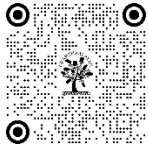


PROMINENT LEADERSHIP THEORIES AND STYLES: WITH CONTEXT TO HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

Education in general but particularly higher education is always in the state of constant change because of such factors like technology, globalization, and social demands. Thus, one could assert that leadership has emerged as a critical process within the context of higher education owing to the noted developments. In such organizations, corruption of leadership has received a lot of attention as a powerful paradigm that fosters innovation and change. Organizational transformation aims to improve the work done constantly and align people with distinctive goals, stressing the importance of motivating people to achieve high aims. It is particularly relevant in the tertiary level of schooling because in order to undergo long term development a new technology and a change in learning paradigms must occur in the class. The following leadership strategy is defined by creating a visionary plan for the institution's future and engaging individuals in genuine dialogue. It empowers academic leaders in the position to promote change within their faculties and staffs, which raises the culture of sustainable development and stabilizes the environment for academics. The present scholarly investigation is aimed at discussing leadership characteristics for higher education institutions, their consequences for function and quality, and the best suitable theories and practices for academic environment. In order to ensure the quality of the manpower and its further development, the institutions themselves should pay great attention to formation and further development of strong leadership.

Keywords: Leadership, Education, Theories, Styles, Effective, Role, Engagement

1. INTRODUCTION

Higher education is a very unique and sensitive field that people need to recognize and understand it along with its concerns and leadership challenges. Consequently, it proves that despite comparing the basic concepts of leadership may be generalized across various industries, a means to understanding and implementing effective leadership particular to the context of institutions is required. Thus, the problem of authority in the educational sector has become a major concern at the very outset of the twentieth century. In the past few decades, scholars have become more interested in studying leadership in education (Gumus, 2018) to interact with technological advancement, employ creative methods, and take advantage of international (M. A. Khan et al., 2020; Leithwood et al. al., 2008). Rowe (2007), leadership is defined as the process through which an individual encourages a group of individuals to pursue a common objective. According to Abbasialiya (2010), leadership is a phenomenon that is widely observed, but not well understood.

The general efficacy and performance of higher educational institutions are greatly influenced by some leadership philosophies of their senior academics and administrators. Maintaining a competitive advantage in the quickly changing higher education landscape, encouraging an efficient and engaged staff, and accomplishing organizational goals all depend on effective leadership. There are various ways to define leadership, but it may be summed up as the complex process of determining a common objective for a particular group and then offering encouragement, sway, and assistance to help the group achieve its objectives which are mutually agreed (Giltinane, 2013). Numerous research projects on leadership have been undertaken over the years. Actually, to fully comprehend and explain this complex idea, academics and sociologists have developed several hypotheses.

It has long been acknowledged that the higher education sector is a special and complicated one that offers particular difficulties for management and leadership (Kasalak et al., 2022; Rowley & Sherman, 2003; Doda, 2018). Effective and adaptable leadership is becoming more and more important as academic institutions struggle to keep up with the rapidly changing demands of society, globalization, and technology (Doda, 2018). In higher education, having an effective leadership team is essential to accomplishing organizational objectives, developing a motivated and productive staff, and staying ahead of the competition in a field that is changing quickly. Poor decision-making, low morale, and an inability to adjust to changing conditions are all consequences of ineffective leadership.

One cannot stress the value of strong leadership in educational institutions. Academic leaders are essential in establishing the culture, promoting innovation, and creating an atmosphere that supports research, teaching, and learning (Rashid et al., 2022). High-quality education, attracting and keeping brilliant faculty and staff members, efficiency and the repute of the institution and, in the end, the achievements and satisfaction of students are all impacted by effective leadership in higher educational institutions. Regardless of the particulars of the academic setting, leadership in educational institutions is fundamentally different from leadership in other fields (Antonopoulou & Associates, 2021). Higher education institutions are frequently distinguished by their varied stakeholder base, which consists of staff, faculty, students, and outside partners, as well as their decentralized organizational structure and strong focus on academic freedom and autonomy (Meng, 2022). These elements make the leadership picture relatively more rich and diverse as compared to the typical business or organisational context that might be typical in a corporate or even a public sector organisation (Hutabarat and others, 2022).

Another important attribute of leadership in the institution of higher learning is the ability to balance a number of sometimes even rival interests. In order to advance the institution's strategic plan, maintain a positive working environment and facilitate academics in delivering education, undertaking research and offering services, academic managers need to maintain a balance (Wheeler, 2011). Okay, maybe it is not necessary in other branches, but this requires a specific approach, skills, and techniques.

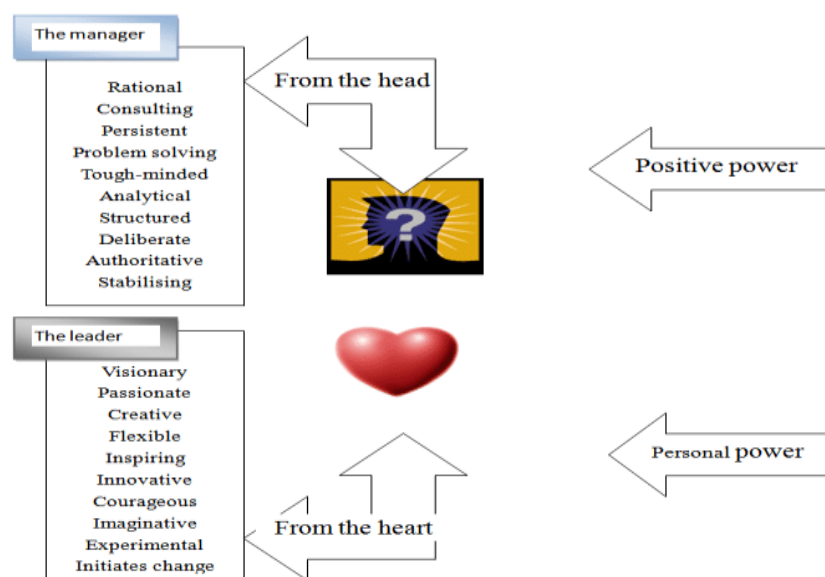
The scope of this research paper is to identify and discuss leadership style of higher educational institutions and to establish the impact of good and bad leadership on the overall operation and well-being of higher Learning institutions. This will also look at theories and styles of leadership that are most suitable and fruitful within the scholarly environment.

1.1. IMPORTANCE OF EFFECTIVE LEADERSHIP IN HIGHER EDUCATION

People may hardly overestimate the role of strong leadership in carrying out the functioning of Higher Education Institutions. Scholars have argued that leadership defines the academic institution's achievements; organizational culture and image (Middlehurst et al., 2009). The mere attainment of institutional objectives, the attraction and retainment of talented individuals, the amelioration of students, and the institution's competitiveness on a broader level within the academic community are all buoyed by proper management. On the other hand, inefficient leadership can lead to a number of negative outcomes, including low morale, dissatisfied teachers and students, inefficient use of resources, and even a decline in the standing and competitiveness of an institution (Trow, 1985) (Rashid et al., 2022). In the fiercely competitive and quickly changing world of higher education, it is critical for leaders to be able to overcome obstacles and create a positive learning environment. An effective leader motivates, encourages, and guides actions to support the achievements of institution or group objectives. On the other hand, a leader who is not competent actually hinders the achievement of organizational goals rather than advancing them (Monga, 2015).

According to Naylor (1999), a leader's heart determines their effectiveness, and a successful leader (Figure 1) must possess vision, passion, creativity, flexibility, inspiring qualities, courage, inventiveness, experimentation, and the ability to drive change.

Figure 1: Qualities of the manager and the leader



Source (Naylor, J. (1999). Management. Financial Times Management)

2. LITERATURE REVIEW

2.1. THEORIES OF LEADERSHIP

2.1.1. TRAIT THEORY

According to the Trait Theory, effective educators are endowed with a unique set of natural traits and attributes that help them succeed in their positions. According to Pillsbury's (2014) theory, there are certain leadership attributes that are universally applicable and generally fixed. The fundamental ideas of the Trait Theory came into being during the 1930s when scientists were trying to figure out what made leaders different from ordinary people (Xu et al., 2009). The underlying premise of this strategy was that people with the appropriate personality qualities would inevitably gravitate towards and excel in leadership roles, and that leadership abilities were innate (Soon, 2013).

In the early years of this discipline, research concentrated on pinpointing a select group of universal leadership qualities, including charisma, intelligence, self-assurance, and determination (House & Aditya, 1997). However, by mid 20th century, the Trait Theory was gradually abandoned because it did not have adequate data to support the general characteristics and failed to include situational aspect in it. Advancements in theoretical and methodological theories and statistical theories have made organizations revisit the Trait Theory in the current century. Leadership competencies have been studied with regards to its complex link to the leadership demands of the educational context, as well as acknowledging that a leader's effectiveness depends on the combination of his/her personal traits and ability to adapt to environments and contexts they find themselves in (Zaccaro, 2007).

The thought process has changed as a result of varied researches and has derived key characteristics that make a leader unique. These qualities are determination, sociability, intelligence, integrity, and confidence (Northouse, 2015). Individuals who wish to be in positions of responsibility should work on developing these traits.

Determination: Leaders need to remain firm to serve as a positive example for those behind them, particularly during trying times. They ought to be committed to completing the actions necessary to improve the lives they come into contact with.

Sociability: It should be attainable for leaders to connect with their followers and give them confidence in their dependability. Furthermore, people respond favourably to leaders who are personable and prepared to engage with their followers.

Intelligence: According to studies, the combination of their great linguistic skills, keen perception, and capacity for thinking makes clever people excellent leaders. The leader's IQ should, nevertheless, not be too dissimilar from the average of his followers, as a significant cognitive gap could make two-way communication challenging.

Integrity: It is the capacity to always speak the truth and act morally in the interest of everyone. Respect is bestowed upon leaders who uphold transparency.

Self-confidence: Leaders believe they are capable of making a difference because they are confident in their skills and ability to lead. This quality gives them the ability to convince and inspire their flock.

2.1.2. CONTINGENCY AND SITUATIONAL THEORY

The last few decades have seen a dramatic change in the area of leadership studies: a more complicated, context-dependent approach has replaced the old focus on universal traits and actions. A more significant advancement of leadership crisis has been the emergence of contingency theory leadership type that posits that leaders' performance is conditioned by the situational factors present as well as the style that the leader heads (Hill, 1973; Soon, 2013; Suharyanto & Lestari, 2020). The idea that leadership behaviours require different contingency settings is the foundation of the contingency theory which was advanced by Hill in 1973. This method accepts that those character attributes and behaviors that are helpful for one situation are not appropriate for the other (Soon, 2013). Concisely, Hill (1973), and Suharyanto and Lestari, (2020) postulate that contingency theory holds that a leader must be able to adapt his style according to the requirement of the group or work, or organization in question.

The Path-Goal Theory, specifically one of the latest models from the researches Fred Fiedler and Robert House that considers about how to achieve responsive leadership with specific situational demand (Suharyanto & Lestari, 2020), is where first modification has begun into Contingency theory. This is in line with what Roberts and Jennifer (2018) understand that these theories recognize the leader effectiveness as a combination of their characteristics, skills, or even styles along with external factors where they work; The contingency theory poses some salient issues. Ever the speaker, Hill (1973) asks is it even possible for a leader to possess enough flexibility to adapt or are one of two things required, either replace them with another kind off leaders or to change these situations so as they can smoothly blend their talents. It underscores the challenge of developing leaders who are able to effectively deal with the nuanced, ever-changing context in which they commonly work.

Contingency theory of leadership has ultimately shed much light on the various possible influencing factors to leader behavior which serve as section for give, taken together. This approach proposes that it is crucial for leaders to become more sensitive towards the contingencies in their surroundings so as to adapt their own behaviours over time, by acting according to context (Roberts & Jennifer, 2018; Hill, 1973) (Sudaryanto and Lestari,2020). Indeed, as ever-growing complexity becomes an increasingly central challenge for business and industry in the modern era, the contingency theory will remain a critical pillar upon which to construct effective leadership that stands up well under stress syndromes.

Table 1: Hersey-Blanchard Situational Leadership Model

Maturity Levels	Follower Behaviours	Psychological and Work Maturity	Leadership Styles	Leadership Behaviours
Mature	Willing Can	Psychological maturity (+) Work maturity (+)	Delegating. Planning and execution authorities are given to followers	Low R-O Low T-O
Moderate	Willing Can not	Psychological maturity (+) Work maturity (-)	Participating. Leader includes followers in decision making	High R-O Low T-O
Moderate	Unwilling Can	Psychological maturity (-) Work maturity (+)	Selling. Leader explains ideas to followers	High R-O High T-O
Immature	Unwilling Can not	Psychological maturity (-) Work maturity (-)	Telling. The leader gives orders to followers	More T-O

Note: R-O: Relationship oriented, T-O: Task-oriented.

Source: (Uslu, 2019)

2.1.3. BEHAVIOURAL THEORY

They have been giving more attention on the particular knowledge that unveils good leadership in academic institutions through a sophisticated understanding of how leadership emerges over time and at multiple levels: behavioural theory in higher education. Meanwhile, behavioural theory deviates from the traditional leader traits' perspective by focusing on what leaders do - their behaviour and actions as mediators of organizational outcomes (Meng 2022). In higher education the behavioural theory of leadership reinforces how intricate academic leadership is. Particularly, transformational leadership has been researched on many accounts and the results have revealed it to be quite effective in helping promote positive change within higher education institutions (Bess and Goldman). A shared vision; empowerment for corporate goals to be accomplished and encouraging, motivating followers is the hall mark of a transformational leader (Meng, 2022).

Many research works have elucidated the substantial role of transformational leadership in accomplishing institutional objectives, especially within a higher education context Rashid et al. (2022). The importance of organizational leaders and the variety of roles they perform in academic contexts have long been acknowledged by academics (Meng, 2022; Bess & Goldman, 2001). The management of higher education does present certain difficulties when implementing transformational leadership, though.

Many studies have been conducted on the ambiguity and complexity that come with being a university leader (Bess & Goldman, 2001). Some academic leaders may not have the extra training and preparation needed to make the shift from productive scholarship and research to successful leadership responsibilities. A comprehensive, ecosystem-based strategy that takes into account the interactions of numerous stakeholders, cultural dynamics, and leadership styles is required for lasting and significant change in higher education institutions (Whittaker & Montgomery, 2022).

All things considered, the behavioural theory of leadership—and the transformational leadership model in particular—provides insightful understanding of the subtleties of successful leadership in higher education. By highlighting the significance of leaders' behaviours, this conceptual framework offers a framework for comprehending and improving academic institutions' performance.

2.1.4. FULL RANGE THEORY OF LEADERSHIP

A well-known and extensively researched leadership model, the Full Range Leadership Theory—also called the Transformational-Transactional Leadership Theory offers a thorough framework for comprehending the various styles and behaviours displayed by successful leaders (Bass, 2000; Bass, 1999). According to Gençer and Samur (2016), this theory, which was created by Bernard Bass and his associates, distinguishes between two main styles of leadership: transformational and transactional.

According to Burns, transformational leadership is "achieving additional levels of motivation and ethics" by followers' participation and connection with leaders (Gençer & Samur, 2016). The objective of transformational leadership is to motivate followers to keep the organization's needs before their own needs (Bass, 1999; Kuhnert & Lewis, 1987). Transformational leaders (Figure 2) achieve this, in Bass's opinion, by engaging in four essential behaviors: idealized influence, intellectual stimulation, inspirational drive, and customized consideration (Bass, 2003; Judge & Piccolo, 2004).

Idealized influence describes a leader's capacity to lead by example, upholding ethical values and winning the respect and trust of their followers. A leader must be good enough to communicate a compelling vision in order to motivate others to take on challenging tasks. Inquiry into the status quo, critical thinking, and creative problem-solving are all encouraged by intellectual stimulation. Personalized consideration entails the leader's attempts to offer their followers individualized guidance, coaching, and mentoring (Bass, 2003).

However, transactional leadership is centered on a series of agreements and trades between leaders and their subjects, in which the leader gives incentives or sanctions in response to the followers' output (Boehnke et al., 2003). In 2016, Gençer and Samur. As Bass points out, "most experimental research, nevertheless, has concentrated on transactional leadership, but the real influential people of the globe are transformational" (Boehnke et al., 2003).

According to Judge and Piccolo (2004), there are three primary characteristics that define transactional leadership: management-by-exception (passive), management-by-exception (active), and dependent reward.

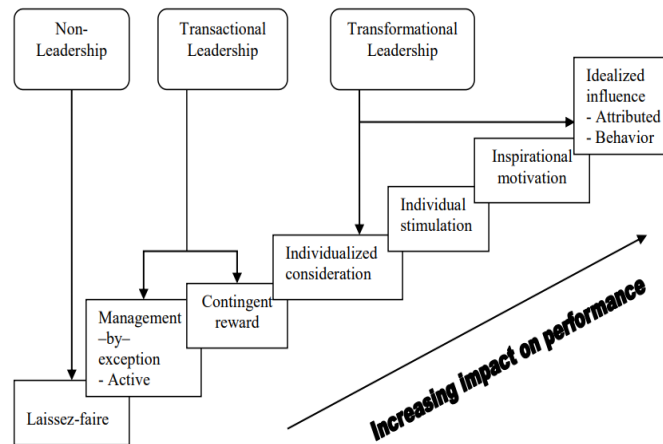
When followers meet expectations, a leader's capacity to communicate those expectations and offer praise or incentives is referred to as contingent reward. According to Boehnke et al. (2003), management-by-exception entails a leader taking action only when issues emerge, as opposed to actively leading the team. Although transactional leadership can be useful in some organizational settings, transformational leadership has been shown over and over to be more successful in inspiring followers to put in more effort, be more committed, and feel satisfied (Taylor et al., 2014).

Boehnke et al. (2003) conducted a thorough investigation and validation of the Full Range Leadership Theory in a variety of cultural and organizational contexts. Numerous good effects, such as greater staff involvement, commitment to the organization, job fulfillment, and overall organizational success, have been found to be consistently connected with transformational leadership by researchers. The impact of characteristics of transformational leadership (individualized consideration, intellectual stimulation, inspirational motivation and idealized influence) on employee productivity was found to be positive (Teoh et al., 2022). According to Ramadhanti et al. (2021) the best indicators of worker success were personalized attention and idealized influence.

The performance of organizations and the development of leaders are significantly impacted by the Full Range Leadership Theory. According to Baškarada et al. (2017), in order for enterprises to prosper in the intricate and swiftly evolving environment of today, their leaders must possess the ability to blend transactional and transformational behaviors.

As Bass points out, "Transformational leadership is required along with related changes in choosing, training, development, and organizational norms" (Bass, 1999). According to Xu and Wang (2008), leaders can enhance overall organizational performance by inspiring and empowering their followers to accomplish remarkable results through the cultivation of transformational leadership inside their organizations.

Figure 2: Full Range Leadership Model FRLM (From Bass and Avolio's (2004) illustrations, it is a linear development of the FRLM.)



Source: (Graham, 2008)

2.2. LEADERSHIP STYLES IN HEIS

2.2.1. LAISSEZ-FAIRE LEADERSHIP STYLE

A leader that practices laissez-faire leadership, commonly known as hands-off leadership (Scandura and Dasborough, 2022), gives their subordinates very little direction, involvement, or advice (Barnett, 2017). According to Northouse (2013) and Puni et al. (2014), laissez-faire leaders completely believe in their staff members' ability to take initiative and make judgments without continual supervision. When given a laissez-faire leadership style, subordinates exercise a high degree of autonomy and freedom in their job (Iqbal et al., 2021). According to Goodnight (2011), laissez-faire leadership can either be the finest or the worst kind of leadership. Laissez-faire, which means to "let it be" in French,

is a term used to characterize bosses who let their subordinates operate independently. Supervisors that lack adequate control over their employees may also exhibit this kind of leadership (Ololube, 2013). Its disorganized and passive style of leadership can be seen by the leaders' lack of making agreements apparent, outlining expectations, and laying down specific targets and standards for followers to meet. The team members' ability and drive have a major role in how well laissez-faire leadership works. As it enables workers to exercise their knowledge and take responsibility for their work processes, this approach can be useful and efficient when working with highly qualified, experienced, and committed experts. Nonetheless, a leader's lack of guidance and encouragement can result in poor decisions and performances when team members lack confidence, are unskilled, or lack motivation. As laissez-faire leaders don't provide the essential direction and encouragement to maintain safe activities, their passive style can make a safety culture less successful.

2.2.2. TRANSACTIONAL LEADERSHIP STYLE

The focus of transactional leadership is on the rewards and punishments that are exchanged between superiors and subordinates (Bass and Avolio, 1990; Nasra et al., 2020). In exchange for the team members' work and compliance, the employer typically pays them. If a team member's work less of the required quality, the leader has the authority to take action against them. To encourage their team members (Klein, 2023), transactional leaders create performance objectives, set clear expectations, and employ situational rewards and penalties (Afsar et al., 2017). Trust cannot be developed between a leader and a follower through transactional leadership. This style may not be as effective in situations that require a long-term vision.

The feature of this leadership style is a distinct division of duties, wherein leaders specify the goals and duties and followers are rewarded for fulfilling them (Boehnke et al., 2003). Efficiency and clarity are two of transactional leadership's main advantages. When there is an urgent need for action or in a crisis situation, the specific character of the relationship between leaders and followers with well-defined goals and rewards can be very successful. Keeping an organization stable and making sure that regular chores are completed are two other areas where transactional leadership can be helpful (Zulkifly et al., 2022).

Successful transactional leadership necessitates a careful balancing act between task management and acknowledging followers' individual needs. As Bass (2003) point out, transactional leadership may not be enough in today's complicated and dynamic circumstances, and a more transformational strategy emphasizing employee development and empowerment is becoming more and more necessary.

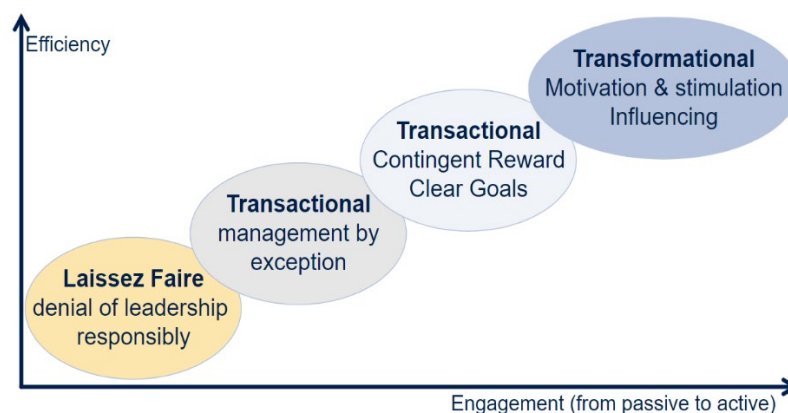
2.2.3. TRANSFORMATIONAL LEADERSHIP STYLE

This is the most common type of leadership in the world is transformational leadership, in which leaders concentrate primarily on successfully motivating staff to achieve goals. According to McCann (2011), transformational leadership has attracted considerable interest in the field of higher education sector due to the multifaceted and ever-changing difficulties that face these establishments. The focus on motivating and enabling followers is a defining characteristic of this leadership strategy. It contains advantages and disadvantages that should be carefully considered (Bass, 2000; Whittaker & Montgomery, 2022).

According to Denhardt and Campbell (2006) and Dumdum et al. (2013), transformational leaders push their colleagues to think beyond their personal interests and strive for an overall objective. The important characteristics of transformational leadership in higher education include a proactive perspective, the ability to adapt to changes in the working environment, and a focus on motivating and developing team members (Yusuf & Kurniady, 2020). Transformational leaders in the educational sector are adept at communicating a clear and compelling vision for their institutions to motivate staff and faculty to collaborate toward a shared goal (McCann, 2011). These leaders are always ready to keep their spirits high for success by easily identifying and responding to shifting trends and demands (Meng, 2022). One of transformational leadership's primary benefits in higher education is its ability to foster an atmosphere of innovation and continuous improvement (Yusuf & Kurniady, 2020). Innovative ideas may develop in an environment that is encouraged by transformational leaders. (McCann, 2011). Furthermore, it has been demonstrated that this type of leadership increases organizational effectiveness by achieving better results through the alignment of institutional and individual goals (Meng, 2022).

Nevertheless, there are certain drawbacks to the transformational leadership methodology. Certain detractors contend that the captivating quality of this approach may result in an excessive dependence on the leader, thereby impeding the growth of autonomous and analytical thought processes in adherents (Rashid et al., 2022). Furthermore, academic independence and conventional methods of teaching and research may not always be valued by faculty members who place a strong focus on visionary thinking as well as change management (Meng, 2022). As the highest type of effective leadership within the framework of the FRL Approach, transformational leadership is augmented by transactional and laissez-faire methods (Rashid et al., 2022). Blended leadership (Figure 3), which combines aspects of transactional, laissez-faire, and transformational approaches, may be the optimal strategy in higher education, as stakeholders' varied requirements and viewpoints must be handled (Rashid et al., 2022).

Figure 3: FRLP



Source By Hou710 - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=71574129>

2.3. ROLE OF LEADERSHIP

2.3.1. DEPARTMENTAL LEVEL

To ensure the smooth daily operations of the department and manage the faculty, a leader at the departmental level may choose to use a more transactional approach (Whittaker & Montgomery, 2022).

2.3.2. FACULTY LEVEL

Deans and provosts at the faculty level could need to adopt a more transformational approach to encourage and enable faculty members to pursue aspirational research and academic objectives (Rashid et al., 2022).

2.3.3. INSTITUTIONAL LEVEL

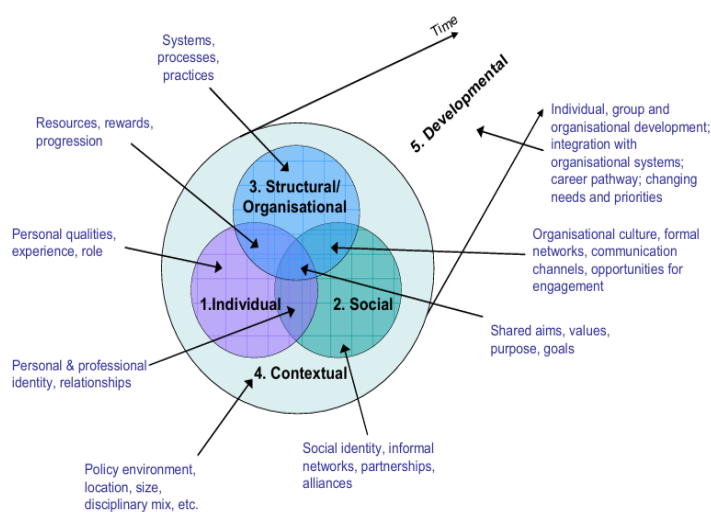
Presidents and chancellors of universities must strike a balance between several conflicting agenda items, including managing internal politics, navigating intricate governance frameworks, and fundraising and external involvement. Consequently, it might be necessary for them to utilize a variety of leadership philosophies, skilfully alternating between a more directive and autocratic strategy (Huta Barat et al., 2022) and a proactive and participatory manner (Trow, 1985).

3. FACTORS INFLUENCING LEADERSHIP IN HIGHER EDUCATIONAL INSTITUTIONS

The variety of stakeholders and competing agendas that higher education leaders must manage is one of their biggest problems (Rowley & Sherman, 2003). Employees, students, regulatory boards, and other parties including government agencies and business partners can have competing demands, which university administrators must manage (Doda, 2018). To successfully combine these diverse interests and design a way forward in this complex environment, executives must exhibit a variety of talents, from interpersonal savvy to strategic vision.

A further important consideration is the psychological and personal toll that leadership in higher education takes. Leading academic administrators, like deans of faculties, work in many dynamic contexts and frequently deal with urgent problems involving government regulations, student enrolment, accountability standards, and unanticipated incidents that could negatively affect the community's well-being at the university (Bosetti & Heffernan, 2021). The decision-making process frequently include overcoming difficult moral problems, managing personnel and expectations, and encouraging faculty and staff to endorse and comply with judgments, even while carrying out administrative and management duties may seem instrumental and rational. (Bolden, Petrov, & Gosling, 2013) Two elements must be taken into account (Figure 4): (1) the identification processes (social and individual) that influence our sense of purpose and belonging, and (2) the longer-lasting structural elements of the surroundings (such as the physical design, organizational structures, and procedures).

Figure 4: Dimensions of Leadership in HE



Source: (Bolden, Petrov, & Gosling, 2013)

Individual: This dimension speaks about particular leaders and their unique traits, backgrounds, and inclinations. There is variation in techniques, styles, and motives within and among universities, from very individualistic to team and collaborative approaches.

Social: This dimension focuses on the interpersonal and social facets of working in an organization, including unofficial networks, alliances, and partnerships as well as the environment or "feel" of the space and any common goals or sense of self. The notion of identity appeared to be closely related to leadership experiences and motives in our own research, which are not adequately explained by behavioural or procedural explanations. The various, fluctuating, and occasionally contradictory notions of self that university administrators and leaders encounter are referred to as identity.

Structural: The organizational setting where leadership takes place is referred to as the third dimension. Specifically, transparency in the distribution of funds and the devolution of budgetary authority are essential for developing leadership at the departmental and school levels. Devolution's effects on the organization as a whole are probably going to be both advantageous and troublesome. Consequently, it may promote departments and schools to become more professionally oriented, but it may also cause organizational fragmentation and the emergence of "silos," which make cross-organizational initiatives more difficult.

Contextual: The fourth is "contextual," indicating how Higher Education leadership has grown more politically charged and susceptible to outside influences. The introduction highlights several tendencies that are pushing for a stronger focus on the market and commerce, which puts pressure on more conventional forms of organization like bureaucracy or collegiality. This creates a risk that HE's wider social contribution will be neglected in favour of economic performance, which could also drive away employees whose main driving forces are more social and public values than profit margins.

Developmental: It refers the continuous and ever-evolving demands of organizations, groups, and individuals for development. The growth of the individual, the team, and the organization intertwine, and for interventions to be successful, they must try to prevent changing people and changing systems or vice versa. Because organizational growth takes into account both the non-human and human components of the system, "leadership development" must therefore encompass more than just the training of individuals in leadership roles.

The demands on leadership are ever-changing in the dynamic and varied world of higher education institutions. The internal elements that influence the leadership approaches in these institutions are stakeholder expectations, organizational culture, and institutional scale and complexity. The way leaders deal with the difficulties of higher education is also greatly influenced by outside variables including the state of the political and economic system, advances in technology, and changes in social and cultural norms (Montgomery & Whittaker, 2022) (Killacky & Taylor (2010).

3.1. INTERNAL FACTORS

3.1.1. ORGANIZATIONAL CULTURE

According to Schein (2010), cultures are the more fundamental presumptions and beliefs that people in an organization share on a deeper level, which work subconsciously to shape how people see themselves and their work environments. The success of an institution's administrators and their leadership styles can be greatly impacted by the culture of that higher education establishment. Collegial cultures, which prioritize academic principles and involve shared decision-making, may call for leaders to take a more cooperative and consensus-building stance (Rowley & Sherman, 2003). In contrast, a bureaucratic culture may require a more transactional leadership approach due to its emphasis on institutional structures and procedures (Luedtke, 1999). According to Kugelmass (2001), the degree to which students are able to participate is correlated with the extent to which these values are shared by all members of the school staff, including the acceptance and celebration of differences as well as the dedication to providing educational opportunities for all students.

3.1.2. INSTITUTIONAL SIZE AND COMPLEXITY

The scale and intricacy of an institution of higher learning can also influence the leadership styles used. To effectively manage large research universities, which have enormous scale and scope of activities, executives may need to take a more distributed and delegative strategy (Rowley & Sherman, 2003). On the contrary, smaller institutions could enable a more individualized and directly involved leadership style, in which the leader is significantly involved in the institution's daily operations (Lueddeke, 1999).

3.1.3. STAKEHOLDER EXPECTATIONS

Higher education administrators may face a complex web of pressures due to the differing expectations of educators, employees, pupils, governing boards, and other communities. Finding common ground and bringing disparate interests in line with the institution's overarching mission and goals, along with having outstanding negotiation and communication skills, are all necessary for striking a balance between the requirements and expectations of these many stakeholders.

3.2. EXTERNAL FACTORS

3.2.1. POLITICAL AND ECONOMIC CLIMATE

The leadership of universities can be greatly impacted by shifts in financing, governmental regulations, and economic conditions. The capacity to move through the ever-changing political and economic environment and modify plans of action in order to obtain the resources required to keep the organization afloat is a critical skill for leaders. For example, uncertain funds and resource restrictions can force leaders to take a more entrepreneurial tack, looking for new sources of income and pursuing strategic alliances.

3.2.2. TECHNOLOGICAL ADVANCEMENTS

Higher education institutions' leadership methods have been profoundly impacted by the quick speed of technological change. In addition to tackling the potential and problems posed by emerging technologies like online education and data analytics, leaders must be able to use technology to improve the institution's educational and administrative operations (Montgomery & Whittaker, 2022). In order to ensure that technical improvements are in line with the institution's primary goals and values, effective leaders in this environment must be able to deal with the complex relationship between information technology, pedagogy, and the culture of the institution.

3.2.3. SOCIAL AND CULTURAL SHIFTS

Other factors that have influenced the needs for leadership in higher education are shifting cultural values, student activism, and changing demography. A more diverse student body means that leaders need to be aware of how their expectations and needs are changing and be prepared to adhere with equitable and fair practices and policies. Leaders also need to handle justice for all, sustainability of the environment, and other important issues while navigating the complicated terrain of student action.

A comprehensive awareness of internal as well as external factors is necessary for higher education institution leadership to be effective. Today's higher education executives face a critical challenge: navigating the intricacies of stakeholder expectations, institutional scale and complexity, organizational culture, and the political, economic, technical, and social landscapes (Makoe and Olcott, 2021) (Montgomery & Whittaker, 2022). A nuanced and comprehensive approach is necessary to address the intricate interaction of internal and external forces that influence leadership in educational institutions. In addition to responding to the larger socioeconomic and technological shifts that are changing the face of higher education, leaders must negotiate the many and frequently conflicting needs of their organizations (Taylor & Killackey, 2010) (Trow, 1985).

4. DISCUSSION AND IMPLICATIONS

Opinions on how to transfer academic and professional reputation, openness, and consultation into leadership behaviour differed greatly, these concepts were generally acknowledged as being important. Hargreaves and Fink (2004) put forward seven sustainable leadership principles to maintain good educational leadership. Sustainability in leadership nourishes and maintains long-term learning; it makes sure success over time; it supports the leadership of others; it manages social justice issues; it develops rather than diminishes human and material resources; it fosters environmental diversity and capacity; and it engages in work with the environment. Being able to predict the future is another aspect of leadership in the reference of education. Education leaders guarantee their vision by establishing a strategic alignment throughout the system and encourage the entire system by successfully managing the behaviors, attitudes, or emotions of those working inside it through ideas and examples (Peretomode, 1991). Leaders in school administration and planning are primarily involved with vision and consistency of purpose. By enhancing academic programs and administrative services with the goal of producing qualified graduates who can hold important positions, they aim to create the good educational programs and approaches possible, which in turn improves educational practices and procedures, Ololube (2013).

The successful implementation of leadership styles in educational organizations not only enhances the performance of the subordinates but also helps in achieving long-term objectives. The accomplishment of corporate objectives can greatly benefit from transformational leadership in particular. This is especially important when it comes to higher education, as academic leaders have a big say in how well their institutions function and succeed.

Employees are inspired and motivated by transformational leadership, which fosters a feeling of purpose and critical thinking. In higher education environments, where autonomy and personal development are crucial, it works especially well. The more authoritative and reward-based style of transactional leadership might not work as well. The ability of leaders to exhibit suitable leadership styles under varied settings has a significant impact on the performance of public universities. The preferences of academics for various leadership philosophies might also change according to demographic factors including age, gender, and tenure. For higher education to succeed institutionally and improve student outcomes, effective educational leadership is essential.

5. CONCLUSION

The performance of higher education employees—especially academics—is critical to the institution's success since it shapes society's destiny. A climate that is favorable to employee productivity and organizational development is thought to be fostered through effective leadership. In higher education administration and development, experience has been found to be crucial because it can modulate the relationship between organizational citizenship conduct, change-oriented behavior, leadership self-efficacy, and change policies. This shows that the willingness and capacity of academic leaders to deal with the ever-changing environment of higher education can have a big impact on staff engagement and performance. The performance of employees and overall educational outcomes can be significantly impacted by the leadership styles that administrators in higher education choose to use. A positive and efficient work environment that supports academic staff in thriving and contributing to the success of the institution is more likely to be fostered by leaders who can effectively inspire, encourage, and support their staff members. The institution's capacity to meet its strategic goals may be hampered by ineffective leadership or the implementation of unsuitable leadership philosophies, which can also lower work satisfaction and staff engagement. Therefore, it is impossible to overestimate the importance of leadership in higher educational institutions, and to maintain the quality of their workforce and foster its continued growth, institutions must place a high priority on the formation and maintenance of strong leadership practices.

CONFLICT OF INTERESTS

None.

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