaajav.b@uia.gov.mn Tel:976-99184126



(+ Corresponding author)

ABSTRACT

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This study aims to examine the correlation between knowledge management, professional skills, professional capacity, quality of curriculum and how graduates' issues are assessed with their leadership and career. We attempt to evaluate the graduates' leadership and career of the Border Office School at the University of Internal Affairs, Mongolia (UIAM). This study was conducted via online channel from 326 respondents, who work at the Border Protection Organization, which made it possible to compare some of the results. We used SMART PLS-3.0 and SPSS-25.0 a qualitative research program, Cronbach's alpha (α coefficient), (T statistic) and (P values) were used to measure the data in this study. We analyzed metrological, correlational, multifactorial and path analysis to agree with the study of other scholars' attention onto how factor variables affect graduates' leadership and career impacts. Four independent variables with various factors were identified and measured using a five-point scale ranging from 1 (strongly disagree) to 5 (strongly agree) on each two dependent variables. The results of our study indicated positive impact of knowledge management, professional capacity, professional skills and quality of curriculum on graduates' leadership. Besides, our paper provides evidence to suggest that knowledge management, professional capacity and professional skills focus on enhancing skills of the graduates' career.

Contribution/ Originality: This study determined graduates' knowledge management, professional skills, professional capacity, curriculum quality with the leadership and career in the Border Office School at University of Internal Affairs in Mongolia. There were 326 respondents, who are graduates and work in Border Protection Organization lasting for between 3 and 5 years.

1. INTRODUCTION

In this study, we need to begin the discussion logically on factors beginning with a definition of leadership and career. In management field, our study has a significant impact of leadership and career. Leader is a person, who rallies his/her team to achieve those goals after setting goals for them. Leadership is a group of abilities of individuals to influence all members in an organization. Leadership is act and process for leading a group of people, a squad, group, a team, an organization and some organizations. We are agreeing that today's competitive

marketplace leadership and career have emerged as a critical driver of success. There are many scholars studied about leadership studies as below:

Donate and Guadamillas (2011) argue that the leadership plays an important role in managing knowledge within organizations (Donate & Guadamillas, 2011). Pemperton (2007) transformational leaders play a critical role in developing interactions and relationships needed for creating social capital, social networks, and opportunities for employees to explore new ideas and knowledge (Sayyadi, 2019). In recent years, there are many studies showings about graduates' leadership remained in Mongolian higher education sector. However, border office curriculum has been scarcity of graduate program in Mongolian higher education sector, because it is coherence with education and border office activity is secret on some countries. The success of any university curriculum and program depends on the employers' employability and satisfaction of its alumni in the workplace. Strong alumni's assessment in relation between employer and a curriculum provider could be of enormous value to the university (Tsogtsuren et al., 2021).

1.1. Limitations

We noted that although there are strengths, our study has some limitation. The limitations of our study were that it was may be harder to find prior research to compare that is similar, aggravations within particular law enforcement sector to study concerning graduates' leadership and career in Mongolian higher education sector. Also, perhaps another limitation was that data was collected only from the Border Protection organizations' special service staffs in our study.

1.2 Conceptual Framework and Hypothesis

1.2.1. Knowledge Management on Leadership and Career

There are different career and leadership requirements, but professional skills and knowledge are overlapping. Knowledge management is intended to enhance performance through the identification, capture, validation, and transfer of knowledge. Knowledge management deliberately taken activities to handle organization resources more efficiently in order to improve its performance. A lot of scholars studied leader, leadership, manager, knowledge management etc. For example, The practice of management (Drucker, 1954), leadership - to do what needs to be done, management - to do things the right way. "Manager" and "leader" are two concepts used sometimes as synonyms, but distinguished by specifics. The "manager" tends to represent the extremity of the continuum focused on aspects (Drugus & Landoy, 2014) such as: analytical, structured, controlled, deliberate, ordered, while the "leader" tends to represent the focus on: visionary, experimental, flexible and creative aspects. Abdullah, Hussin, Shonubi, Ghazali, and Talib (2018) found that there is a significant relationship between self-knowledge, and occupational exploration, and career decision-making among graduates (Abdullah et al., 2018). We agree that knowledge management will have a positive impact on leadership and career in this study.

1.2.2. Professional Skills on Leadership and Career

In the effect of institutional leadership on quality of higher education prpovision by Shahmandi (2011) urged university leaders to improve their leadership competencies to enable their institutions to survive and continuously develop. These competencies include leadership skills, communication skills, persuasive skills and professional skills (Garwe, 2011). In the matter of language communication skills, overall youths have polite skills, but about the confrontation on their office, they just reject and it can implicate many mistakes (Tsogtsuren et al., 2021). The career selection process is a very complex process and it involves a wide range of applications such as, knowledge, skills and experiences related to career decision-making. Based on the subjects, connected alongside the graduating students' soft-skills, the scrutiny focuses on emergent ideal on self-knowledge, occupational exploration and career decision-making amid graduating students (Abdullah et al., 2018).

1.2.3. Professional Capacity on Leadership and Career

The capability is more associated with higher education leadership than management, for having the talent and capacity necessary to operate successfully with others to achieve continuous improvement and innovation (Geoff, 2008). Generally, a distinctive feature of 'leading' in the educational research literature is, therefore, an individual's or group's capacity to influence "the goal-directed behaviors of others". Capable learning and teaching leaders need more than the knowledge and skills required for the completion of particular educational or administrative tasks, they need the intellectual, personal and interpersonal capacity to respond in effective ways to new situations as they arise. In this sense capability comprises the ability to identify and self-regulate leadership learning and development (Geoff, 2008).

1.2.4. Quality Management on Leadership and Career

Recent studies identified the dimensions of quality higher education as quality of students, faculty credentials, academic features and administrative supports (Akareem & Hossain, 2016). The quality of curriculum represents the quality of processes taking place at the university and the quality of the services offered their graduates. According to Geoff (2008), the objectives of educational systems are the discovery, preservation, dissemination and application of scientific knowledge. These objectives are achieved by means of the teaching process, the scientific research process and a series of other services specific to higher education institutions (the quality of the teaching process, the quality of the scientific research activity, the quality of other services provided by the university) (Drugus & Landoy, 2014). We studied for supporting and agreeing that there are many scholars studied the relationship between knowledge management, professional skills, professional capacity and quality on leadership and career in social science mentioned above. Our study tries to explain how assessment of graduates' knowledge management, professional skills, professional capacity and quality of curriculum obtained through on graduates' leadership and career. We make hypotheses such as, staffs, who work in Border Protection Organization agency in our graduates' knowledge, professional skills, capacity and quality of curriculum on graduates' leadership and career on model as below. The conceptual model of factors on graduates' leadership and career are drawn in Figure 1.

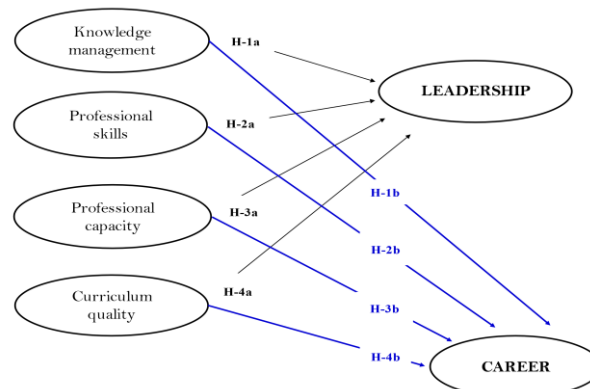


Figure 1. The model of factors on graduates' leadership and career.

H1: Knowledge management will have a positive impact on (H1a) graduates' leadership and on (H1b) graduates' career.

H2: Professional skills will have a positive impact on (H2a) graduates' leadership and on (H2b) graduates' career.

H3: Professional capacity will have a positive impact on (H3a) graduates' leadership and on (H3b) graduates' career.

H4: Curriculum quality will have a positive impact on (H4a) graduates' leadership and on (H4b) graduates' career.

2. RESEARCH METHODOLOGY

This empirical study finds out the variables that might establish the relationship between the dependent and independent variables. We chose SPSS-25.0, SMART PLS-3.0 software for analyzing simplicity and completeness.

This study was based on a descriptive methodology. Our study conducted to analyze all the related factors in the study based on R square, Cronbach's Alpha value, Composite reliability, Average variance extracted and path analysis. First, it is focusing on a qualitative analysis, and the boundaries of multidimensional description and explanation overlap in this study. Second, Cronbach Alpha was used in this study. The Cronbach's alpha (or coefficient alpha) meaning is a measure of reliability, a set of items that are measuring scale reliability of the study as a group. Cronbach (1946) identified that in Cronbach's Alpha reliability analysis, the closer Cronbach's Alpha from 0.01 to 1.0, the higher the internal consistency reliability (Cronbach, 1946). Third, The Pearson correlation coefficient is used in this study. Finally, we examined Multiple Regression Analysis which, among the four dimensions in independent variables, was the most important in explaining the relationship with Smart PLS-3.0 software.

3. RESULTS OF STUDY

We analyzed after collecting online questionnaires and data analysis for describing the demographic characteristics of the graduates from the School of Border Service of the University of Internal Affairs, Mongolia (UIAM). The survey was conducted online via channel to 326 respondents of administrative, executive and senior special service staffs, and how many years working at the Border Protection Organization Table 1. As the below table shows, respondents of 26.07 percent worked up to one year, 16.56 percent worked 1.1-3 years, 13.80 percent worked 3.1-6 years, 4.91 percent worked 6.1-9 years, 13.19 percent worked 9.1-12 years, 17.79 percent worked 12.1-15 years, 7.6 percent worked 15 years and more in the Border Protection Organizations.

Table 1. The information of graduates Border Office School of UIAM

Year of work	Frequency	Percent	Valid Percent
Up to 1	85	26.07%	26.07%
1.1-3 years	54	16.56%	16.56%
3.1-6 years	45	13.80%	13.80%
6.1-9 years	16	4.91%	4.91%
9.1-12 years	43	13.19%	13.19%
12.1-15 years	58	17.79%	17.79%
15 years and more	25	7.67%	7.67%
Total	326	100.00%	100.00%

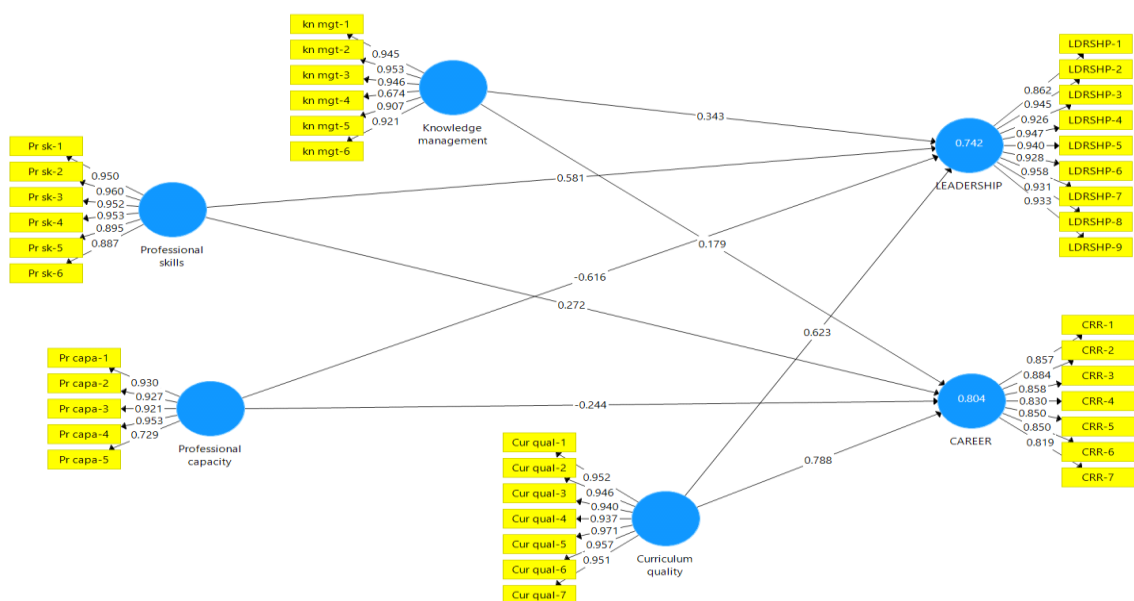


Figure 2. The result of structure analysis of graduates' leadership and career (PLS algorithm).

Notes: Kn mgt-Knowledge management, Pr sk-Professional skills, Pr capa-Professional capacity, Cur qual- Curriculum quality, LDRSHP-LEADERSHIP, CRR-CAREER.

We compared the results of Cronbach's alpha and used for validating the reliability of variables and considered, it is acceptable for measurements all dependability between 0.932-0.970 in our study [Table 2](#).

Table 2. The level of dependability of graduates'.

Factors	Number of questions	Cronbach's alpha
Knowledge management	6	0.949
Professional skills	6	0.970
Professional capacity	5	0.936
Curriculum quality	7	0.982
LEADERSHIP	9	0.980
CAREER	7	0.936

We established the validity and the reliability of the measurement model in this study. The next step was to test the hypothesized relationship by running PLS algorithm on SMART PLS 3.0 software [Table 3](#), [Figure 2](#).

Table 3. The list of items for each Construct of graduates'.

Items	Codes	Factor Analysis	Cronbach's Alpha	Rho_A	Composite Reliability	Average Variance Extracted
Knowledge management	kn mgt-1	0.945	0.949	0.964	0.960	0.803
	kn mgt-2	0.953				
	kn mgt-3	0.946				
	kn mgt-4	0.674				
	kn mgt-5	0.907				
	kn mgt-6	0.921				
Professional skills	Pr sk-1	0.950	0.970	0.983	0.985	0.904
	Pr sk-2	0.960				
	Pr sk-3	0.952				
	Pr sk-4	0.953				
	Pr sk-5	0.895				
	Pr sk-6	0.887				
Professional capacity	Pr capa-1	0.930	0.936	0.937	0.953	0.802
	Pr capa-2	0.927				
	Pr capa-3	0.921				
	Pr capa-4	0.953				
	Pr capa-5	0.729				
Curriculum quality	Cur qual-1	0.952	0.982	0.983	0.985	0.904
	Cur qual-2	0.946				
	Cur qual-3	0.940				
	Cur qual-4	0.937				
	Cur qual-5	0.971				
	Cur qual-6	0.957				
	Cur qual-7	0.951				
LEADERSHIP	LDRSHP-1	0.862	0.980	0.981	0.983	0.865
	LDRSHP-2	0.945				
	LDRSHP-3	0.926				
	LDRSHP-4	0.947				
	LDRSHP-5	0.940				
	LDRSHP-6	0.928				
	LDRSHP-7	0.958				
	LDRSHP-8	0.931				
	LDRSHP-9	0.933				
CAREER	CRR-1	0.857	0.936	0.942	0.948	0.722
	CRR-2	0.884				
	CRR-3	0.858				
	CRR-4	0.830				
	CRR-5	0.850				
	CRR-6	0.850				
	CRR-7	0.819				

Notes: Kn mgt-Knowledge management, Pr sk-Professional skills, Pr capa-Professional capacity, Cur qual- Curriculum quality, LDRSHP-LEADERSHIP, CRR-CAREER.

As results, structural analysis, the outer loadings of 6 items measuring the assessment of knowledge management ranged from 0.674-0.953, the outer loadings of 6 items measuring the assessment of professional skills ranged from 0.887-0.960, the outer loadings of 5 items measuring the assessment of professional capacity ranged from 0.921-0.953, the outer loadings of 7 items measuring the assessment of quality of curriculum ranged from 0.937-0.971, the outer loadings of 9 items measuring the assessment of leadership ranged from 0.862-0.958 on this study Table 3, Figure 2. The assessment of knowledge management with Cronbach's alpha was 0.949, rho-A of 0.964, Composite reliability 0.960, and Average Variance Extracted was 0.803. The professional skills of Cronbach's alpha were 0.970, rho-A of 0.983, Composite reliability of 0.985, Average Variance Extracted was 0.904. The assessment of professional capacity of Cronbach's alpha was 0.936, rho-A of 0.937, Composite reliability was 0.953, Average Variance Extracted was 0.802. The assessment of curriculum quality of Cronbach's alpha of 0.982, rho-A of 0.983, Composite reliability of 0.985, Average Variance Extracted was 0.904. The assessment of leadership of Cronbach's alpha of 0.980, rho-A of 0.981, Composite reliability of 0.983, Average Variance Extracted was 0.865. The assessment of career of Cronbach's alpha was 0.936, rho-A of 0.942, Composite reliability was 0.948, Average Variance Extracted was 0.722 Table 3, Figure 2. In summary, the leadership indicates that four dependent constructs explain 0.742 or 74.2% of the variance in the quality. Moreover, value of adjusted R² was that four dependent constructs explain 0.804 or 80.4% of the variance has a positive direct relationship with factors on leadership and career in quality in our study Table 4.

Table 4. The result of R square of this study.

Hypothesis		Path coefficient	R square	R Square Adjusted
H1a	KM->LEAD	0.343	0.742	0.804
H2a	SK->LEAD	0.581		
H3a	PC->LEAD	-0.616		
H4a	QE->LEAD	0.623		
H1b	KM->CA	0.179		
H2b	SK->CA	0.272		
H3b	PC->CA	-0.244		
H4b	QE->CA	0.788		

Notes: KM-Knowledge management, SK-Professional skills, PC-Professional capacity, QE-Quality of curriculum, LEAD-LEADERSHIP CA-CAREER.

All latent variables in our study had a highly significant constructed reliability, thus these measures indicated that the measurement model is reliable. The discriminant validity was highly achieved. The analysis shows that six considered latent constructs are all correlated with each other. According to our test, there are higher correlation between career and quality of curriculum, 0.852; knowledge management and professional skills 0.868; leadership and professional skills 0.783 as below latent variable correlations of graduates Table 5.

Table 5. The latent variable correlations of graduates

Variables	CA	KM	LEAD	PC	SK	QE
CA	0.850					
KM	0.709	0.896				
LEAD	0.814	0.760	0.930			
PC	0.771	0.757	0.619	0.895		
SK	0.715	0.868	0.783	0.765	0.933	
QE	0.852	0.608	0.656	0.853	0.602	0.951

Notes: KM-Knowledge management, SK-Professional skills, PC-Professional capacity, QE-Quality of curriculum, LEAD-LEADERSHIP, CA-CAREER.

Bootstrapping test will be used to examine Path Coefficients significance using Partial Least Square Approach for the Structural Equation modeling (PLS-SEM) depending on (T-statistics) and exert the T-test values. To test the statistical significance of the Path Coefficients by Partial Least Square Approach for the Structural Equation

modeling (PLS-SEM), which it doesn't assume the normal distributions for the data, Bootstrapping procedure will be used in order to obtain the (T-statistics) and exert the T-test (Okechukwu & Mohammad, 2017).

Structural models describe relationships of hypothesized model. This research tests the proposed structural model and hypothesized relationships between constructs. The path analysis is the most important part, because the results of structural models describe the significance of the hypothesis examined by our study. It shows the T-statistics for the Path Coefficients using Bootstrapping methods. For instance:

H1a, Knowledge management positively related on leadership (T statistics 3.717, P value 0.000).

H2a, Professional skills positively related on leadership (T statistics 4.693, P value 0.000).

H3a, Professional capacity positively related on leadership (T statistics 2.722, P value 0.007).

H4a, Quality of curriculum positively related on leadership (T statistics 3.240, P value 0.001).

H1b, Knowledge management negatively related on career (T statistics 1.168, P value 0.243).

H2b, Professional skills negatively related on career (T statistics 1.648, P value 0.100).

H3b, Professional capacity negatively related on career (T statistics 1.621, P value 0.106).

H4b, Quality of curriculum positively related on career (T statistics 5.381, P value 0.001) Table 6.

Table 6. The path coefficients analysis of graduates.

Hypothesis	Original Sample	Sample Mean	Standard Deviation	T Statistic	P Value	Result
H1a, Knowledge management -> leadership	0.343	0.338	0.092	3.717	0.000	Supported
H2a, Professional skills -> leadership	0.581	0.559	0.124	4.693	0.000	Supported
H3a, Professional capacity -> leadership	-0.616	-0.537	0.226	2.722	0.007	Supported
H4a, Quality of curriculum -> leadership	0.623	0.569	0.192	3.240	0.001	Supported
H1b, Knowledge management -> career	0.179	0.167	0.153	1.168	0.243	No supported
H2b, Professional skills -> career	0.272	0.269	0.165	1.648	0.100	No supported
H3b, Professional capacity -> career	-0.244	-0.192	0.151	1.621	0.106	No supported
H4b, Quality of curriculum -> career	0.788	0.751	0.146	5.381	0.000	Supported

4. DUSCUSSION

There are many researchers studied our students as graduate, their satisfaction, leadership and career in higher education sectors. Our study scrutinized eight hypotheses in Border Protection Organization. The four hypotheses were related with leadership and one hypothesis was related with career. Nonetheless, the three hypotheses were not related with career. The findings of our study confirm the relationship between knowledge management, professional skills, professional capacity and quality of education on graduates' leadership. There are many issues important in our study. First of all, it is knowledge management of graduates. The graduates can focus on looking for knowledge sharing. Their knowledge is the foremost and current achievement stipulation. Secondly, the professional skills. The graduates need to practice with more responsibilities in a complex, interrelated with all the professional skills at the special service agency. Thirdly, it is professional capacity. They can become their professional capacity on the specific area graduating after academic year. Fourthly, quality of curriculum was accredited in this academic school year. Fifthly, quality of education is on higher level at our university. Finally, there are many bachelor curriculums accredited in the University of Internal Affairs, Mongolia.

5. CONCLUSION

We are attempting to design the effectiveness of graduates' leadership and career on the border protection organization in our study. With this study we collected and delivered online-form-questionnaire with an official inquiry that are quantitative and qualitative surveys only for the academic school year of 2021-2022. In our study, it

was evaluated in accordance with the “Border protection service” bachelor degree curriculum graduates' leadership and career, the knowledge management, professional skills, professional capacity and quality of curriculum and education of the graduates. Overall, our study from the Border Protection Organization reveals leadership factors such as, skills, capacities, knowledges and curriculum qualities to career improvement. The evidence of our study was sufficient to design conclusions about the effectiveness of curriculum of the School of Border Service of University of Internal Affairs, Mongolia.

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