IntechOpen

IntechOpen Series
Education and Human Development,
Volume 41

Educational Leadership and Management in the Modern Era

Edited by Muhammad Azeem Ashraf and Jan Alam

Educational Leadership and Management in the Modern Era

Edited by Muhammad Azeem Ashraf and Jan Alam

Published in London, United Kingdom

Educational Leadership and Management in the Modern Era
http://dx.doi.org/10.5772/intechopen.1006019
Edited by Muhammad Azeem Ashraf and Jan Alam

Contributors
Darshna V. Banker, Gboyega Ayodeji Aladesusi, Jan Alam, Kyffin Bradshaw, Lesiba Lesley Motseta, Muhammad Aftab, Muhammad Bilal, Muhammad Mohsin, Ricardo Cavalcante Oliveira Santos, Sadhana Manik, Simeon Oluniyi Ariyo, Tahira Yasmeen, Valesa Moshibudi Letswalo

First published in London, United Kingdom, 2025 by IntechOpen
IntechOpen is the global imprint of INTECHOPEN LIMITED, registered in England and Wales, registration number: 11086078, 167-169 Great Portland Street, London, W1W 5PF, United Kingdom

For EU product safety concerns: IN TECH d.o.o., Prolaz Marije Krucifikse Kozulić 3, 51000 Rijeka, Croatia, info@intechopen.com or visit our website at intechopen.com.

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the British Library

Educational Leadership and Management in the Modern Era
Edited by Muhammad Azeem Ashraf and Jan Alam
p. cm.

This title is part of the Education and Human Development Book Series, Volume 41
Topic: Education
Series Editor: Katherine Meltzoff
Topic Editors: Delfín Ortega-Sánchez and Carlos Pérez-González

Print ISBN 978-1-83634-671-5
Online ISBN 978-1-83634-670-8
eBook (PDF) ISBN 978-1-83634-672-2
ISSN 2755-9513

IntechOpen Book Series

Education and Human Development

Volume 41

Aims and Scope of the Series

Education and Human Development is an interdisciplinary research area that aims to shed light on topics related to both learning and development. This Series is intended for researchers, practitioners, and students who are interested in understanding more about these fields and their applications.

Meet the Series Editor

Katherine Meltzoff received her BA in Psychology from Trinity College, in Connecticut, USA and her Ph.D. in Experimental Psychology from the University of California, San Diego. She completed her postdoctoral work at the Yale Child Study Center with Dr. James McPartland. Dr. Meltzoff' doctoral dissertation explored neural correlates of reward anticipation to social versus nonsocial stimuli in children with and without autism spectrum disorders (ASD). She has been a faculty member at the University of California, Riverside in the School of Education since 2016. Her research focuses on translational studies to explore the reward system in ASD, as well as how anxiety contributes to social challenges in ASD. She also investigates how behavioral interventions affect neural activity, behavior, and school performance in children with ASD. She is also involved in the diagnosis of children with ASD and is a licensed clinical psychologist in California. She is the Assistant Director of the SEARCH Center at UCR and is a faculty member in the Graduate Program in Neuroscience.

Meet the Volume Editors

Muhammad Azeem Ashraf is an Associate Professor at the Institute of Education at Hunan University in China. He holds a Ph.D. in Comparative Education (Educational Leadership and Policy) from Beijing Normal University. His research focuses on an interdisciplinary approach, mainly involving comparative education, educational leadership, policies and practices, innovative teaching methods, language and social issues in education, STEM education, and the role of technology in education. Dr. Ashraf has led several nationally funded research projects and has published extensively in international peer-reviewed journals and books. He also serves on the editorial boards of several journals.

Dr. Jan Alam is an Assistant Professor of Education with over five years of university teaching and research experience at the University of Wah, Pakistan. He earned his Ph.D. in Educational Leadership and Policy (Comparative Education) from Beijing Normal University, China, in 2020. His research areas include early childhood education, educational policies and practices, cultural diversity, transgender education, green skills development, and the integration of Artificial Intelligence (AI) in higher education. Dr. Alam has supervised numerous MS and Ph.D. theses and has published widely in renowned international journals. As an HEC-approved Ph.D. supervisor, a reviewer for renowned journals, and a session chair at national and international conferences, he continues to promote innovation, inclusivity, and global collaboration in the field of education.

Contents

Preface

Education systems worldwide are undergoing significant changes driven by technological innovation, globalization, and increasing calls for social justice. In this landscape, educational leadership acts as both a catalyst and a guide, steering institutions toward equity, inclusion, and progress. This volume, Educational Leadership and Management in the Modern Era, brings together scholars from various global backgrounds to rethink how leadership can address the complex issues facing modern education.

The book begins with a critical reflection on social justice and equity in education. In Chapter 1, Kyffin Bradshaw reconceptualizes the meaning of social justice within educational leadership, offering a philosophical framework that foregrounds fairness, ethical responsibility, and learner rights. Chapter 2, by Sadhana Manik, translates these principles into practice through the South African experience, where inclusive leadership and institutional transformation seek to ensure equitable outcomes for first-generation students in higher education. Together, these opening chapters establish the volume's normative and moral foundations.

Chapter 3, authored by Ricardo Cavalcante Oliveira Santos, advances this discussion by exploring the characteristics of effective leadership, contrasting positive attributes such as emotional intelligence and empathy with detrimental behaviors like resistance to change and toxic leadership. This behavioral focus sets the stage for Chapters 4 and 5, which examine how leadership and management operate in the modern era of technology and globalization. Valesa Moshibudi Letswalo and Lesiba Lesley Motseta analyze how instructional leadership can harness ICT for organizational improvement, while Gboyega Ayodeji Aladesusi and Simeon Oluniyi Ariyo empirically demonstrate how diverse leadership styles influence school culture and student achievement. These chapters collectively highlight that strategic, inclusive, and adaptive leadership is indispensable for institutional success in the digital age.

The methodological sophistication of educational leadership research is advanced in Chapter 6, where Darshna V. Banker develops and validates a multidimensional Educational Leadership Scale. By integrating instructional, intellectual, servant, and administrative leadership dimensions, this empirical contribution provides a robust tool for assessing and improving leadership performance. The final chapter, Chapter 7, by Tahira Yasmeen and colleagues, extends the discussion into the domain of entrepreneurship education. Drawing on evidence from Pakistan, the authors demonstrate how forward-looking educational leadership can cultivate entrepreneurial mindsets, stimulate innovation, and contribute to economic resilience.

Collectively, these seven chapters present a multidimensional view of educational leadership, encompassing philosophical, behavioral, and empirical dimensions. They reveal that effective leadership today is not confined to administrative competence but is deeply intertwined with ethical vision, social justice, technological adaptation,

and innovative capacity. By assembling insights from different regions, this book highlights that while leadership challenges are global, their resolutions are enriched by local contexts and values.

This volume will serve as a valuable resource for scholars, practitioners, and policymakers seeking to understand and strengthen the transformative potential of educational leadership in the twenty-first century. It is sincerely hoped that readers will find in these pages both inspiration and practical guidance to lead educational institutions with integrity, compassion, and foresight.

Muhammad Azeem Ashraf
Institute of Educational Sciences,
Hunan University,
Changsha, China

Jan Alam
Department of Education,
University of Wah,
Wah Cantt, Pakistan

Chapter 1

Social Justice and Equity: How Educational Leadership Reconstruct Different Meanings of Social Justice

Kyffin Bradshaw

Abstract

Increasing demands for equity and social justice in higher education suggest that current educational policies and frameworks are incomplete if they fail to acknowledge the extent to which learners have rights and how these rights are to be respected and protected. Consequently, educational professionals are encouraged to augment learning and make learners more visible by creating learning environments that ensure learners are safe, feel accepted, are not disadvantaged, and are respected. However, the exact context of the use of the term social justice within education is not clear because social justice may refer to all measures employed to minimize, prevent injustices, and provide fair compensation and restitution for some injustice. This review article discusses areas that may require further thought when trying to link the idea of compensation and restitution in terms of proportion to what is right, ethical, virtuous, or just in the context of educational leadership and management.

Keywords: social justice, equity, equality, restitution, compensation, education governance, educational leadership

1. Introduction

According to Ainscow [1], there are many sources of inequity in modern education that require reanalyzing current educational policy, institutional constraints, and ideologies that perpetuate exclusion. To address this seemingly ongoing problem of what constitutes fair access to quality education, many stakeholders of education have placed considerable resources into developing frameworks and policies that attempt to establish and clearly define the civil, political, and human rights of their cohorts to ensure a more holistic and well-balanced program for all learners in spite of their social standing, abilities, and worldview. Although tremendous gains have been realized regarding formulating more socially just educational practices that meet the demands of this modern era, there are still no clear-cut specific strategies that

come into play for awarding fair compensation when social injustices creep into the learning environment. For example, in many educational settings, learners are often unaware of who to seek, who may be financially responsible, or who is socially and morally responsible for taking a course of action that provides an equitable future for themselves and all other learners encountering social injustices in the classroom.

Modern beliefs regarding equity and equality in education seem to suggest that educational inequalities and injustices deny learners of quality education and foster systems that severely hamper the development of citizens. As such, more researchers are contending that social justice should be the paradigm for education as a right that should be guaranteed for all learners. A problem with using rights as a paradigm for education is that it is not often clear in the context of education if the focus is on moral rights, legal rights, or both. Shakirova et al. [2] believe that there is a nexus between rights, social justice, and its moral substructure, and hence, it is crucial to demarcate who might be responsible for the effective realization of rights in education. It is reasonable to assume that these authors believe that this is a necessary requirement even though moral rights and legal rights can coexist and can be complementary. It is assumed for the purpose of this review that this nexus as highlighted by Shakirova et al. [2] includes governance and by extension also encompasses the educational responsibility of educational management and educational leadership. It is important in the context of this review to highlight the difference between government and governance. Nag [3] describes government as a system that deals with the institutions of the state that control and regulate community life, while governance is described as the control of an activity by some means such that a range of desired outcomes are achieved. Basically, governance may be viewed as a specific from of coordination of actions that are characterized by institutionalized, binding regulations, and patterns of interactions that are important to effectuate some desired outcome. Equally, for the purposes of this renew, a distinction must also be made between educational leadership and educational management. Educational management pertains to owning the responsibility for the proper functioning of a system in an educational institution in which people participate, while educational leadership encompasses influencing the members of an educational environment to achieve goals (Connolly et al. [4]).

Figure 1 is a conceptual model of what this work perceives to be the moral substructure of social justice in education and its connection to education governance as whole. It depicts how governance may be evaluated in terms of its capability for collective action, its capacity to solve shared problems, and its ability to reach decisions jointly. In exploring what is thought to underlie education governance, it may become clearer as to whether education leaders and managers can objectively answer whether moral and ethical judgments truly facilitate equality, equity, and success for all learners. When it comes to education, can one really say that there is not a history of education governance where the moral dimension come into play? Connolly et al. [4] suggest that educational governance is important to this principle of moral decision-making in education and should therefore have a more prominent feature in any analyses of organizing educational institutions especially if there is to be equity and equality and if all educators are obligated to do something effective in preventing social injustices and the violation of rights.

Studies like that of Shakirova et al. [2] highlight how various moral and corporate standards are required for regulating relations in the learning environment. They show that morals and corporate standards form aggregates of rights and obligations that have legal basis for the regulation of the educational process and establishment

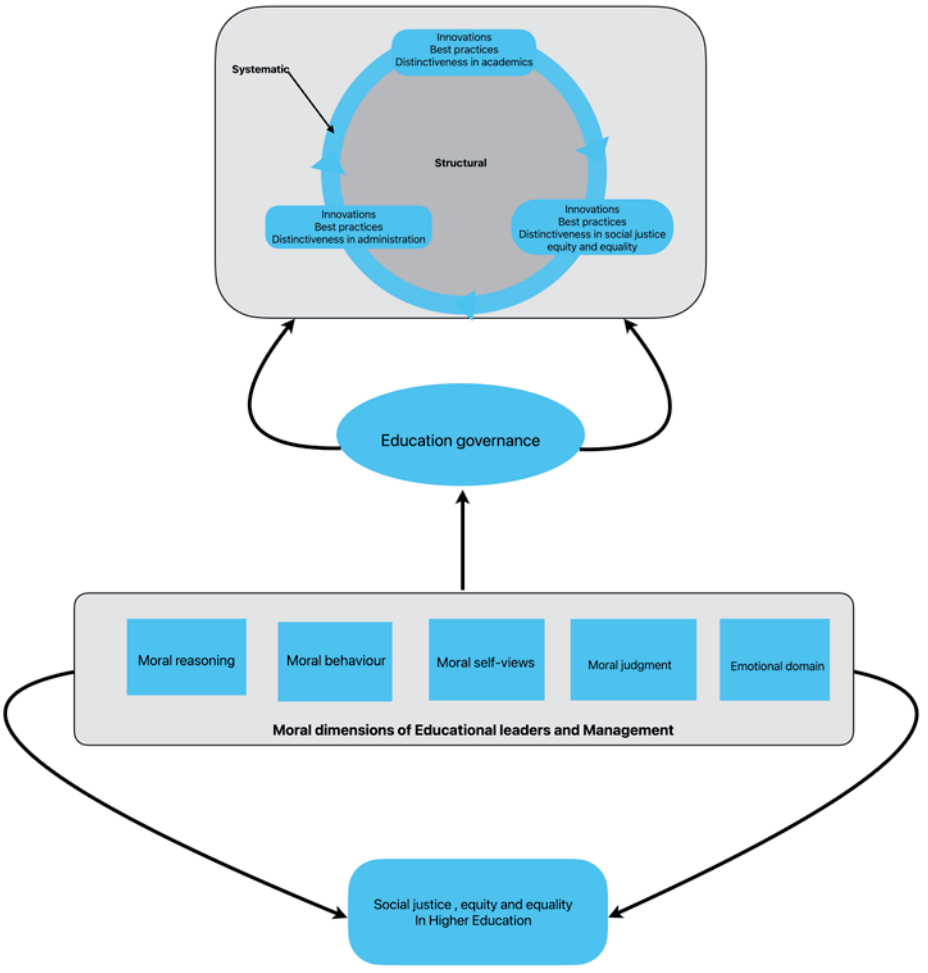

Figure 1.
The moral substructure of social justice in education governance.

of clear-cut rights to protect learners. Thus, it is believed that attempting to frame education governance, management, and leadership under the general umbrella of morality as shown in **Figure 1** is not only reasonable but also may be pertinent to better understanding the role moral decision plays in structures of education. As explained by Nag [3], the principle of legal equality is one of the most fundamental principles in the rule of law that is important to strengthening the value of social justice in education. Hamamah [5] believes that there must be the right to receive fair compensation and restitution for losses suffered in an educational setting. However, it may be said that a challenge with this position is that people make choices and act in accordance to socially constructed values, assumptions, and beliefs. Therefore, personal values, assumptions, and beliefs affect the understanding of what is morally right or wrong and what is fair, just, ethical, and equitable. As a result, it is reasonable to assume that moral reasoning can inform the meaning of social justice itself. For example, the term "justice" in a broad sense can refer to almost anything moral and as such can be ambiguous as it relates to decision-making, values and ethics, and equity in education. Thus, what is fair compensation and restitution in the context of

education is up for debate. It is currently not clear how such a broad interpretation of the term social justice translates the implications for education governance and the idea of compensation and restitution for social injustices in education. The concept of moral decision-making in the view of some researchers appears to be undermining the very meaning of the word equality and equity in education and by extension the very meaning of what constitutes fair restitution and compensation.

Restitution, from the point of view of Musdalifah et al. [6], is an action taken to rectify an error or compensate a person or a community that has suffered harm from someone in some manner. This may be interpreted to mean that restitution is measure geared at reestablishing rights associated with conditions regarding a victim's social situation. Based on this, restitution, when adapted to the learning environment, may translate to nothing more than a counseling-oriented strategy aimed at assisting learners in developing self-management skills. As explained by Musdalifah et al. [6], the restitution approach emphasizes internal motivation and self-discipline and is based on individuals evaluating their own mistakes and finding solutions to rectify them. In de Greiff [7], there are two different contexts of the use of the term reparations: Reparations that are used in design programs of coordinated sets of reparative measures that do not account for criminal justice or institutional reform and reparations in a juridical context that refer to all measures employed to redress for harms suffered. As indicated by de Greiff [7], this type of restitution attempts to reestablish the victim's status quo ante. Despite these different types of restitution, de Greiff [7] believes that efforts should be made to assist learners in making reparations but prioritize guiding the learner in problem-solving as opposed to focusing on the restitution only. Compensation in contrast, attempts to restore justice *via* provisions in recognition of loss, suffering, or injury incurred Okimoto and Tyler [8]. Compensation in this case is described as an equity-based approach to remedying accidental harm that attempt to quantify accidental losses in terms of cost associated with the accident.

A challenge with the usage of the words equality and equity as it relates to education is that words equality and equity are often used interchangeability even though researchers contend that there is a big difference between the meanings of equality and equity. Ginting [9] sees equity as obtaining equal educational opportunities among various community groups. Equality, in contrast, defines equality as equality of opportunity to obtain education. However, some researchers contend that regardless of the definition used for equity and equality, understanding how a chosen definition translates to social justice is one of the most important factors in educational leadership Hytten and Bettez [10]. Since understanding how a chosen definition translates to meaning cannot be isolated from its underlying moral basis, this review contends that the point raised by two authors suggests that educational leaders may be capable of reconstructing different meanings of social justice based on their moral decision making. According to Dotger and Theoharis [11], the need to address continued marginalization and inequitable schooling is a sign for an increasing call for educational leadership to ratify the meaning of social justice in education. Specifically, this suggests that there should be more deliberate focus on the meaning of equity, justice, the moral and ethical actions, and reasoning of leadership and management since both leadership and management are vital to the organization and efficient functioning of educational institutions. A crucial point raised by Hytten and Bettez [10] that can be added to the discussion is the uncertainty surrounding the practicality of relating the term social justice to issues of program development, curricula, practicum opportunities, educational philosophy, and social vision. It may be said that these authors believe that the more people embrace the ideology of social justice

in education, the more obscure the meaning of social justice becomes. Therefore, it is clear that these authors are positing that when an idea like social justice in education can refer to almost anything, it loses its critical purchase.

To further explore the assertions of Hyttrn and Bettez [10], this review considers the idea of treating social justice like a planned intervention that requires the use of morality. Therefore, sections 2, 3, and 4 follow attempts to highlight the possible controversies that educational leadership and managers might have to navigate when making decisions about what is right, ethical, virtuous, or just in the context of education governance. Consequently, Section 2 draws upon various literature regarding moral decision-making, translational justice, international morality, moral responsibilities of universities, and concepts of criminal justice to discuss the most tangible ways for educational leadership and management to potentially dismantle barriers learners may face and to provide the best resources that promote academic excellence, equity, and equality in education.

2. Educational leadership and management: Their role in reshaping social justice

In Stalmeijer et al. [12], educational leaders are believed to co-construct the meaning and solutions to organizational issues. If authors are indeed correct, then one may argue that educational leadership and management by default have roles that entail decision-making, balancing, and organizing structures and systems. To Stalmeijer et al. [12], this type of responsibility may be considered a key concept of moral theorizing. They argue that educational leadership and management cannot be neutral because of the moral imperative that is embedded in their jobs. These authors strongly suggest that it is hard to conceive that educational leadership can execute good educational governance without directly addressing the moral dimensions of education. Based on Stalmeijer et al. [12], it is fair to assume that issues surrounding equity, equality, social justice, and social actions may be intricately linked to leaders ultimately making moral and ethical judgments. Thus, it logically follows that in education governance, the moral dimension is a necessity. Because of this, it may be argued that addressing continued marginalization and inequitable schooling is a key principle of educational leadership. Hence, for some educators, there needs to be a more deliberate focus on the meaning of equity and justice and the moral and ethical actions and reasoning of educational leadership and management. In contrast, Hytten and Bettez [10] believe there must be some quantification by stakeholders of education the practicality of relating the term social justice, equity, and equality to issues of program development, curricula, practicum opportunities, and educational philosophy.

According to Pont [13], there are various terms, concepts, and representations of educational leadership that exist and vary according to the structures that govern education in those circumstances. For example, Bolivar et al. [14] identifies leadership learning, distributed leadership, and leadership for social justice as three critical areas of educational leadership. According to Bolivar et al. [14], leadership for social justice is necessary to provide quality education to all students from an inclusive and equitable perspective. Therefore, educational leadership and management should be able to respond to the evolving academic and social needs of learners in away suitable to all national and cultural backgrounds. This is because educational leaders are charged with formulating structures that transcend national borders and infuse similarities

and differences across racial, ethnic, and cultural groups to address potential problems of equity and justice that may creep into the learning environment. Undeniably, educational leaders are required to identify problems, choose courses of actions, decide what is right, what is just, and what is ethical as they seek and evaluate policies and frameworks that can support learners in developing healthy identities while gaining specific skills, knowledge, and attitudes that propel them to success in the global workforce.

If the role of educational leaders is to serve as the protectors of a healthy learning environment, then it is reasonable to assume that the general role of education governance is to ensure there is a clear understanding of the factors that influence decisions of social justice and how policies are developed and employed to support equity and equality in education. However, Dotger and Theoharis [11] believe that this process involves bridging the gap between moral/ethical reasoning and educational leadership such that education governance can transcend beyond conventional models of leadership and into rights-based models of social justice leadership. Thereby, implying that to fully grasp the key factors that influence morality and ethics in educational leadership and the adoption of education, governance policy requires a conceptual framework of how ethical values and attitudes translate to professional and ethical actions. To accomplish this, some people think that turning to multicultural and social justice teacher education (MSJTE) Bogotch [15] and critical reflection is key to cultivating equity minded and social justice-minded educators Gorski and Dalton [16]. Reflection in MSJTE as described by Corski and Dalton [16] is a process of constantly analyzing, questioning, and critiquing established assumptions of oneself, schools, and the society about teaching and learning, and the social and political implications of schooling, and implementing changes to pervious actions that have been supported by those established assumptions for the purpose of supporting student learning and a better schooling and more just society for all. However, from the perspective of Bogotch [15], although MSJTE may ensure that many leaders are committed to equity and equality such that they create fair and just learning environments, the best that educational leadership can do is to insist that there is an avenue for all voices to be heard in the existing social and cultural climate prevailing at the time. Thus, it is implied that how educational resources are allocated to improving social justice is a function of the evolving worldviews of educators, and hence, it is a challenge that resides in both theory and practice with educational leadership. It is reasonable to assume that it is being suggested that educational leadership is associated with ethical leadership decisions that creates, responds, and reconstructs different meanings of justice educationally and socially. This, according to Bogotch [15], signifies a very good indication of what separates concept of social justice in educational leadership from any other organizational duties performed by educators. However, very little is known about what constitutes in practice a social theory approach that focuses on the impact of, and challenges associated with, incorporating ethical leadership and critical reflection into decisions of restitution and compensation in an educational context.

The study of Osafo et al. [17] suggests that incessant occurrences of character failure in ethical leadership (EL) can significantly undermine complete commitment to educational justice. Ethical leadership has been defined by some as demonstrating normatively appropriate conduct and the promotion of such conduct through two-way communication, reinforcement, and decision-making (Babalola et al. [18]). In Osafo et al. [17], good ethical leadership behaviors (ELBs) relate to a leaders' cognitive decision-making, moral awareness, reasoning, and understanding and affective

pre-behavioral disposition competence to act on ethical choices. In this case, the influence of emotions on ELBs and the social dynamics between educational leadership and social justice is often indirect. Difficulties of agreeing on ethical standards can plague decisions about what is fair and just compensation for social injustices in education. The real essence of the use of moral power in education governance is never fully realized simply because little emphasis is placed on analyzing the interconnections between ethical leadership and its conformity with the principles of social justice. That study further points out that the Social Learning Theory and the Trickle-Down Model are two well-known approaches that are used to investigate ethical leadership behaviors. However, Osafo et al. [17] contend that these methods are lacking and as such proposes using a combination of what is termed the Vroom's Valence-Instrumentality-Expectancy (VIE) Model of Motivation for examining ethical leadership behaviors and Starratt's Three-Step Approach to formulate a framework for examining ethical leadership behaviors. According to the authors, their study highlights the role of leadership in fostering organizational ethical values that eventually diffuse into professional ethical values. Therefore, ethical leadership is rooted in characteristics that relates to emotions, integrity, consideration, and accountability. However, based on Osafo et al. [17], it may be argued that when it comes to educational governance, there must be educational accountability at all levels. Parents, students, legislators, governments, and citizens have a responsibility for ensuring equity and equality in education. As a result, the moral responsibilities of educational institutions are unclear. Thus, the influence of emotions regarding ethical leadership and social justice cannot be ignored as effective educational governance involves deciding what is considered to be right, just, virtuous, and ethical (Ellemers et al. [19]). Moral decision-making, based on the works of Wang [20], features five ethical principles:

1. The ethic of justice that includes the moral principles of fairness, equality, equity, individual rights, due process, and responsibility for the common good.

2. The ethic of care that pertains to empathy, compassion, and treating people as ends but not means.

3. The ethics of critique that accounts for moral concerns over institutionalized injustices that disproportionately benefit some groups over others as a result of political, economic, and judicial power shaped by history.

4. The ethic of community that looks at taking into consideration the values, beliefs, history, and desire of the community.

5. The ethics of profession that deals with professional practices and standards.

3. Ethical leadership and the moral dimensions of educational leadership

When considering the work of Wang [20], is it really possible that these five ethical principles of decision-making imply that perceptions of harm may be a critical factor for moral judgment? Paszza et al. [21] suggest that when individuals judge something to be morally wrong, it is simply because they have perceived the act to have caused some type of harm. Therefore, harm constitutes a fundamental

organizing template for conceptualizing immoral actions. The counter to this, as highlighted by Piazza et al. [21], is that perceptions of harm cannot be sufficient for judgments of wrongdoing since people sometimes find harmful acts acceptable. As a result, the group of researchers examined whether perceived pain or suffering is a fundamental input driving the judgments of moral wrongdoing. Piazza et al. [21] explored the question: How can leaders and administrators of education devise and implement policy that quantities moral decision-making when an injustice has occurred? This is a question that cannot be ignored since people have different perceptions of what constitutes social justice and subsequently as argued by the author's perceptions of injustice may result in negative consequences when people look for their own ways of seeking justice and getting revenge.

At present, little is known about the level of moral decision-making in education governance and its impact in shaping or reshaping justice restoration in the learning environment. According to Ellemers et al. [19], self-defensive responses when people are unable to live up to their own standards and those of others, or when they are reminded of their moral lapses is a good enough reason for being cautious in relying on people's self-stated moral principles or moral ideas to predict real-life behaviors. Given that the work of Ellemers et al. [19] is suggesting that there should be a measure of accountability for granting compensation as moral repair, this work implies that such moral justification resides with educational governance in outlining the moral responsibility of educational leadership and management since recent studies have suggested that people care about injustices suffered for moral reasons and that moral agency can be limited, imperfect, and structurally constrained (Zheng [22]). Since moral reasoning is quickly becoming more recognized as a particularly strong determinant of justice judgments, it may be incumbent for education governance to position educational leadership and managers to show that when an injustice has occurred, there are several ways of making things right again and that these remedies are capable of restoring a sense of justice for the harm that was suffered. Specifically, from a governance perspective, two questions may need to be addressed: (1) Can compensation fix the moral harm of a previous injustice such that it would be as if the original harm had never occurred? and (2) What would be required of an act of compensation if it is to fully rectify an injustice?

There are three distinct areas highlighted by Hayenhjelm [23] that may be of value to answering the previously posed questions. Hayenhjelm [23] purports that to repair a wrong using compensation involves measures pertaining to reparation of harm, reparation of wrong, and reparations of both harm and wrong. Therefore, in the context of education, one may think that education governance must demonstrate that it can institute policies that clearly specify the moral implications of what strategies that they believe will restore justice in the eyes of observers and victims. Reference [23] considers reparation of wrong to be the most reasonable mechanism to consider when looking at compensation for harms suffered. It may be argued in this case that reparation of harm is inadequate since it assumes that the wrong of an action is solely due to the harm. And reparation of both harm and wrong also fails since the reparation of harm may not be possible or necessary to correct the wrong. Consequently, it is a fair argument that complete repair requires compensation that is capable of giving the right kind of meaning to the concept of repair and regret. However, this implies that if both an expressive interpretation of moral wrong and equivalent expressive conception of compensation can be formulated, then there is a case for compensation. However, when compensation is not expressed correctly, then it cannot truly repair the moral damage on its own accord. According to Hayenhjelm [23], there are three

main clusters of problems that should be considered when seeking to make restitutions for wrongdoing. These include finding a plausible explanation of how wrongs may be corrected, working out the details of what apologetic compensation may look like. That is, how does one justify what makes a particular method of compensation successful in communication regret and undoing the impact of a wrongful act? Thirdly, is it even possible to quantify whether apologetic compensation is sufficient to correct a wrong? And is it possible to defend the concept of compensation in education? Full compensation as articulated by Hayenhjelm [23] is attained when a victim is restored to the same indifference curve as they were before the injustice occurred. It would be safe to say then that full compensation takes place if and only if the compensation makes the person no worse off than originally. Still, another point to consider is whether an injustice can be annulled or negated such that it restores not only for the material harm but also for the right of the victim. To Hayenhjelm [23], this approach purports that compensation rights a wrong when it negates that wrong. Such an argument suggests that an interesting point pertinent to education leaders, management, and governance is the concept of apologetic and non-apologetic compensation. Non-apologetic compensation relates to offering money, goods, or services to fix damages or losses incurred from an injustice but without admission of any guilt or regret. In contrast, apologetic compensation, as explained by Hayenhjelm [23], is compensation offered as a gesture expressing regret or remorse over an injustice and a desire to correct the wrong. Here, the regret and the wish to fix the situation constitutes the reasons for the compensation. However, rather than expressing a verbal apology, the remorse is expressed *via* compensatory offering of goods, money, or services. One may assume two things are certain. Firstly, there is good rationale for restorative apologetic compensation that repairs by expressing apology rather than by restoring loss and secondly that complete material compensation can be morally unsatisfactory especially if unapologetic. Exactly how an act of compensation could express an apology is another area for educational leaders to navigate because of its associated moral dimensions. For example, an apology to some people is valid if and only if there is a promise never to repeat the injustice. However, to others an apology is not required to give any guarantees to refrain from committing similar injustice in the future. Hayenhjelm [23] lists the following five components as constituting an apology:

1. An acknowledgment that the incident occurred

2. An acknowledgment that the incident was inappropriate

3. An acknowledgement of responsibility for the act

4. The expression of an attitude of regret and a feeling of remorse

5. The expression of an intention to refrain from similar acts in the future

Recognition that an event has caused offense or harm is considered a part of an effective apology since it shows that the offending party did some measure of reflection and is sensitive the emotional and physical needs of the victim. Acknowledging that the incident was inappropriate can provide a sense of heartfelt expressions of sympathy and can bring comfort or restore trust. An acknowledgement of responsibility avoids the apology being viewed as hollow and meaningless. Acknowledging

where the circumstances fell below the expected standard can reiterate feelings of empathy and concern for the harm that the victim incurred. An expression of regret or remorse is an initial expression of compassion that shows a humane response to the harm incurred regardless of the cause. Finally, acts of reparations show a willingness to take steps towards correcting the wrong, a commitment to understand what went wrong, and ameliorating the risk of future harm.

4. Words have implicit and explicit meaning

Governance feature many different functions, forms, and facets both as a policy strategy and mode of intervention. Ideally, governance may be considered an avenue for creating institutional reforms and practices geared to improving organizational structures and processes. However, the structural features of governance may be viewed as a top-down system with the propensity to reflect the ideologies of policy-makers. Consequently, this review article posits that particular attention should be given to the idea that people consciously make choices about the words they use to convey specific meaning, and hence, the emotive meaning of words such as social justice in the context of higher education should not be ignored. For example, it is highly likely that people make dialectical links between the decisions made by representatives of governance and the sociocultural. If this belief is assumed to be true, then a question that naturally arise is: What is the social significance of the word social justice in education and to what extent does the usage of the word social justice evoke a response that forces people to react in a particular way? To gain further insight into these questions requires a procedure that clearly clarifies and identifies the extent to which educational leaders deliberately select words with emotional meaning to accomplish a predefined objective.

According to the theory of emotivity, emotional words exist and they can be affective, connotative, and potentially emotive. Based on this theory, this review purports that for emotional words such as social justice that can have a variety of uses and appear in different context, there must be careful study of its emotive component with respect to convergence or divergence of meanings. However, it is acknowledged to do this requires thorough context analysis of what principles, methods, and procedures impact the social significance of words under various settings. Consequently, a diverse set of literature examining the fairness and consistency in moral decision-making were reviewed such that this review provides critical examination to emotions and the various components believed to be representing the moral substructure associated with the values that individuals bring to their work. Specifically, the discussion presented in this work is meant to be specific to when moral decisions and discretionary powers produce moral decisions that disable, disenfranchise, or circumvent established policy and agencies to the point where there is some moral damage incurred particularly in an educational environment.

Current investigations suggest that twenty-first century learners are beginning to pay attention to the role ethical decision-making play in the way educational institutions are govern. It appears that the modern learner is seeking clarity about what constitutes fair and equitable education and is raising questions as to whether the personal and professional value sets held by educational leaders and management are in conflict. Learners want to know whether if it is possible for educators to hold multiple value sets and still manage to operate effectively professionally and privately especially when having to decide what is good, bad, right, or wrong in the context of

equity, equality, and social justice in the learning environment. This emerging trend suggests that the modern era of education is seeking systems of accountability that show that education institutions care about how their educational leaders and management quantify the processes by which learners are affected by the moral stances educational leadership and managers adopt and how learners may be affected by the described and interpreted behaviors of individuals, their habits, and organizational customs. Undeniably, people think that moral values of leaders and their underlying frame of mind matter when judgments are to be made concerning the welfare of cohorts and by extension their support systems and the wider society. More importantly, the research is suggesting that learners believe that a role paramount of education governance is effectively highlighting the importance of the role that moral and ethical maturity play when any consideration is to be given to social justice, equity, and equality in education. Specifically, it may be concluded from the current literature that modern learners believe, education governance is required to establish the appropriate ethical responses needed to deal with implicit and explicit moral damage suffered at the hands of educational professionals, and hence, there needs to be transparency and strong policy for identifying and dealing with poor moral decision-making.

Moral damage may be viewed as a disorder, impairing or deprivation of personal non-property benefits and rights of individuals. This includes any mental or physical suffering such as humiliation, anger, depression, shame, despair, physical pain, lameness, and discomfort experienced by victims as a result of an offense committed against them Akimekova et al. [24]. Damage in the case may be viewed simply as the result of a breach of someone's rights. This has serious ramifications in the context of education since all practitioners are supposed to share a common set of professional values by virtue of the publicly stated goals of the particular institution. However, moral decision-making is unique, individual, and privately held. Thus, value sets may inherently guide the interpretation and processing of information and may therefore inherently depict how an individual's underlying moral substructure dictate how they perceive, interpret, and integrate information.

If this moral substructure does exist and truly affects the decisions of education leadership and management, then it is reasonable to assume that a possible role for education governance is identifying the agents leading to an organizational decision. Within organizations, it is known that social networks with mutual moral ideologies allow for the exchange of ideas and knowledge. How knowledge collaboration could be translated into overall general organizational moral decision-making is not a well-documented area. What is currently known is that asymmetries of knowledge within an organization can lead to extensive knowledge diffusion (Jiafu et al. [25]). According to Milli et al. [26], knowledge diffusion occurs among people in an organization *via* a diffusion process. A diffusion process is believed to contain the population on which a diffusion process unfolds, the mechanisms that describe the evolution, and the actual content of the diffusion. Essentially, diffusion is a process by which knowledge, feelings, and perceptions are communicated through certain channels over time to the members of a social network (Shackelford and Moore [27]). Very few quantitative methods and models currently exist that adequately contextualize the fundamentals of knowledge diffusion and the level of moral decision-making associated with educational governance as a construct. Knowledge diffusion is known to be a complex process that is generated between a sender and receiver. Exploring how moral decision-making may impact upon this exchange can provide an improved understanding of the nature of how educational leaders and managers

diffuse knowledge and how efficient they may be in their management performance when it comes to ensuring equity, equality, and social justice in the learning environment. Characterizing the way educators are able use active moral decision-making to regulate and control contextual features in their environment may inspire various models of achieving fairness and consistency for all learners.

In Wilkins and Mifsud [28], education governance is defined as a self-transmuting modulation that continually evolve based on the populous belief at the any given time. Since in this review paper it is assumed that education governance serves as a means of providing agents and agencies that intervene in public policy and education reforms, it is believed that there is that need to generate much debate about the significance of the hidden hands of the moral decision-making substructure underlying education governance and how this hidden substructure may translate into a potentially dangerous morally empowering tools for educational leadership and management to inadvertently reconstruct and reshape descriptions of the structures and operations that education build reform. This work is similar to that of Wilkins and Mifsud [28] in highlighting how moral convictions of our leaders lead to the transmutation of meaning in the field of education. Specifically, it extends upon those author's work by adding as a new dimension the meaning of governance in terms of a moral substructure like the one hypothesized in **Figure 1**. It is believed that this approach opens the door for enriching our current understanding and contextualizing of education governance, leadership, and management with respect to the motives, interest, and dilemmas faced when trying to fix our struggles over the meaning of equity, equality, social justice, and fair compensation in higher education. Furthermore, it is believed that review emphasizes that emotive meanings exist in all words, and hence, all words feature a positive and negative emotive component. Therefore, it is important for educational leadership to remember to supply context that clarifies all potentially present meaning and connotations of the emotive words such as social justice, equity, and equality in an education context. To accomplish this, a crucial area of research that this article reveals pertains to educators actively determining whether it is the context that signifies the appearance of an emotive connotation in denotative words such as equity, equality, and social justice or is it that these words themselves inherently reveal context implicitly or explicitly. Another area of interest arising out of this analysis lies with developing a procedure to clarify and identify which words are potentially suitable and from which context to choose them such that their social and political significance does not result in the inadvertent reconstruction of the word meaning and its emotive component. Given that in the context of this study these areas of possible research emerge, it is concluded that greater emphasis should be made by educators in clarifying and identifying positive and negative emotive words in the language of education and establishing the degree and extent to which these positive, negative, or neutral emotive words connotate meaning that evolves as ideologies and beliefs about what constitutes fair and equitable education can vary significantly from generation to generation.

DOI: http://dx.doi.org/10.5772/intechopen.1008999

Author details

Kyffin Bradshaw
Barbados Community College, St. Michael, Barbados

*Address all correspondence to: kyffin.bradshaw@icloud.com

References

[1] Ainscow M. Inclusion and equity in education: Making sense of global challenges. Prospects. 2020;**49**(3):123-134

[2] Shakirova A, Birmanova A, Turlayev A. A legal status and problem of exercising the rights and obligations of the educational process subjects. Journal of Law and Sustainable Development. 2023;**11**(11):e1792-e1792

[3] Nag NS. Government, governance and good governance. Indian Journal of Public Administration. 2018;**64**(1):122-130

[4] Connolly M, James C, Fertig M. The difference between educational management and educational leadership and the importance of educational responsibility. Educational Management Administration and Leadership. 2019;**47**(4):504-519

[5] Hamamah F. Islamic education and the principles of social justice: Implications for government responsibilities in providing compensation and restitution. Al-Hayat. Journal of Islamic Education. 2023;**7**(1):216-225

[6] Musdalifah M, Abdullah A, Wahyunita BD. Perceptions of student misbehavior and restitution practices in addressing primary school misconduct at Madania Makassar. English Education Journal. 2023;**14**(4):751-766

[7] de Greiff P. Justice and reparations. In: de Greiff P (ed.). The Handbook of Reparations. Oxford: Oxford University Press. 2006; pp. 451-477

[8] Okimoto TG, Tyler TR. Is compensation enough? Relational concerns in responding to unintended inequity. Group Processes and Intergroup Relations. 2007;**10**(3):399-420

[9] Ginting N. Equity and equality in education financing. In: Proceeding International Seminar of Islamic Studies. Vol. 1, No. 1. Medan, Indonesia: Faculty of Islamic Religion, UMSU; 2020. pp. 209-216

[10] Hytten KY, Bettez S. Understanding education for social justice. Education Foundations. 2011;**25**(1):7-24

[11] Dotger BH, Theoharis GT. From disposition to action: Bridging moral/ethical reasoning and social justice leadership. Values and Ethics in Educational Administration. 2008;**6**(3):1-8

[12] Stalmeijer RE, Whittingham JR, Bendermacher GW, Wolfhagen IH, Dolmans DH, Sehlbach C. Continuous enhancement of educational quality-fostering a quality culture. AMEE guide No. 147. Medical Teacher. 2023;**45**(1):6-16

[13] Pont B. A literature review of school leadership policy reforms. European Journal of Education. 2002;**55**(2):154-168

[14] Bolívar A, López J, Murillo F. Liderazgo en las innstituciones educativas. Una revisión. De líneas de investgación. 2013;**14**:15-60

[15] Bogotch IE. Educational leadership and social justice: Practice into theory. Journal of School Leadership. 2002;**12**(2):138-156

[16] Gorski PC, Dalton K. Striving for critical reflection in multicultural and social justice teacher education: Introducing a typology of reflection approaches. Journal of Teacher Education. 2020;**71**(3):357-368

[17] Osafo E, Paros A, Yawson RM. Valence-instrumentality-expectancy model of motivation as an alternative model for examining ethical leadership behaviors. SAGE Open. 2021;**11**(2):21582440211021896

[18] Babalola MT, Bligh MC, Ogunfowora B, Guo L, Garba OA. The mind is willing, but the situation constrains: Why and when leader conscientiousness relates to ethical leadership. Journal of Business Ethics. 2019;**155**(1):75-89

[19] Ellemers N, Van Der Toorn J, Paunov Y, Van Leeuwen T. The psychology of morality: A review and analysis of empirical studies published from 1940 trough 2017. Personality and Social Psychology Review. 2019;**23**(4):332-366

[20] Wang Y. Is data-driven decision making at odds with moral decision making? A critical review of school leaders' decision making in the era of school accountability. Values and Ethics in Educational Administration. 2019;**14**(2):1-9

[21] Piazza J, Sousa P, Rottman J, Syropoulos S. Which appraisals are foundational to moral judgment harm, injustice, and beyond. Social Psychological and Personality Science. 2019;**10**(7):903-913

[22] Zheng R. Moral criticism and structural injustice. Mind. 2021;**130**(518):503-535

[23] Hayenhjelm M. Compensation as moral repair and as moral justification for risks. Ethics, Politics and Society. 2019;**2**:33-63

[24] Akimekova MA, Akimekova SA, Nusenov ZM, Tlegenova FA. Matters on compensation of moral damage: Practical aspects. International Journal of Environmental and Science Education. 2016;**11**(17):9733-9740

[25] Jiafu S, Xuefeng Z, Jiaquan Y, Xiaoduo Q. Modelling and simulating knowledge diffusion in knowledge collaboration organizations using improved cellular automata. Journal of Simulation. 2019;**13**(3):181-194

[26] Milli L, Rossetti G, Pedresci D, Giannotti F. Active and passive diffusion processes in complex networks. Applied Network Science. 2018;**3**(42):1-5

[27] Shackelford CD, Moore SM. Fickian diffusion of radionuclides for engineered containment barriers: Diffusion coefficients. Porosities and Complicating Issues. 2013;**152**(1):133-147

[28] Wilkins AW, Mifsud D. What is governance? Projects, objects and analytics in education. Journal of Education Policy. 2024;**39**(3):349-365

Chapter 2

University Teaching and Learning Planning for Social Justice and Equity of Outcomes: Leadership for Student Success at One South African University

Sadhana Manik

Abstract

This chapter contributes to social justice and effective inclusive leadership in higher education where there exists a dearth of research. Within the framing of transformation in South Africa, public higher education institutions have achieved the democratic aim of widening student access for previously disadvantaged Black students. The success of students whose inequalities have been exacerbated by the pandemic is now the core business of universities. Couched within improving planning and preparedness by one university for increasing numbers of first-generation students, this chapter has a dual aim: It explores, through the literature, the pursuit of social justice and equity of outcomes in higher education in democratic South Africa and thereafter the process of effective inclusive leadership culminating in the end result of a student success study. The theoretical architecture includes effective leadership for undergraduates in higher education with filaments of inclusive leadership and student success. The findings from the literature highlight the value of effective inclusive leadership in institutional planning and preparedness of first-generation students in first-year modules. In terms of a "psychological contract," students felt ill prepared for several academic requirements, including registration. The study highlights the clash in neoliberal and social justice imperatives and resultant repercussions of large class sizes and staff experiencing a dearth of support. An advisory registration document was submitted to the university. The study recommends an memorandum of understanding (MoU) between staff and students for academic requirements and responsibilities. There exists a need for the university to carve out improved and consistent support for both staff and students.

Keywords: higher education, inclusive leadership, first generation students, student success, widening access

1. Introduction

There currently exists a dearth of scholarship on inclusive leadership in higher education, although there is a plethora of scholarship on effective leadership. The concept of effective inclusive leadership is absent from research. This chapter provides a contribution to the phenomenon of effective inclusive leadership from an educational perspective post the pandemic. The concept of leadership itself has multiple understandings. It has been studied for more than a hundred years, but strangely there is a dearth of research into educational leadership in higher education [1, 2]. While Jappie [3] writes about university leaders' transformative role in carrying out practices and policies for a socially just education for all students, Marshall, Roache, and Marshall aver that leadership is seldom an individual effort [4]. Felten et al. (p. 7) similarly articulate that leadership should be shared: "Universities cannot thrive over the long term when a single person or a small group caries a disproportionate share of the load. Instead people throughout the organization need to see themselves as part of the leadership team. This requires everyone to work together" [5]. One would assume that this is an understanding of inclusive leadership. However, the literature notes that are numerous understandings of inclusive leadership [6]. There is a plethora of scholarship exploring inclusive leadership, but the majority do not use the term "inclusive leadership" except to refer to leadership that incorporates differently abled persons [1], and this is not the focus in this chapter; rather, the ideas expressed subsequently have relevance. Anchan [7] explains that inclusive leadership is a mindset that pervades the entire institution, and this idea is valuable. Other understandings of value derive from Bojovic and Jovanovic, for whom inclusiv e leadership is tied to transformational leadership, and this involves empowering and inspiring people in an organization toward reaching organizational goals through three ideas: empowerment, innovation, and change [8]. Also, in a similar vein, it has been contended that leadership must foster teamwork, creative problem-solving, and a commitment to a shared vision [9, 10]. Maswanganyi [10] cites Haq et al. [11] to explain that inclusive leadership is a transformative leadership style that prioritizes equity, diversity, and the active engagement of many perspectives in decision-making. Nishii and Leroy further assert that inclusive leadership has the explicit aim of "empowering people at all levels of an organization or society" [12]. Shore and Chung draw attention to institutional culture when they advance that "all individuals are acknowledged, esteemed, and given a voice; this enhances creativity, cooperation, and communal harmony" [10]. While the foregoing caveats of inclusive leadership have relevance, Felten et al. [5] establish that there are six principles of leadership for effective undergraduate experiences. This has resonance for this chapter as many principles dovetail with the criteria expressed by the inclusive leadership scholars mentioned previously:

1. Lead through collaborative practices.
2. Articulate clear, aspirational goals linked to institutional mission and values.
3. Cultivates a culture that keeps students and learning at the centre of decision-making.
4. Foster shared responsibility and leadership at all levels of the institution.
5. Make strategic choices and take informed risks.
6. Focus on dynamic improvement-oriented planning, execution, and communication.

Combining theoretical aspects of inclusive and effective leadership creates a foundation for this chapter on the nature of leadership that supports first-generation student success in higher education in South Africa post COVID-19. Thus, it is an amalgamation of ideas: that of working together vertically across the university hierarchy to collaborate and problem solve; the contribution of multiple voices, views, and perspectives to unpack how students can gain epistemological access and empower the organization; and being part of a team and sharing the same mindset so that the institution and its students, the majority of whom are Black and first generation, can flourish and succeed in academia.

It is necessary to chart the landscape of key discourses permeating higher education globally and then for South Africa, in the recent past and currently, to understand the embedded value and significance of effective inclusive leadership for higher education's goal of ensuring student success (with emphasis on first-year students). At present, neoliberal values continue to dominate local and global higher education discourses with a focus on statistics on access and success of students [13, 14] garnering more attention than a qualitative, more nuanced lens. These access and success discourses (on drop out, throughput, graduation rates, etc.) focus on measurement and are described as "sitting uncomfortably" with the qualitative discourses of social justice and decolonization of institutions [15].

This chapter offers a slice into higher education's leadership focus on social justice and equity of outcomes being juggled again neoliberal thrusts in South Africa, and then it progresses to a micro-level effective inclusive leadership endeavor (at one university undertaken through the lens of one teacher-researcher who belongs to the university Access and Success Forum) with a study on student success as part of the university social justice project. This slice analyzes the recent trends in higher education literature and then progresses to the process of effective inclusive leadership unfolding in the study and selected end results of the student success study at the public university Y. The study comprises empirical evidence on staff and students' expectations and their experiences post the COVID-19 pandemic. This empirical study's foundations lie in the following undergirding principles: There may exist significant differences regarding staff and first-year students' expectations and experiences, and given the pandemic, this could be impacting students' success. Each role player in the study (staff and students) may be unaware of these differences, which could then lead to the possibility of unmet expectations, frustrations, poor experiences. and poor performance with repercussions for the institution. Cureton [15] in Cureton and Gravestock [16] explains that "if a student feels that their expectations of higher education are not being met, this can generate violations of their psychological contract which is a set of powerful unspoken rules of engagement with the university." It is further suggested that these violations can lead to psychological wounds, a decrease in engagement by students, reduced productivity, and eventual drop out. Equally so, if staff have particular expectations of the students and the institution and these are not met, it could have consequences for achieving university goals.

The structure of this chapter is as follows. It commences with the neoliberal values sitting alongside the social justice commitment and equity of outcomes goal of higher education in South Africa. This goal is to widen access to students previously disadvantaged by virtue of their race (being Black) and to ensure student success. This is followed by a brief description of the pandemic's influence on higher education goals and it details the institutional need of university Y teaching and learning leadership to engage research post the pandemic to provide insights for future planning for first-year students given the context of this university, its mission, and its goals. The

theoretical framing of inclusive leadership and Felten et al.'s [5] effective leadership model, crucial for the experience of undergraduates in first-year modules, is outlined. The process of inclusive leadership in the student success project follows with some key findings from the study for university planning by leadership. The chapter culminates with a conclusion on the value of inclusive leadership and some recommendations for the future in terms of institutional planning, preparedness, and the success of students against the backdrop of social justice, equity of outcomes, and the pressure of neoliberal imperatives.

2. Changing and challenging discourses in higher education

2.1 A global lens

Widening access into higher education, a social justice imperative, has been unfolding globally [16, 17], and it is not specific to South Africa. Post-apartheid (since 1994), it has been part of leadership in higher education's transformational agenda for South Africa—the chapter expands on this later. Countries, globally, have been experiencing increasing student populations from previously under-represented groupings who are now enrolled and conceived of as first-generation students. Equity of outcomes became critical, and it was established that first-generation students have particular needs and their support has to be tailored to ensure their success. Underprepared students became a normative discourse [18] attached to the articulation gap between school and university. The discourse then started changing as institutions globally began to plan and express the need to respond meaningfully through their policies and goals, a move from numerical access or participation of first-generation students toward measures to ensure students' success [19, 20], involving the support they require to meet national neoliberal outcomes of throughput and graduation targets. Amid this neoliberal fixation with targets, it has been argued that the international literature on equality, diversity, and inclusion (EDI) established that bureaucratic endeavors such as reporting by higher education leadership became a perfunctory procedure that has not resulted in tangible changes such as students' academic performance [20].

The quality/excellence discourse in higher education came under scrutiny internationally [1, 21] with concerns around students' preparedness, with views being expressed in the West in countries like the United Kingdom (UK) on whether academic standards were being compromised by the entry of nontraditional (first-generation) students. Leathwood and Connell [22] and other scholars [23–25] explain how widening access as a social inclusion endeavor was seen to be synonymous with the lowering of educational standards, thus being perceived as a tradeoff against a quality higher education. The concept of quality has been debated and is itself considered a "murky" concept with multiple understandings by different institutions and scholars across the various countries [26–28] Henard and Le Prince Ringuet attribute this debate to quality being perceived as a process or an outcome [28]. In the UK, Thomas [19] articulates a response to the quality higher education debate by revealing that there is an understanding articulated in the form of a national strategy for access and student success in addition to a teaching excellence framework, and this permeates all leadership efforts across institutions. In a book on achieving equity and quality in higher education prior to the pandemic, Shah and McKay (p. xv) drew on nine countries globally to assert that there are case studies of success to support

student learning in higher education "through academic and non-academic support structures," and there is evidence that widening participation leads to upward social mobility where students from previously disadvantaged backgrounds are graduating and improving their socioeconomic outcomes [29]. Thus, the pursuit of social justice through widening access with the requisite support has led to positive outcomes for society pre COVID-19.

2.2 A slice into South African higher education post 1994

Further south, leadership in higher education institutions has been influenced by national democratic imperatives and global trends [29, 30]. The discourse of dropping standards by widening access did reach the shores of South Africa, also as a quality/excellence issue, but without the derogatory nomenclature of a lowering of standards being advanced in university engagements due to the sociopolitical context of widening access. It must be remembered that historically, apartheid ideas and social planning once shaped higher education, which was a reproduction of society before democracy [30, 31]. After the end of apartheid in 1994, there was a set transformational agenda by the democratic government, underpinned by policy imperatives (e.g., The White Paper on Higher Education, 1997) to open the doors of all public higher education institutions of learning to previously denied racially Black groupings (African, Colored, and Indian) [31, 32]. Social justice and the re-engineering of society became a critical task to achieve. Non-White (Black) race groups were denied access to higher education, and it was well acknowledged that they were not the recipients of a quality education during apartheid because the education of Whites in South Africa received greater government funding and resources when compared to Blacks during apartheid [31, 33]. With the demise of apartheid came the emergence of a constitution and Bill of Rights underpinned by social justice values with the vision of achieving a society that is equal via a social justice agenda for redress of Black South Africans disadvantaged by apartheid.The Education White Paper of 1997 was a landmark policy for educational change, which was expected to contribute to socio-economic and political development of the country [32]. It stated that higher education was expected to contribute to South Africa achieving "political democratization, economic reconstruction and development, and redistributive social policies aimed at equity." University leadership needed to and began to carve out a roadmap to achieve these goals [33].

Leadership efforts have been at the heart of driving efforts at widening student access (also termed fair access, social inclusion, student equity, or democratic access) in higher education [13, 14, 34]. Educational change commenced through the widening of access, and it meant that public higher education institutions could now widen participation on the basis of race to include Black students. Educational leadership in higher education institutions has the task of ensuring social justice aspirations along with achieving high performance standards if the concept of quality is equated to high performance. Neoliberal values have permeated the discourse of widening access with the domination of access rates, drop-out rates, graduation rates, throughput rates, and so on [13]. Within the framing of transformation in higher education institutions in democratic South Africa, public higher education institutions have achieved the democratic aim of widening student access, targeting previously disadvantaged populations if the number of students or rate of access is the measure. It is asserted that "African students constituted the majority of undergraduate enrolments in 2014 and 2019"

[13] for the first time in South African universities (except UNISA) in 2014. It was revealed that "Undergraduate student enrolments grew by almost 12% between 2014 and 2019" [13]. Then there was a dip in student enrollment during COVID-19 followed by a growth in enrollment again. The success of Black students (Africans were the most disadvantaged) who now dominate the university student population is the core business of universities, and student throughput and graduation rates come under scrutiny in university rankings, the latter being another neoliberal push influencing higher education's leadership to pursue it enthusiastically. Statistics show that 55% of those who enrolled in 2014 graduated by 2019, whereas 45% dropped out [13]. The drop-out rates have been an area of concern. The figure also shows that for the first-time entries to higher education in 2014, "the largest proportion of graduates (24%) do so at the end of 3 years of study, within regulations." There are other aspects of concern for teaching and learning leadership in higher education, namely that when compared, there are still more White graduates (35%) than African graduates (23%) after 3 years of study [13], which implies that equity of outcomes is still a goal to be reached. Ajani agrees, stating that the pursuit of social justice and equity of outcomes remains a continuing challenge for higher education in South Africa [35].

University teaching and learning leaders in South African universities are making efforts toward ensuring that they are better prepared in addition to better preparing their students for the rigors of university life, but this is an ongoing process. The conceptualization of access has altered to a more nuanced "access with success" discourse. The White Paper of 1997 also alluded to the principle of equity and redress, that Black students should be given an opportunity to enter into higher education institutions and to succeed in programs. Thus, leadership in teaching and learning has institutionalized several efforts to support students given concerns about epistemological and epistemic access [36, 37] for Black students, especially those who are first-generation students that do not have the requisite disciplinary knowledge, academic literacies, and cultural tools to navigate university life. Epistemological access is deeper than physical access to the institution; it involves support, guidance, and collaboration [37]. Epistemic access derives from epistemological access to stress students' participation in academic practices and processes [14, 37]. Green in the *Higher Education Monitor 16* explains [14], "The notion of epistemic access is about overcoming the barriers to learning, as well as about creating conditions that are conducive to learning, thereby leading to the success of students in their higher education." Leaders in teaching and learning across institutions of higher learning in South Arica have shifted discussions given studies that revealed the articulation gap between schools and first-year university [13], which is especially prominent among students from disadvantaged schools (quintiles 1–3) with limited access to technological advancements in teaching and learning. Thus, the discourse changed in higher education planning from underprepared students with the use of several other deficit terms for students (such as "at risk" students) to underprepared institutions [38]. Equity of opportunities and outcomes has thus become a critical component of post-apartheid higher education, and this is still relevant today with the multitude of student-support initiatives crafted by teaching and learning leadership (writing centers for academic literacies, supplemental instruction, tutorials, and warning systems for assessment), and this forms the bedrock of all public universities in South Africa. In the 2016 report by the Council for Higher Education (CHE), the CEO noted that universities had made progress toward achieving

quality, equity, and transformation. Given this finding, it can be surmised that leadership has been instrumental in driving this triumvirate of goals with some success. However, the teaching and learning goal of epistemological access for the success of Black students is still a challenge [32, 34].

3. COVID-19, university Y, and a shift in leadership style in one project

While there were tensions of academic quality and epistemic access of first-generation Black students in South Africa, these were exacerbated by the unexpected arrival of the global pandemic, COVID-19 [32, 34], which placed greater teaching and learning strain on institutions, their staff, and students to achieve success. It was suggested that institutions have to be careful that they do not undermine their commitment to their students [19], and the pandemic presented a teaching and learning context that was particularly challenging globally and in South Africa. Institutional concerns have led to studies exploring students' performance during and post COVID-19 [32, 39], but none that marry both staff and students' expectations and experiences save for the study reported on in this chapter.

Leadership activities occur within a context [1]. The context for university Y, the case study institution, comprised being in a rural poor province with a social justice commitment to transformation and the success of Black students. Additionally, as a public higher education institution, it needed to obtain national higher education targets. University Y needed to institute multiple support mechanisms for students to navigate learning during the pandemic. The vice chancellor declared on March 22, 2020, that the university would go into lockdown and students had to leave their residences and return to their homes. COVID 19 was thus a set back with the students suddenly migrating from face-to-face instruction to having to work from home, many with limited access to their own private space to study and a lack of electricity and technology [40]. Students were also away from university structures previously offering face-to-face academic and social support to first-generation Black students. High level university leadership in teaching and learning was quick to respond with several teaching and learning initiatives such as the provision of data bundles (first-year students are provided their own laptops). In addition, students were given hard-copy notes, and they had access to synchronous and asynchronous learning opportunities: participating in online live lectures and with access to Moodle for prerecorded lectures when internet connectivity was a challenge. Students were also included in WhatsApp social media class groups to have direct contact with each other and the lecturer.

Post COVID-19, creative ways of ensuring student success had to be pursued with a return to face-to-face instruction. It was necessary for the university teaching and learning sector to access staff and students' experiences, especially students' first-year experiences for institutional planning and preparedness of both the institution, staff, and students. University Y's leadership structure in teaching and learning has a hierarchy with the University Teaching and Learning Office (UTLO) at the pinnacle. A level below this is the teaching and learning office of each of the four colleges of the university. Below this structure is a teaching and learning sector for each school within the respective college. Lecturing staff for each module are responsible for reporting on teaching and learning experiences of interest to their respective school. Inclusive leadership in teaching and learning unfolded in one research project of the university Access and Success Advisory Forum (ASAF), involving multiple vertical

levels of participation within this structure: UTLO, ASAF, staff, and students, and this process proved to be effective as a form of leadership and in the end product of insights from the student success study.

4. The process of effective inclusive leadership in the study

Ryan [1] avers that inclusive leadership, to be meaningful, must be married to social justice concerns. He further explains that the "meaningful pursuit of inclusive leadership practices requires that academics and practitioners attend to both the process and the ends of leadership"; hence this section explains the process of achieving effective inclusive leadership in the study, and I report on some of the study findings which were the end result of this facet of effective inclusive leadership.

Inclusive leadership in teaching and learning is evident in the work of the UTLO, which is the hub of university teaching and learning research. It engages in various collaborative teaching and learning endeavors, and it catalyzes research across all hierarchical levels for university planning on student success. University staff belonging to ASAF across the five campuses of the institution were invited with financial and research support to carve out proposals and undertake studies in critical fields of teaching, learning, and assessment with the aim of student success. UTLO received grant funding from the Kresge foundation as part of the Siyaphumelela Project, which aimed at supporting research into student success. The culmination of each study should be findings that result in the implementation of tangible institutional changes.

The interpretivist study reported on here was based on the expectations and experiences of staff and students in first-year modules (other studies were on curriculum and assessment funded through the Siyaphumelela Project). The study was refined after a proposal was developed by the author of this chapter. Effective inclusive leadership was evident in the nature of decision-making in the proposal development as there was input from teacher-researcher colleagues across the university and UTLO with project reporting and accompanying feedback on a regular basis from UTLO and colleagues. Thus, the study organically evolved with multiple voices refining each stage for the study to eventually comprise students and staff participants and the phenomena of their expectations and experiences. The aim of the research study, located in social justice, was to explore staff and students' expectations and experiences post-COVID in first-year modules. This was a mixed methods interpretive study as the voices and views of both students (n = 312) and staff (n = 5) were foregrounded. Two large class size modules with pass rates above 80% were purposefully selected in the first semester of two consecutive years, 2022 and 2023, given the interest shown for participation (the Engineering module pass rate was 84%, and the Geography module pass rate was 97.2%). The tools for data generation were questionnaires for students (with open-ended questions) and semi-structured interviews for lecturers and module coordinators. The questionnaires were in Google Form formats that were uploaded on the teaching and learning platform, LEARN 2022, for ease of access. Thus, students responded online to a link shared during their lectures and an invite placed in their online class on their learning platform. The interviews with staff were held via Zoom at the convenience of the lecturers and coordinators. For the Geography module, 234 students completed questionnaires out of a class of 667. For the Engineering module, 78 responses were received from a class of 475 students. Qualitative content analysis of the data from both instruments is presented in the chapter, by generating

themes from the responses of students and staff (module lecturers and coordinators) as a contribution to effective inclusive leadership for student success.

5. The end results of selected nuggets of evidence

The following findings are discussed drawing on selected architecture from Felten et al.'s six principles on leadership [5] that contribute to effective undergraduate experiences in addition to Shore and Chung [41] and Maswanganyi's [10] work on inclusive leadership. The assumption is that positive undergraduate experiences derived from effective inclusive leadership will lead to student success at university. The work of Cureton [15] on success in higher education adds value to aspects of Felten et al.'s principles, and as such they are woven into the discussion. The discussion commences with each finding fashioned within inclusive leadership and Felten et al.'s explanation of the effective leadership principle and selected relevant literature on student success. An example from the study that illustrates this principle of effective inclusive leadership or a challenge follows. There are some examples from the study that collapse two or more of Felten et al.'s principles into one of the themes given a best fit foundation. Nuanced ideas on planning for student success permeate the findings and a discussion of it.

5.1 Teamwork and collaboration

Felten et al.'s first principle of effective leadership is on collaboration [5]. At the helm of university Y, speaking about the university's strategic goals, was the vice chancellor, who was clear on the task ahead to achieve the goals with both teamwork and collaboration as the responsibility of everyone (to work together toward a common purpose). He stated, "Let us work together in taking collective responsibility to oversee and monitor the implementation of this strategic plan" that was developed. It is well accepted in the literature that a strong leader alone is insufficient; there was teamwork and collaboration at all levels from UTLO, ASAF members and their teams of researchers, and student participation. There is sufficient scholarship that highlights that collaboration is also messy as there are different perspectives and ideas about achieving particular goals of a set plan and how to achieve it [5, 29].

Teamwork and collaboration in the research study unfolded in multiple ways. The study demonstrated teamwork and collaboration in that UTLO teamed with an external funder, Kresge Foundation, which supports student success in post school education, in addition to a researcher from the university ASAF to undertake research into a study on student success post the pandemic. UTLO had an investment of funds from the donor organization (Siyaphumelela Project), and a designated group was created to craft a variety of research studies across teaching, learning, and assessment for student success. The empirical study itself was due to an initial university collaboration between university Y's head of UTLO and the project leader who was part of the university Access and Success Forum. This study was developed further to include more researchers. The funder also extended the duration of the project after a realization that 1 year was inadequate for the duration of the study. In the study, there was an understanding by the teacher-researchers that student success depends on the relationship between the institution, students, and staff in each module. Through regular planning discussions, it was realized that for student success, both university staff (teachers) and students needed to engage with each other about their expectations

related to the module and expectations of the lectures and lecturers. Then there needs to be a sharing of students' and staff experiences within this module.

Collectively, university teachers needed to share their expectations and experiences with their students and with the institution so that the required support for student success is realized for institutional planning. Collaboration featured in different ways. The project leader was also advised to engage and co-opt another collaborator with a strength in accessing the quantitative databases such as "autoscholar" at the institution; however, time constraints and other sub-studies on behalf of ASAF limited the involvement of this collaborator. Teamwork and collaboration were about co-creation of the research project and its results; thus UTLO leadership did not engage in top-down or bottom-up decision-making on any of the studies within ASAF. Teacher-researchers carved out studies that they believed would respond to the student and staff needs for success in their disciplines, and there was feedback and reporting with amendments at each stage from UTLO and ASAF. Teamwork and collaboration also resulted in a miniconference with all researchers to share their findings with the university and the challenges and progress in each of the studies on student success.

5.2 Commitment to the goals and values embedded in the institution's mission

Felten et al.'s second principle on effective leadership relates to clear, aspirational goals linked to the institutional mission and values. They note that it is imperative for institutions to demonstrate that student success is important, and this needs to be inserted into policy documents and the university mission [5]. Felten et al.'s principle four is on shared responsibility and leadership at the various levels of the university. It asserts that the responsibility for student success must be shared by staff and students, and leaders should be developed within the university and not sourced from outside. Additionally, Thomas avers that the goals and values should be embraced by leadership at all levels so there is evidence of commitment [19].

In the current study, institution Y's social justice mission of widening access and achieving student success is clearly expressed in its plan, despite the context of the impact of the pandemic on teaching and learning. Other constraints are stated such as the funding reduction and the inclusion of students from disadvantaged schools: quintiles 1–3. Within this higher education context, university Y has crafted a 10-year plan that is a road map to achieve its strategic goals: "to redress the disadvantages, inequities, and imbalances of the past." A quote from its plan paints a picture of the context within which student success needs to be achieved:

> *The ****10-year Strategic Plan (2023-2032) is founded on its enduring vision and mission, but it has been conceived at a time of increased turbulence in the national, regional, and international Higher Education sector that the University leadership must contend with. … This Strategic Plan has also been developed in an environment in which institutions of higher learning in South Africa have been adversely affected by the global COVID-19 pandemic that impacted lives and livelihoods affecting access, including a decline in student numbers and decreasing revenues from the various University income streams. The University also opened its gates to a huge number of students from Quintile 1–3 Schools to pursue a university education.*

The university outlines "five strategic goals" that it "aspires to deliver upon during the 10-year plan period. These strategic goals are: Excellent Teaching and Learning;

Excellent Student Experience; Excellent and High Impact Research Innovation and Entrepreneurship ..." (p. 6). The UTLO has a critical role to play in achieving these goals, and through the university ASAF, academic staff (teachers and module coordinators) and students have embarked on strategic research projects such as this expectations and experiences project to contribute to all three of the aforementioned goals. All participants were aware that the responsibility for the success of students was a joint effort and that the research study was crafted toward achieving the institution's goals.

5.3 The epicenter: Student-centered learning and multi-tiered decision-making

Student learning for student success and decision-making, which was multi-tiered in the study with several voices, including staff and students, made for effective inclusive leadership in the study. Felten et al.'s [5] third principle is on an institutional culture of student-centered decision-making and student learning. Institutional culture at universities is critical to student success, and the scholarship on teaching and learning indicates that staff have to understand their role in enabling student success, and as such engaging in student-centered research and participating as either researchers or participants in the current research study, was critical. Students similarly needed to provide their expectations and experiences so that they are at the epicenter of institutional decision-making to support them achieving epistemological access. Students provided insights into their best and worst experiences at university Y. Staff also provided their experiences with suggestions on how to better strengthen institutional support and the relationship with their students.

Staff who participated in the research understood their role in supporting student learning through multiple strategies. For example, one of the Engineering lecturers (1) outlined the value of supplementary instruction (SI) for first-year students to enrich their understanding of concepts: "SI sessions—they are very important, for the first years, this is very important, they present typical questions for exams, tests etc., and students found they are useful too." Another Engineering lecturer (2) also shared the importance of the SI and suggested more SI sessions as opposed to tutorials for a specific reason. She honed in on the relationship of the SI staff who were sharing their phone numbers with students and consulting with them after sessions and over weekends to assist in student learning, whereas the tutorial staff were strictly keeping to their short instructional times without additional sessions beyond what they were expected to do. Thus, the institutional culture being developed by the SI staff was focused on deep student learning, and their attributes demonstrated a commitment beyond allocated times.

Students are involved in research activities and the findings from these studies contribute to feedback to the institution and in shaping curriculum design in the modules. It is averred that higher education institutions that incorporate students' voices have curriculum design features that promote student motivation and engagement, adding to students' agency, which can improve their performance and contribute to their future success [42]. University Y's approach to supporting students is multi-fold, but some aspects need strengthening. In addition to the lectures, there are supplementary instruction sessions and tutorials in Engineering; however, there are no supplementary instruction sessions nor tutorials in Geography despite the class size being much larger than Engineering, with more than 200 more students. This dissonance requires further teaching and learning exploration.

Davis et al. assert that tapping into students' voices on their learning experiences post COVID-19 is of benefit to students, their lecturers, and educational institutions [42]. The research study that was crafted placed students and their success at the center of the study, and the findings on students' expectations and deriving from their experiences can be used to strengthen program offerings, measures to facilitate epistemological access for students and other aspects of university life such as staff attributes. For example, students commented extensively in Geography about their frustrations with the registration process online since the pandemic, and this also requires exploration. It was evident that when students shared their views and feelings, it can be enlightening to staff and the institution about how they feel, contributing to their psychological contract with the university [15], and this can be used to refine support measures for their academic performance. For example, students in Engineering were constructing themselves as "struggling" and "low performing." The deficit nomenclature ("struggling" and "low performing") being used by students in this large class to refer to themselves signals that they require academic support and counseling. This is despite it being a module where students on average are performing well. Other comments included "get more help for struggling students" and "provid[e] tutors to low performing students." They were sharing their needs with the researchers and university for greater academic support in the form of more tutors and more tutorial sessions: "There must be more tutors," "increase number of tutors per module," "more tutorials." They did not request help from a counselor, although their perceptions of themselves would warrant psychological assistance.

5.4 Staff and students' suggestions on strategic choices, risks, and planning for the future

Felten et al.'s fifth principle of effective leadership for undergraduates leans on leadership having to make strategic choices and to take informed risks [5]. They aver that for enhanced student experiences and their success in higher education, priorities must be carved out and that these changes are supported by resources (Felten et al.'s fourth principle), or else they cannot be considered to be institutional priorities. Interestingly, they warn that there may have to be trade-offs to reach these goals.

The study findings revealed that one of the strategic choices that may need to be made by the university teaching and learning leadership for student success lies in the structuring of the timetable for large classes. The students in the study felt overwhelmed by a flooded timetable with them rushing from one lecture to the next, and this was stressful for them. They believed that the quantity of lectures and also the quantity of information being taught in a lecture was excessive, leading to them becoming exhausted and confused. One of the Engineering students also commented on the quantity versus quality of teaching and learning and the impact of this:

> *"Give us breaks in-between lectures, attending another lecture immediately after another isn't doing us any good. It's exhausting. you leave campus with nothing but confusion in your head."*

> *"Less quantity of different lessons with greater quality information, for example only 2–3 modules per day, greater time to understand the module."*

The students further provided solutions to the institution and to their lecturers on how to improve and strengthen pedagogy and program offerings. Epistemic access for

the success of students was evident in the nature of their suggestions to teaching and learning leadership and lecturers, with the pacing of content being flagged as important. Students were also referencing anxiety and possible drop out, which is alarming:

> *"Spread out lectures and tutorials in a manageable schedule."*

> *"My suggestion: lecturers please should reduce the speed or explain the topics because they skip while some of us don't understand and didn't master the topic ... we lost hope and felt anxiety ..."*

Felten et al.'s sixth principle is on the value of being dynamic, of communication and the execution of an improved plan. Thomas also signals communication as essential in the revision of plans [19]. In respect of the study, student success was perceived as a journey and a continuous process, one that requires a plan and budget given students and staff needs for greater support. For example, the digital fluency of students remains a challenge that was expressed although the students did comment that COVID-19 fast-tracked their digital learning. The majority of students in first year are from quintile 1–3 schools, which means that they come from poor socioeconomic backgrounds, and as such access to technology is a challenge. One of the key findings from the study emerged on registration challenges that impacted the online registration processes. After presenting the registration dilemmas to UTLO at a project feedback meeting, the project leader was asked to provide an advisory brief to the institution on how to improve aspects of registration for first-year students.

6. Conclusion and recommendations

This chapter is a contribution to the broad scope of literature on social justice and leadership with critical caveats specific to multi-tiered effective inclusive leadership for first-year, first-generation students to achieve success in higher education in South Africa. The findings from the literature review highlight that research on inclusive leadership in higher education is rare, and there is no evidence of scholarship that combines effective leadership and inclusive leadership. Nevertheless, effective inclusive leadership should be nurtured for its tangible value in institutional planning and preparedness of first-generation students in large class settings. The chapter provides insights into how effective inclusive leadership can effectively organize and implement post COVID-19 institutional planning and preparation. It provides a lens into grassroots experiences by staff and students, with students' support expectations, which can be used by institutional leadership in teaching and learning to better plan for sustainability of the institution.

The dynamics of effective inclusive leadership in teaching and learning in higher education, post the pandemic, included vertical teamwork across the university hierarchy to collaborate and problem solve for epistemological access and student success. The contribution of multiple voices of students, staff and the teaching and learning structures provided an array of views and perspectives on what is needed to empower the organization for student success. It is wise to remember Michael Cross warned that "undergraduate courses are where the building blocks for socialization into an academic practice are put in place" [37]. A sharing of the same mindset foregrounding student success was evident, so that the institution and its students could flourish. The findings derived from the study where the process of effective

inclusive leadership was unpacked, and selected findings of the study indicate insights into student-teacher relations and support elements for university planning for success. Students highlighted ongoing pastoral care and support by lecturers in assessments. It has been established that there are multiple mechanisms to support incoming first-generation Black students; however, there was and continue to be numerous challenges to navigate university life for both students and staff. In terms of a psychological contract with the university, students felt ill prepared for several of the academic requirements with regards to teaching, learning and their registration. The co-creation of the types of student support articulated by the students themselves in the study can serve as an enabler for student success. This can contribute to efforts to achieve institutional excellence for university Y. The study recommends an MoU between staff and students in weeding out academic misunderstandings and for clarity on teaching, learning, and assessment requirements and responsibilities. Staff, both permanent and contract, felt overwhelmed by large classes with a dearth of support by the university structures, which they felt undermined quality. It will be valuable to undertake a study where the sample is low pass rates in first-year modules and to compare the expectations and experiences of staff and students.

The study also highlighted the clash between neoliberal imperatives (dropout, graduation, and throughput rates) that influence university rankings and social justice imperatives (widening of access) and the resultant repercussions of large class sizes impacting on quality instruction. This data is also valuable in attracting local and international students, especially as higher education institutions become more internationalized. The quality of faculty and education, academic performance, and research outputs are criteria that determine university rankings, another neoliberal influence [43]. All of these criteria have to be constantly balanced by university leadership against the transformational agenda of achieving social justice and ensuring epistemological access for the majority of students so they can achieve success.

There is a need for further effective inclusive leadership opportunities at the university to carve out improved and consistent support for both staff and students to assist them in troubleshooting from the registration process across the year to the examinations. An academic call center for first-year students to help them navigate through their academic and social hurdles could reduce the stresses that they emphasized. The university has partially achieved this for students with the face-to-face first-year experience mandatory module and student mentors, but feedback from this can better develop student support for success in forth coming years. Staff support for large classes appears haphazard across the different colleges, and that requires consistency.

Acknowledgements

The study on the expectations and experiences of staff and students post COVID was funded by the University Teaching and Learning office with support by the Siyaphumelela Project for student success.

DOI: http://dx.doi.org/10.5772/intechopen.1010046

Author details

Sadhana Manik
School of Education, University of KwaZulu-Natal: Edgewood Campus, South Africa

*Address all correspondence to: manik@ukzn.ac.za

References

[1] Ryan J. Inclusive leadership: A review. Journal of Educational Administration and Foundations. 2007;**18**(1-2):92-125

[2] Santamaria LJ, Santamaria AP. Understanding the grit and gravitas underlying culturally sustainable inclusive leadership in academe. In: Inclusive Leadership in Higher Education. London: Routledge; 2018. pp. 157-172

[3] Jappie N. Social justice leadership: Challenges and practices in higher education in the Western Cape, South Africa [PhD thesis]. Johannesburg: University of Johannesburg; 2021

[4] Marshall J, Roache D, Marshall RM. Crisis leadership: A critical examination of educational leadership in higher education in the midst of the COVID-19 pandemic. International Studies in Educational Administration. 2020;**48**(3):30-37

[5] Felten P, Gardner J, Schroeder C, Lambert L, Barefoot B. The Undergraduate Experience: Focusing Institutions on What Matters Most. San Francisco: Jossey Bass; 2016

[6] Stefani L, Blessinger P. Inclusion as a core institutional value. In: Stefani L, Blessinger P, editors. Inclusive Leadership in Higher Education. New York: Routledge; 2018

[7] Anchan JP. Inclusive leadership through community engagement. In: Stefani L, Blessinger P, editors. Inclusive Leadership in Higher Education. New York: Routledge; 2018

[8] Bojovic I, Jovanovic SS. Transformational leadership and psychological needs of employees. Technium Social Science Journal. 2020;**7**:226

[9] Madikizela K. The relationship between diversity, leadership and innovation in the South African construction industry [doctoral thesis]. Cape Town: University of Cape Town; 2022

[10] Maswanganyi FT. Inclusive leadership: Fostering indigenous language empowerment through effective governance in South Africa. In: IPADA Conference Proceedings, 11-13 September 2024, Marine Parade, Durban, South Africa. Flora Park: International Conference on Public Administration and Development Alternatives; 2024. pp. 483-492

[11] Haq AU, Malik S, Ullah A, Shah SMA. Empowering diversity: The transformative role of inclusive leadership in modern management. Journal of Business and Management Research. 2024;**3**(1):876-891

[12] Nishii LH, Leroy H. A multi-level framework of inclusive leadership in organizations. Group & Organization Management. 2022;**47**(4):683-722

[13] Council on Higher Education. Understanding Epistemic Access and Success for Historically Disadvantaged Students in South African Universities. Johannesburg: Ali Mazuri Centre for Higher Education; 2022

[14] Higher Education Monitor 16: Understanding Epistemic Access and Success of Students from Historically Disadvantaged Backgrounds in South African Universities. Pretoria: Council on Higher Education (CHE); 2024

[15] Cureton D. The secret of their success. In: Stevenson G, Cureton D, Clouder L,

editors. Student Attainment in Higher Education. London: Routledge; 2016

[16] Cureton D, Gravestock P. Supporting students' learning: The power of the student–teacher relationship. In: Shah M, McKay J, editors. Achieving Equity and Quality in Higher Education: Global Perspectives in an Era of Widening Participation. Cham: Palgrave Macmillan; 2018

[17] Garud P, Owen C. Widening participation in medicine in the UK. In: Shah M, McKay J, editors. Achieving Equity and Quality in Higher Education: Global Perspectives in an Era of Widening Participation. Cham: Palgrave Macmillan; 2018. pp. 199-218

[18] Hodara M, Xu D, Petrokubi J. A case study using developmental education to raise equity and maintain standards. In: Shah M, McKay J, editors. Achieving Equity and Quality in Higher Education: Global Perspectives in an Era of Widening Participation. Cham: Palgrave Macmillan; 2018. pp. 97-118

[19] Thomas L. Leadership for institutional change to promote diversity and success. In: Shah M, McKay J, editors. Achieving Equity and Quality in Higher Education: Global Perspectives in an Era of Widening Participation. Cham: Palgrave Macmillan; 2018. pp. 1-24

[20] Bhopal K. We can talk the talk, but we're not allowed to walk the walk: The role of quality and diversity staff in higher education institutions in England. Higher Education. 2023;**85**(2):325-339

[21] Devlin M, McKay J. Facilitating the success of students from low SES backgrounds at regional universities through course design, teaching and staff attributes. In: Shah M, McKay J, editors. Achieving Equity and Quality in Higher Education: Global Perspectives in an Era of Widening Participation. Cham: Palgrave Macmillan; 2018. pp. 73-96

[22] Leathwood C, O'Connell P. It's a struggle: The construction of the new student in higher education. Journal of Education Policy. 2003;**18**(6):579-615

[23] Lund I. Beyond tuition fees: The legacy of Blair's government to higher education. Oxford Review of Education. 2008;**34**(6):741-752

[24] Gidley JM, Hampson GP, Wheeler L, Bereded-Samuel E. From access to success: An integrated approach to quality education informed by social inclusion theory and practice. Higher Education Policy. 2010;**23**(1):123-147

[25] Alexander K, Cleland J. Social inclusion or social engineering? The politics and reality of widening access to medicine in the UK. In: Shah M, McKay J, editors. Achieving Equity and Quality in Higher Education: Global Perspectives in an Era of Widening Participation. Cham: Palgrave Macmillan; 2018. pp. 143-172

[26] Southgate E, Grimes S, Cox J. High status professions, their related degrees and the social construction of "quality". In: Shah M, Mackay J, editors. Achieving Equity and Quality in Higher Education: Global Perspectives in an Era of Widening Participation. Cham: Palgrave Macmillan; 2018. pp. 287-306

[27] Akoojee S, Nkomo M. Access and quality in south African higher education: The twin challenges of transformation. South African Journal of Higher Education. 2007;**21**(3):385-399

[28] Henard F, Leprince-Ringuet S. The Path to Quality Teaching in Higher Education. Paris: OECD; 2008

[29] Shah M, Mackay J, editors. The quest to achieve equity and excellence. In:

Achieving Equity and Quality in Higher Education: Global Perspectives in an Era of Widening Participation. Cham: Palgrave McMillan; 2018. pp. ix-xvi

[30] Manik S, Ramrathan L. The conundrum of achieving quality higher education in South Africa. In: Shah M, McKay J, editors. Achieving Equity and Quality in Higher Education: Global Perspectives in an Era of Widening Participation. Cham: Palgrave Macmillan; 2018. pp. 235-260

[31] Badat S. South African Higher Education in the 20th Year of Democracy: Context, Achievements and Key Challenges. HESA: Pretoria; 2014

[32] Themane MJ, Mabasa LT. Epistemic access and success of historically disadvantaged students during the COVID-19 pandemic: A south African experience. Perspectives in Education. 2022;**40**(1):18-38

[33] Manik S. What is being done? Ubuntu in student support programmes in public higher education institutions in South Africa. In: Shah M, Whiteford G, editors. Bridges, Pathways and Transitions: International Innovations in Widening Participation. Cambridge: Elsevier; 2017. pp. 189-208

[34] Collett KS, Dison A, Du Plooy L. In pursuit of social justice in South African higher education: Exploring the relationship between epistemological access and the development of students' academic literacies. South African Journal of Higher Education. 2024;**38**(4):1-20. DOI: 10.20853/38-4-5949

[35] Ajani OA. Exploring curriculum transformation in higher education institutions: A critical analysis of equity and social justice perspectives. Research in Educational Policy and Management. 2024;**6**(1):217-237

[36] Morrow W. Entitlement and achievement in education. Studies in Philosophy and Education. 1994;**13**(1):33-47

[37] Cross M. Steering Epistemic Access in Higher Education in South Africa. Buenos Aires: CLACSO; 2018

[38] Dhunpath R, Vithal R. Alternative Access to Higher Education: Underprepared Students or Underprepared Institutions? Cape Town: Pearson; 2012

[39] Whitelaw E, Branson N, Leibbrandt M. Learning in lockdown: University students' academic performance during COVID-19 closures. In: SALDRU Working Paper Number 289. Cape Town: Southern Africa Labour and Development Research Unit, University of Cape Town; 2022

[40] Manik S, Tarisayi KS. A pedagogical exploration of the COVID induced migration to online education: The case of one public university in South Africa. Journal of Education Studies. 2022;**1**:262-276

[41] Shore LM, Chung BG. Inclusive leadership: How leaders sustain or discourage work group inclusion. Group & Organization Management. 2022;**47**(4):723-754

[42] Davis CR, Hartman H, Turner M, Norton T, Sexton J, Mendez D, et al. "Listen to the feedback of students": First-generation college students voice inequalities in schooling brought on by the COVID-19 pandemic. Journal of College Student Retention: Research, Theory & Practice. 2024;**26**(1):151-175

[43] Liu NC, Cheng Y. The academic ranking of world universities. Higher Education in Europe. 2005;**30**(2):127-136

Chapter 3

Perspective Chapter: The Characteristics of a Leader

Ricardo Cavalcante Oliveira Santos

Abstract

Effective leadership involves a range of skills and behaviors that promote team development and organizational success. Among the positive characteristics of a leader, emotional intelligence, clear and persuasive communication, and empathy stand out. Emotional intelligence allows a leader to manage their own emotions and those of others, creating an environment of trust and respect. Effective communication is crucial for aligning the organization's goals with the team's expectations, while empathy fosters the building of strong relationships and conflict resolution. However, there are negative traits that can harm leadership and the work environment. Resistance to change, for example, is harmful because it prevents adaptation to new contexts and innovations, creating a stagnant organizational culture. A lack of empowerment and inadequate delegation are other flaws, as they hinder team autonomy, affecting motivation and performance. Furthermore, a lack of transparency, absence of constructive feedback, and toxic behavior (such as abuse of power, favoritism, and humiliation) can undermine trust, demotivate employees, and create a hostile work environment. Resistance to change can be particularly detrimental because it prevents growth and adaptation in organizations, while toxic leadership results in elevated stress, low engagement, and loss of team morale. These behaviors not only affect leadership effectiveness but also compromise organizational health and employee well-being.

Keywords: administrator, characteristics, education, leader, management

1. Introduction

Being a leader means serving as a guide, an inspiration, and a facilitator, influencing people to achieve common goals. In the educational context, leadership goes beyond managing resources and carrying out tasks; it involves the ability to motivate and engage teachers, students, and the school community in the pursuit of an environment conducive to learning and holistic development. An educational leader not only sets goals and strategies but also fosters a culture of collaboration, innovation, and inclusion, acting as a catalyst for positive change. In education, the leader's role is multifaceted. They act as mentors to teachers, providing pedagogical support and encouraging effective teaching practices. They are also conflict mediators, ensuring

a harmonious and respectful environment for everyone involved in the educational process. Additionally, the leader must be visionary, identifying trends and anticipating challenges to adapt the school to the demands of an ever-changing world. At the same time, they need to be empathetic and approachable, valuing the experiences and needs of each individual in the school community. Effective educational leadership is deeply connected to creating a learning environment that supports both the academic and socio-emotional development of students. Through evidence-based decision-making and clear communication, the leader creates a space where everyone feels valued and motivated to perform at their best. In this sense, leadership in education is not just about managing but also about inspiring, transforming, and preparing individuals for a future full of possibilities [1].

Leadership plays a fundamental role in promoting a high-quality educational environment, directly influencing teaching and learning processes as well as the development of educational institutions. In the educational context, effective leaders not only manage processes but also inspire and guide their teams toward common goals. International studies highlight that certain leadership characteristics, such as effective communication, empathy, problem-solving skills, and strategic vision, are essential to fostering positive outcomes in educational institutions. Research has shown that student-centered school leadership is a determining factor in improving academic performance, fostering a collaborative and engaged environment, and emphasizing the importance of leaders who encourage innovation and teamwork, highlighting that resilience and adaptability are crucial during times of change. Similarly, research points out that leaders who prioritize inclusion and diversity significantly contribute to the development of a more equitable educational culture [2].

Leadership in education presents numerous challenges that require complex skills and diverse strategies to overcome. Among the main difficulties faced by educational leaders is the need to balance administrative and pedagogical demands, ensuring that both resource management and teaching quality are prioritized. Often, leaders must deal with limited budgets, lack of infrastructure, and pressure for academic results, creating a highly stressful work environment. Another significant challenge is building a collaborative and motivating environment among teachers and staff. Each team member has different levels of experience, teaching styles, and expectations, which can hinder the creation of a shared vision. Moreover, interpersonal conflicts and resistance to change are common issues that leaders must address, often requiring mediation skills and effective communication. Adapting to changes in educational policies and social demands is also a significant barrier. Curriculum reforms, new assessment standards, and growing expectations for inclusion and equity require leaders to be resilient and highly adaptable. These challenges are exacerbated by external factors such as economic crises, cultural shifts, and, more recently, the challenges posed by the COVID-19 pandemic, which further highlighted the need for leaders capable of operating in uncertain contexts. The balance between innovation and tradition is another complex aspect of educational leadership. Leaders often face the need to implement new practices and educational technologies while respecting the traditions and cultures existing in schools. Achieving this balance can be challenging, requiring a deep understanding of the context and a sensitive approach to the needs of the school community. Leading in education means navigating a dynamic and challenging landscape where balancing diverse demands and the ability to inspire teams are crucial for success. Educational leaders must continuously develop their skills and maintain a reflective approach to overcome the obstacles they encounter [3].

This article explores the relevance of these leadership characteristics in the educational context based on recent scientific evidence. Through an analysis of international articles, it aims to highlight how specific skills and qualities can positively impact school performance, teacher engagement, and student success.

2. Management and leadership

Management is seen as the process of planning, organizing, and coordinating resources and activities within an organization to achieve specific goals efficiently and effectively. It involves the administration of human, financial, and material resources; maintaining the daily operations of the educational institution; ensuring regulatory compliance; and achieving operational results. On the other hand, leadership is defined as the ability to influence and inspire people to achieve common goals, creating an environment of trust and collaboration. Leadership involves more than just managing; it implies creating a culture of continuous improvement and engagement, fostering meaningful and lasting changes.

These two concepts, although distinct, are complementary in the educational process. While management ensures the organization and efficient execution of daily activities, leadership focuses on inspiration and strategic direction for the sustainable development of the educational institution [4].

A good leader plays a crucial role in the success of an organization, particularly in the corporate environment where constant change, competition, and innovation are the norm. A strong leader fosters a positive organizational culture, promotes teamwork, and ensures clear communication, all of which contribute to increased productivity and employee satisfaction. One of the key aspects of good leadership is the ability to establish a clear vision and align the organization's goals with its long-term strategy. This vision provides employees with direction and purpose, enabling them to see how their individual contributions fit into the broader picture. Moreover, a good leader promotes innovation and adaptability, encouraging teams to embrace change and explore new ideas, which is vital for organizations to remain competitive in dynamic markets. Strong leaders are instrumental in building trust and maintaining morale during challenging times. By demonstrating empathy, resilience, and transparency, they create an environment where employees feel supported and valued. This, in turn, reduces turnover rates and enhances organizational loyalty. Leaders who prioritize diversity and inclusion also strengthen the organization by fostering a workplace that values different perspectives and ideas, leading to more creative solutions and better decision-making. In summary, the importance of a good leader in the corporate environment cannot be overstated. Their ability to inspire, guide, and support their teams is directly linked to organizational success, fostering an environment that drives innovation, productivity, and employee engagement [5].

2.1 Educational leader

A leader in the educational sector must act as a transformative agent, balancing interpersonal skills and administrative strategies to foster an inclusive and innovative learning environment. Unlike other fields, educational leadership demands a deep focus on human development, encompassing both students and teachers, with the goal of creating a school culture that values continuous growth, collaboration, and equity. One of the key responsibilities of an educational leader is ensuring that

teachers feel supported and motivated. This includes promoting ongoing professional development by providing training opportunities and offering constructive feedback. A good leader also recognizes the importance of cultivating an environment of trust and mutual respect, which is essential for fostering pedagogical innovation and teacher engagement. Moreover, they should actively seek to include diverse voices in the decision-making process, ensuring that the entire school community feels represented. Another critical aspect is the ability to make evidence-based decisions. Effective educational leaders use data to identify areas for improvement, monitor academic progress, and implement policies that enhance student performance. At the same time, they must be skilled communicators who can articulate a clear vision for the school and inspire the team to work toward common goals. Furthermore, leadership in the educational sector requires a proactive approach to problem-solving. This means anticipating challenges, such as inequities in access to education or changes in educational policies, and developing strategies to address them effectively. Leaders must also act as facilitators, promoting dialog among various stakeholders, including teachers, parents, and educational authorities, to ensure that decisions reflect everyone's needs. An educational leader must adopt a student-centered approach, prioritizing practices that enhance the emotional, social, and academic well-being of students. This involves creating a safe and welcoming environment where all students have the opportunity to reach their full potential [6].

2.2 Characteristics of a leader

Leadership is a determining factor for the success of any team or organization. In the professional, business, or educational context, an effective leader not only manages tasks but also inspires, motivates, and directs people to achieve common goals. However, to perform this role efficiently, it is essential for a leader to possess certain fundamental characteristics.

2.2.1 Emotional intelligence

One of the most important characteristics of an effective leader is emotional intelligence, which refers to the ability to recognize, understand, and manage one's own emotions, as well as those of others. In leadership, this skill is crucial as it directly influences how leaders communicate, make decisions, and build strong relationships with their teams. Emotional intelligence consists of five main pillars: self-awareness, self-regulation, motivation, empathy, and social skills [5].

Self-awareness is the first and fundamental pillar of emotional intelligence. It refers to the ability to recognize and understand one's own emotions and how they influence behavior and decisions. For leaders, self-awareness is essential as it allows them to identify their strengths and limitations. When a leader has a strong sense of their own emotions, they can act more authentically and strategically, making more conscious and context-appropriate decisions. This pillar is also directly related to self-criticism, which helps improve performance continuously. Additionally, self-awareness enables the leader to identify emotional patterns, such as impulsive reactions or defensive behaviors, and manage them. By better understanding themselves, leaders are more capable of building trust and making decisions grounded in their own values and vision, fostering a more transparent and secure work environment for their team [7].

Self-regulation involves the ability to manage and control one's emotions effectively, especially in high-pressure or stressful situations. This pillar is crucial for

leaders because, in moments of high tension or adversity, the ability to remain calm and make measured decisions can be the difference between success and failure. Emotionally intelligent leaders can remain objective, not allowing emotions such as anger, frustration, or anxiety to dominate their actions. Self-regulation also implies the ability to delay gratification and handle setbacks in a constructive way. This contributes to a stable and balanced work environment, where team members feel more secure and motivated. By demonstrating emotional control, a leader builds trust and sets a positive example for their team, showing that it is possible to act rationally and ethically even in challenging circumstances [8].

Motivation, in the context of emotional intelligence, refers not only to the pursuit of external rewards, such as bonuses or promotions, but also to the ability to remain focused, persistent, and dedicated to achieving goals, even in the face of difficulties. Leaders with high motivation are driven by internal goals, such as the desire to achieve meaningful results and make a difference. They can maintain a positive attitude, inspire their teams to work diligently, and overcome obstacles. Intrinsic motivation is also essential for dealing with frustrations, as motivated leaders can turn challenges into growth opportunities. Furthermore, a motivated leader has the power to inspire their team, encouraging them to reach their full potential. The ability to self-motivate, especially during times of crisis or change, is also a valuable trait that helps sustain organizational resilience and continuity [9].

Empathy is the ability to understand the emotions of others and place oneself in their shoes, understanding their perspectives and needs. For leaders, empathy is a crucial component of emotional intelligence as it facilitates the building of deep and meaningful relationships with team members. An empathetic leader can recognize when a team member is overwhelmed, motivated, or facing personal struggles, for example, and can act to support them appropriately. Empathy creates a more inclusive work environment where individuals feel understood and valued, which strengthens team bonds and enhances morale and engagement. Moreover, empathetic leaders are better at conflict resolution, as they can mediate disputes in a way that is fair and sensitive to the emotions involved. Empathy is also linked to constructive feedback, as a leader who understands the emotions of their team can provide guidance in a way that is positive and encouraging, rather than punitive. This ability goes beyond basic communication, involving the ability to recognize the feelings of others and respond in ways that foster authentic connections. Strengthening relationships within teams, creating an environment of trust and respect that encourages a feeling of belonging. Leaders who demonstrate empathy are better equipped to make well-informed decisions because they consider the perspectives of their team members and align their choices with the needs of the group. It is also essential for resolving conflicts constructively, allowing leaders to address underlying concerns and promote mutually beneficial solutions. Employees who feel heard and valued are also more likely to be engaged and motivated, leading to greater productivity and commitment to organizational goals. While empathy is a natural skill for some, it can be cultivated and refined through practices such as active listening, providing regular feedback, and emotional intelligence training. When empathy is demonstrated consistently, it positively impacts organizational results, resulting in greater job satisfaction, reduced turnover, and a workplace culture that prioritizes employee well-being [10, 11].

Social skills refer to the ability to interact effectively with others, build trust and collaboration, influence, negotiate, and resolve conflicts constructively. For a leader, this competence is indispensable, as it enables them to build a network of positive and productive relationships within the organization. Leaders with strong social skills can

communicate their ideas clearly, establish a shared vision, and engage their teams in achieving common goals. They are also effective at handling different personalities, which is crucial for managing diversity and promoting a harmonious work environment. Social skills include the ability to inspire and motivate others through communication and leadership. Through persuasion, encouragement, and the development of interdependent relationships, leaders with strong social skills can positively influence their teams, creating a collaborative atmosphere that supports goal achievement and adaptation to change [12].

2.2.2 Communication

Another essential characteristic of an effective leader is the ability to communicate clearly and persuasively. In the context of leadership, communication goes beyond merely conveying information; it involves engaging, inspiring, and aligning teams around a shared vision. A leader with well-developed communication skills can transform complex ideas into accessible messages, motivate teams during times of uncertainty, and create an environment where collaboration and transparency are valued. Effective communication begins with clarity. Leaders must articulate goals, expectations, and priorities in a way that everyone in the organization can understand and internalize. This skill is crucial to avoiding misunderstandings and ensuring that each team member knows precisely how their responsibilities contribute to the organization's overall objectives. Additionally, leaders who communicate clearly help reduce anxiety and uncertainty during periods of change, fostering an atmosphere of stability and trust [13].

Another central component of communication is active listening. Good leaders understand that communication is not just about speaking but also about listening. Active listening allows leaders to better understand their teams' needs and concerns, fostering an environment of mutual trust. When team members feel that their opinions are heard and valued, they are more likely to be engaged and motivated to contribute innovative ideas and creative solutions. Moreover, persuasive communication is a fundamental skill for inspiring teams and implementing organizational changes. Persuasive leaders know how to tailor their message to their audience, using a combination of logic, emotion, and credibility to gain support. This skill is especially important during times of transformation, when leaders must overcome internal resistance and secure stakeholder buy-in for new initiatives. The importance of communication as a leadership skill has been widely highlighted in academic studies. Leaders with strong communication skills are able to align organizational goals with the individual needs of employees. He also notes that effective communication is associated with higher levels of productivity, employee satisfaction, and organizational cohesion. The ability to communicate clearly and persuasively not only strengthens internal relationships but also enables leaders to effectively represent their organization in external contexts. This includes interactions with partners, clients, and the broader community, ensuring that the organization's image and values are consistently and positively conveyed [14].

2.2.3 Strategic vision

A crucial characteristic of an effective leader is strategic vision. Strategic vision is the ability to anticipate the future, define clear directions for the organization, and formulate plans that align resources and efforts to achieve these goals. A leader with

strategic vision is not limited to managing daily operations but is capable of envisioning long-term scenarios, identifying trends, and turning challenges into opportunities. This characteristic not only drives growth and innovation but also motivates the team to work toward a common and focused purpose. Strategic vision begins with a deep understanding of both the external and internal environments of the organization. This includes knowledge of the market, customer needs, and technological, political, and social trends that could impact the sector. A leader with strategic vision is able to gather this information effectively, using it to create a compelling narrative about the organization's future. By doing so, they can inspire and engage employees, ensuring that everyone feels part of a larger movement toward meaningful and transformative goals. Moreover, strategic vision also involves the ability to make tough choices. Leaders must be able to prioritize resources, identify areas of innovation and risk, and be willing to invest in long-term initiatives that may not yield immediate results but are essential for sustained growth. The ability to balance risks and rewards while maintaining focus on the big picture is a hallmark of visionary leaders. Strategic vision is also closely tied to the ability to adapt to change. In a dynamic business environment, a leader needs to be flexible, ready to adjust their strategies as new information or situations arise. This means that strategic vision is not a rigid plan but a guiding direction that can be reviewed and adapted as needed, always with an eye on long-term success. The impact of strategic vision in leadership has been widely discussed in academic research. Visionary leaders are able to motivate and inspire their teams by presenting a clear and challenging vision for the future, creating a sense of purpose and meaning in the work. He notes that when leaders communicate their visions effectively, they can generate commitment and enthusiasm, leading to superior team performance. Strategic vision is an essential characteristic for leaders who want to guide their organizations toward long-term success. It involves anticipation, planning, adaptation, and the ability to inspire others to focus on long-term objectives. Leaders with this skill have the capacity to turn challenges into opportunities and guide their teams toward a promising future [15].

2.2.4 Assertive decision

A fundamental characteristic of an effective leader is assertive decision-making. The ability to make decisions quickly, well-informed, and confidently is essential for leadership as it directly impacts the direction and success of an organization. Assertive leaders not only analyze data and information but also have the courage to make decisions even when the situation is uncertain or complex. This characteristic is crucial because, in high-pressure environments, indecision can lead to inactivity and frustration, while decisive leadership brings clarity and confidence to the team. Assertive decision-making involves a process that balances logical reasoning, intuition, and the analysis of risks and benefits. Effective leaders are able to evaluate multiple alternatives, weighing the pros and cons of each one, to make choices that align with organizational goals. Furthermore, they are adept at using data and feedback from their teams to make informed decisions, demonstrating a commitment to transparency and participation in the process. A significant part of assertive decision-making is the willingness to take responsibility for the choices made. A leader who is assertive in their decisions shows confidence in their ability to judge situations but is also willing to accept responsibility if the decisions do not turn out as expected. This ability to take responsibility strengthens trust within the team, as members see that their leader does not seek to shift blame but is willing

to learn and improve continuously. The ability to make decisions assertively is also related to the ability to handle pressure. In a dynamic and challenging organizational environment, decisions must be made quickly to avoid missing opportunities or compromising the organization's progress. Assertive leaders can remain calm under pressure and, at the same time, make decisions that are grounded and focused on long-term results. The importance of assertive decision-making in leadership has been widely discussed in academic literature. Leaders who adopt a more participative and decisive style tend to be more effective in fostering a positive and productive work environment. They argue that leaders who balance assertiveness and collaboration are better able to adapt their decisions to the context, respecting their team's contributions while maintaining control of the situation. Assertive decision-making is an essential skill for leaders as it allows them to guide their organizations with confidence and clarity. By making quick and well-informed decisions, leaders can foster a results-focused work environment and inspire trust in their teams [16].

2.2.5 Ethics and integrity

Ethics is a characteristic that cannot be forgotten, as it involves adherence to solid moral principles such as honesty, justice, and integrity, which guide a leader's actions and decisions. Ethical leaders serve as role models for their teams, promoting an organizational culture based on values and responsible behaviors. The presence of ethics in leadership is crucial for several reasons. Leaders who demonstrate ethical decision-making consider the moral implications of their choices, ensuring that decisions are fair and aligned with the organization's values. Furthermore, ethical leaders promote a positive work environment by encouraging ethical behaviors in their subordinates, resulting in a more harmonious and productive workplace. An ethical foundation in leadership also strengthens organizational trust, which is essential for employee engagement and satisfaction. Furthermore, ethical leadership is associated with positive results, such as reducing counterproductive behaviors and increasing motivation and commitment among employees [17].

Integrity is one of the most essential qualities for a leader to possess, as it forms the basis of trust and credibility. A leader of integrity consistently demonstrates honesty, ethical behavior, and fairness, both in their actions and decisions. This characteristic allows leaders to earn the respect and loyalty of their followers, as it guarantees them that their leader will always act in the best interests of the organization and its people. Leaders who demonstrate integrity are transparent in their communication, maintain consistency in their actions, and take responsibility for their mistakes. This authenticity not only builds trust in your teams but also promotes a culture of openness and respect. When a leader demonstrates integrity, it encourages others within the organization to adopt similar behaviors, leading to a more ethical and productive work environment. Integrity helps leaders face difficult situations with confidence. Whether faced with financial challenges, ethical dilemmas, or organizational crises, leaders of integrity are more likely to make decisions that uphold the organization's values and protect its long-term interests. Your ability to defend your principles in the face of adversity sets a powerful example for others and strengthens the organization's ethical culture [18].

2.2.6 Other characteristics of a leader

A creative leader develops innovative solutions, inspires their team, and drives organizational progress. They are adept at thinking outside the box, challenging

conventional norms, and promoting an environment that encourages experimentation and new ideas. In the workplace, creativity manifests itself in many ways. Leaders who embrace creative thinking are more likely to identify unique opportunities, face complex challenges, and adapt to changing circumstances. This adaptability is crucial in today's dynamic business environment, where rapid technological advances and changing market demands require quick and innovative responses. Furthermore, creative leaders play a key role in cultivating a culture of innovation within their organizations. By promoting open communication, encouraging diverse perspectives, and supporting risk-taking, they empower their teams to contribute innovative ideas and solutions. This collaborative approach not only improves problem-solving capabilities but also increases employee engagement and satisfaction. The impact of leadership on employee creativity has been extensively studied. Research indicates that leaders who positively influence and value their employees can harness the potential of each individual, leading to greater creativity and innovation within the organization [19].

Flexibility is an essential characteristic of contemporary leadership, enabling leaders to adapt effectively to dynamic and complex environments. This adaptability is crucial for addressing unforeseen challenges and seizing emerging opportunities. Flexible leaders demonstrate agility by adjusting their strategies and approaches as circumstances change. This ability to adapt is vital for maintaining relevance and effectiveness in an ever-evolving business world. Moreover, flexibility in leadership fosters a more collaborative and innovative work environment. By being open to new ideas and approaches, flexible leaders encourage their teams to explore creative solutions, leading to continuous improvements and greater job satisfaction [20].

One of the most essential traits for effective leadership is having a strong attitude, accompanied by proactivity. A leader's attitude influences the overall mood of the team, organizational culture, and the direction the organization takes. Leaders with a proactive attitude do not wait for situations to dictate their actions; instead, they take the initiative to anticipate problems, identify opportunities, and create solutions before issues escalate. Proactivity in leadership is about more than just responding to immediate needs. It involves anticipating future challenges and trends and positioning the organization to respond effectively. A proactive leader continuously seeks ways to improve processes, innovate, and foster growth within the team. This proactive mindset enables leaders to guide their organizations through uncertainty and rapid change, ensuring long-term success. Leaders who exhibit proactivity inspire confidence in their teams. By taking decisive actions and making informed decisions, they create an environment where employees feel supported and empowered to contribute their ideas and efforts. Moreover, proactive leaders build trust within the organization. They are seen as individuals who are capable of handling pressure and taking responsibility for both successes and failures. Their actions motivate their teams to adopt a similar proactive approach, fostering a culture of initiative and responsibility. Having a proactive attitude also plays a significant role in crisis management. When unforeseen challenges arise, a leader with a proactive mindset is better equipped to handle them with minimal disruption. By addressing potential issues before they become crises, proactive leaders can mitigate risks and guide their teams through difficult times with minimal stress or confusion [21].

In fact, there are many other characteristics that a leader needs to develop to perform in a management role. Here we have addressed those that I believe are the main ones so that a manager can perform in his role efficiently, whether in the educational or corporate sector.

2.3 Enemies of leadership

Leadership has characteristics that facilitate its development; however, there are also other characteristics that are harmful to management. Let's look at some of them.

The lack of responsibility, resistance to change, and toxic leadership are traits that can deeply harm a leader, affecting their effectiveness and the work environment as a whole. When a leader fails to take responsibility for their actions and decisions, they undermine the trust and respect of their team. The lack of responsibility often manifests when the leader does not acknowledge their mistakes and tends to blame others for failures. This behavior creates an environment of insecurity, where team members feel undervalued and demotivated, which can lead to high turnover and low commitment to organizational goals. When leadership fails to take responsibility for its failures, team members do not feel they can trust the decision-making process or the leader's integrity, which undermines group cohesion and leadership effectiveness [22].

Resistance to change is also a significant obstacle for a leader. In the dynamic world of business and organizations, adaptability is crucial. Leaders who resist new ideas and changes end up creating a stagnant organizational culture, where innovation is stifled and growth opportunities are lost. This not only harms the organization's competitiveness but also demotivates employees who want to see their work positively impact the company's future. Resistance to change can occur due to a fear of losing control, a lack of trust in the team's abilities, or a failure to understand market evolution. Regardless of the cause, a leader's inability to adapt and promote necessary changes is a critical flaw that can harm the organizational health and employee morale. Finally, toxic leadership is one of the most damaging traits for a leader [23].

A toxic leader manipulates, disrespects, and demotivates their subordinates, creating a hostile and destructive work environment. This type of leadership can lead to increased stress, burnout, and employee dissatisfaction, resulting in an overall decline in team performance. Toxic leaders often display behaviors such as favoritism, micromanagement, devaluation of others' work, and even public humiliation. These behaviors erode the team's trust and morale, making it harder for team members to feel engaged and committed to organizational goals. Toxic leadership can also discourage collaboration and innovation, which are essential for organizational growth. These traits not only harm the relationship between the leader and the team but also the overall performance of the organization. A leader must be able to recognize and correct these behaviors in order to foster a healthy and productive work environment [24].

A lack of strategic vision is a detrimental trait in leadership. Leaders without a clear long-term vision or the ability to communicate it effectively can lead their organizations into confusion and misalignment. Without a strategic vision, leaders may struggle to set clear goals and strategies, resulting in reactive problem-solving rather than proactive planning. This lack of direction can diminish employee engagement and motivation, as team members may not see a clear purpose in their work. Consequently, the organization may face challenges in achieving its objectives and maintaining a competitive edge [25].

Leaders who fail to empower their teams and delegate effectively create a demotivating work environment. Centralizing all decisions and not trusting team members with responsibilities can lead to leader burnout and hinder team development. Inadequate delegation often results in unclear responsibilities and unequal task distribution, causing frustration among team members. When employees feel they lack the

autonomy to make decisions, their sense of ownership and engagement diminishes, negatively impacting creativity and efficiency [26].

A lack of transparency and honesty undermines trust and the relationship between leaders and their teams. Leaders who conceal important information or are unclear about their intentions create an environment of uncertainty and distrust. Transparency is essential for fostering a culture of openness and mutual respect. Without honest and open dialog, creating a transparent workplace culture is impossible. The absence of honesty can lead to rumors, misunderstandings, and ultimately a climate of distrust, where employees do not feel safe to express their opinions or suggest improvements [27].

The inability to provide constructive feedback is another detrimental trait in leadership. Leaders who avoid giving feedback or do so negatively, without clear guidance on improvement, hinder their team's professional and personal growth. Feedback is a powerful tool for development, but needs to be delivered constructively, focusing on how things can be improved. When leaders fail to provide clear performance feedback or offer criticism disrespectfully, it can affect the employee's self-esteem and motivation. The lack of feedback can also result in repeated mistakes, as employees lack clarity on what needs correction, affecting team performance and organizational success [28].

3. Conclusion

The leadership plays a critical role in the success of any organization. Positive traits such as emotional intelligence, effective communication, and empathy are essential for creating a healthy, motivating, and productive work environment. Leaders who demonstrate these qualities have a greater ability to align their teams with organizational goals, manage conflicts constructively, and encourage innovation. On the other hand, negative traits like resistance to change, lack of responsibility, and toxic leadership can have a devastating impact on the organizational environment. These behaviors not only hinder individual and collective performance but also erode trust, lower morale, and result in high employee turnover, ultimately affecting the organization's sustainability and growth. Therefore, effective leaders need to be aware of the impact their actions and behaviors have on their team and the organization as a whole. They must cultivate positive qualities and be capable of identifying and correcting harmful behaviors in order to foster a positive work environment and achieve organizational goals. The ability to adapt, self-awareness, and empathy are essential to ensure leadership is not only effective but also capable of inspiring and motivating team members to reach their fullest potential.

Acknowledgements

The author acknowledges the use of ChatGPT for language polishing of the manuscript.

Conflict of interest

The author declares no conflict of interest.

Author details

Ricardo Cavalcante Oliveira Santos
São Paulo Adventist University Center, Engenheiro Coelho, Brasil

*Address all correspondence to: ricardocos@yahoo.com.br

IntechOpen

References

[1] Facchinetti DRC, Andrade KRDS, Kazmierczak VJ, Romão AA, Bernardo APM, de Jesus dos Santos Picanço R. Liderança Educacional: Estratégias para uma Gestão Eficiente. Revista PPC – Políticas Públicas e Cidades. 2024;**13**(2):1-19. DOI: 10.23900/2359-1552v13n2-117-2024

[2] Culduz M. The impact of educational leadership in improving the learning experience. In: Khosrow-Pour MS, editor. Advances in Educational Marketing, Administration, and Leadership. Istanbul Medipol University, IGI Global; 2024. pp. 169-188. DOI: 10.4018/978-1-6684-8332-9.ch008

[3] Rezende GUM, Alves CF, Fabri EV, Guimarães GLL, Bernardo APM, Silva VB. School Management and Leadership: The Role of the Principal in School Success. Vol. 6, No. 3. São José dos Pinhais: Revista Aracê; 2024. pp. 4959-4972. DOI: 10.56238/arev6n3-042

[4] Leithwood K, Harris A, Hopkins D. Seven strong claims about successful school leadership revisited. School Leadership and Management. 2020;**40**(1):5-22. DOI: 10.1080/13632430701800060

[5] Goleman D. Leadership that gets results. Harvard Business Review. 2000;**78**(2):78-90

[6] Robinson VMJ, Lloyd CA, Rowe KJ. The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. Educational Administration Quarterly. 2008;**44**(5):635-674. DOI: 10.1177/0013161X08321509

[7] Billore S, Anisimova T, Vrontis D. Self-regulation and goal-directed behavior: A systematic literature review, public policy recommendations, and research agenda. Journal of Business Research. 2023;**156**. DOI: 10.1016/j.jbusres.2022.113435

[8] Baumeister RF, Vohs KD. Self-regulation and ego control. In: Handbook of Self-Regulation: Research, Theory, and Applications. Ethiopia: Elsevier Academic Press; 2004. pp. 1-9

[9] Ryan RM, Deci EL. Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist. 2000;**55**(1):68-78. DOI: 10.1037/0003-066X.55.1.68

[10] Coronado-Maldonado I, Benítez-Márquez MD. Emotional intelligence, leadership, and work teams: A hybrid literature review. Heliyon. 2023;**9**(10):e20356. DOI: 10.1016/j.heliyon.2023.e20356

[11] Gentry WA, Weber TJ, Sadri G. Empathy in the workplace: A tool for effective leadership. Journal of Business Psychology. 2016;**31**(4):489-501. DOI: 10.35613/ccl.2016.1070

[12] Mayer JD, Salovey P. Emotional intelligence and the construction and regulation of feelings. Applied and Preventive Psychology. 2004;**11**(3):149-151. DOI: 10.1016/S0962-1849(05)80058-7

[13] Yukl G. Leadership in Organizations. 8th ed. United States of America: Pearson Education; 2012

[14] Marbun TO, Anatarani P, Putri MA. Effective communication results in effective leadership. Daengku Journal of Humanities and Social Sciences Innovation. 2023;**3**(4):571-578. DOI: 10.35877/454RI.daengku1760

[15] Bass BM. From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics. 1990;**18**(3):19-31

[16] Bush T. School leadership: Insights from research and practice. Educational Management Administration and Leadership. 2019;**47**(6):841-854. DOI: 10.1177/1741143219859442

[17] Hall DT, Karaevli A. How career variety promotes the adaptability of managers: A theoretical model. Journal of Vocational Behavior. 2006;**69**(3):359-373. DOI: 10.1016/j.jvb.2006.05.009

[18] Johnson CE. Integrity and leadership. Journal of Leadership and Organizational Studies. 2006;**12**(2):1-10. DOI: 10.1177/107179190601200202

[19] Amabile TM. How to kill creativity. Harvard Business Review. 1998;**76**(5):77-87

[20] Brown ME, Treviño LK. Ethical leadership: A review and future directions. The Leadership Quarterly. 2006;**17**(6):595-616. DOI: 10.1016/j.leaqua.2006.10.004

[21] Parker SK, Bindl UK, Strauss K. Making things happen: A model of proactive motivation. Journal of Organizational Behavior. 2010;**31**(2-3):48-64. DOI: 10.1002/job.650

[22] Silva M, Santos J. Bad leadership and its consequences for individuals and organizations. Journal of Administration and Innovation. 2019;**16**(3):123-135

[23] Carvalho CRO. A relação entre o estilo de liderança e a resistência à mudança dos indivíduos em um processo de fusão. REGE Revista de Gestão. 2015;**23**(1):10-19. DOI: 10.1016/j.rege.2015.11.002

[24] Rocha C. Liderança tóxica: Estudo da sua influência no comprometimento organizacional e na qualidade de vida no trabalho. Portugal: Instituto Superior de Contabilidade e Administração do Porto; 2022. DOI: 10.21527/2237-6453.2022.58.12264

[25] Zenger J. Is a Lack of Strategic Vision Holding You Back? Forbes; 2016

[26] Zhang X, Bartol KM. The influence of abusive supervision and despotism on subordinates' feedback seeking behavior. Journal of Applied Psychology. 2010;**95**(1):34-44

[27] Mattone J. Honesty and Transparency: The Cornerstones of Trustworthy Leadership. United States of America: John Mattone Global, Inc.; 2023

[28] Eskreis-Winkler L, Fishbach A. Do You Want the Good Feedback, or the Bad Feedback? Financial Times; 2025

Chapter 4

Effective Leadership and Educational Management in the Modern Era

Valesa Moshibudi Letswalo and Lesiba Lesley Motseta

Abstract

The main aim of this study was to examine effective leadership and management in the modern era in the context of technology and globalization. By using Alig-Mielcarek' and Murphy's instructional leadership theory, data were gathered from 12 participants across three schools through semi-structured interviews and content analysis. From the main theme, two subthemes emerged: incorporating technological advances into education and Constrained resources and infrastructure. This study revealed that a majority of school leaders and SMT teachers had varying experiences in managing schools effectively in the modern era of technology, and location of schools plays a huge role in attaining its technological and infrastructure objectives. However, school leaders should prioritize continuous professional development (CPD) for educators by organizing workshop training, assisting leaders in incorporating technology and ICT, and pursuing partnerships with private enterprises and NGOs for funding.

Keywords: effective management, effective leadership, ICT, technological integration, professional development

1. Introduction

A global knowledge-based economy and quickly evolving technology notwithstanding, educational systems are constantly changing to satisfy the demands of the twenty-first century. To educate people for success in a world that is increasingly digitally integrated, several nations implement educational changes motivated by economic, social, and cultural goals [1]. Hence, the pressures of globalization, societal change, and technological advancements have made education management more dynamic and difficult in the present day [2]. In this instance, educational leadership is a crucial factor that needs to be considered to guarantee the highest possible standard of instruction. Since, an increasingly vital component of making sure that education is relevant, inclusive, and sustainable in the face of significant changes in technology, demography, and global issues is an education management [2].

Most school leaders in South Africa are computer illiterate, so the principal's digital leadership influences how technology is used in the classroom. Digital leadership

is a leadership approach that aligns with the assistance of technological platforms [3]. Therefore, by establishing and putting into practice an ICT-based vision and plan, school principals have an obligation to change their responsibilities from that of traditional managers to technology-based leaders. In addition to preparing teachers to incorporate ICT into their lessons, school administrators will enhance their leadership skills and allow teachers and students to advance their knowledge by implementing an ICT-based leadership approach.

New possibilities for school leadership and distribution of educational content have been brought about by developments in information and communication technology (ICT) [4]. It is expected that the use of technology in school leadership would promote the development of a more responsive, transparent, and open system that fits with the changing demands of society [5]. Hence, effective educational management depends on innovations in teaching strategies, the use of digital technologies, and distant learning; as such, school administrators must possess the necessary vision and abilities to handle these developments [6]. Additionally, according to South African e-education plans, the government's plan to raise the standard of instruction and learning throughout the educational and training system includes the ICT curriculum as a key component [7]. Its goal is to increase digital and information literacy so that all students can use technology to contribute to a creative and evolving South African society with competence and confidence [8]. Principals must take into account these initiatives and developments in education since they call for the development of leadership techniques in order to establish successful schools.

In the global context, according to a study conducted by Qaddumi et al. [9], students in Palestinian public schools felt that ICTs had a sufficient impact on learning, compared to their educators, who felt that ICTs had a considerably greater impact on teaching and learning. Several schools specifically showed a lack of experience and insufficient digital competence in European countries, which led to growing disparities, inequities, and learning losses [10]. To improve their digital capabilities and raise their levels of digitalization, schools must learn from and build upon the experience [11].

In the African context, moving to the Internet world proved difficult for the majority of underdeveloped countries, including Nigeria, but COVID-19 offered a special opportunity to progress on a new digital road [12]. It is sufficient to state that the pandemic accelerated digital technology for leadership and remote instruction, as well as the worldwide digital revolution in education [13]. Also, the government of Ghana has committed itself to converting the country's agrarian economy into an information and knowledge-generating, ICT-driven economy. The Ghanaian government has recognized the value of ICT instruction and training in classrooms as well as the enhancement of the educational system as a whole [14]. Similarly, a study conducted in Namibia, created a national policy leveraging ICT to support and facilitate learning for the benefit of all students and teachers across the curriculum, creating ICT-literate citizens who can use computers and other technologies to search and receive information, creating individuals who can work and participate in the new economies and societies brought about by ICT and related developments, and expanding access to high-quality educational services for students at all educational levels are the objectives of the policy. Furthermore, Swaziland differs from other African countries as the MoE and Training in Swaziland 2018 Policy revision does not acknowledge social media platforms as useful tools for WhatsApp-based teaching and learning. Rugube [15] highlighted the difficulties associated with technology in education and offered recommendations for eLearning implementation in Swaziland.

To keep learners from falling behind, South Africa is embracing the Fourth Industrial Revolution [16]. In January 2022, Angie Motshekga, the former minister of basic education, announced that her ministry was developing a new framework to assist control the growth of online schools in South Africa. The department has developed a draft framework for the implementation of online learning in schools. The introduction of "Coding and Robotics" as a new topic in Grades R–9 by the Department of Basic Education (DBE) was a crucial step in this transition in South Africa. In 2024 coding and robotics were added as a subject in the foundation phase [17]. However, the implementation of coding and robotics in Grades R–9 depends not only on the curriculum and facilities but also on the support and training given to the educators and principals. Students' perceptions of programming and their capacity to learn it are greatly influenced by their teachers and school leaders [18]. The framework's goal, according to the basic education minister, is to close the policy gap and offer instructions on how to set up an online school before it is shared with other parties.

2. The role of effective leadership

An effective leader guides the school according to a specific vision, goals, and expectations for the future while also being careful to create a welcoming and pleasant environment centered on cooperation and information sharing, which promotes learning [19]. In addition, it maintains the facilities and resources, helps the faculty, promotes professional growth and training for teachers, has high standards for the children's academic success, and believes in them. Since educators depend on school principals to guide them in developing curricula and integrating technology into teaching and learning, it is essential that principals possess twenty-first century talents in order to provide teachers with the skills they need [20]. Studies have indicated that when the educational system is effectively administered, students' performance will improve [21].

2.1 A key to effective management of modern education

School leaders must be familiar with ICT and the use of technology. ICT will become more ingrained in school leadership and vision more quickly if leadership is provided in its implementation in learning and teaching [22] . Hence, school principals, in their capacity as leaders, must be knowledgeable about and proficient in the use of ICTs, foster a culture of ICT integration in the classroom, and assist and develop teachers' professional development opportunities in the using ICTs to deliver lessons. Hamzah [23] assert that, to encourage teachers to use technology, school leaders in the education sector must model its use in their day-to-day administrative and professional responsibilities. Additionally, teachers and school administrators need to be proficient in using technology because an absence of ICT knowledge can result in ineffective use of technology in the classroom and the school environment overall [14].

2.2 Challenges of leadership in implementing technology in educational management

Technological knowledge refers to being capable of utilizing a variety of internal and external technologies, including computers, laptops, cell phones, and emails [14]. Despite its potential benefits, there are several limitations and difficulties with using technology in educational management that should be carefully

considered. Significant obstacles include unequal access, a lack of technological proficiency among educators and the community, and the dangers of improper technology use [24].

In terms of ICT integration, South African school principals encounter several difficulties, such as a lack of community ownership and responsibility [25] and a lack of support from the relevant Department of Education [26]. In certain rural schools, the majority of teachers have never received ICT training during their early teacher training programs [27]. In most university educator training programs, ICT education focuses more on learning how to create computer programs than on teaching and learning [28]. Furthermore, the results of the study conducted by [14] also showed that some educators found it challenging to employ ICTs for teaching and learning because they lacked technological tool knowledge. In addition to citing a lack of digital content, teacher training, technical support, and ICT foundational resources as some of the difficulties, Wang et al. [29] list an unsupportive management structure as a human obstacle to ICT integration into teaching and learning.

Consequently, it prevents students from obtaining the type of education needed for twenty-first-century abilities. According to the findings of [30] study, utilizing technology in the classroom is beneficial; almost 93% of those who answered the questionnaire said that it improved their knowledge and proficiency as English teachers. Creating a welcoming atmosphere for learning that is sensitive to the requirements of students is one of the issues facing modern educational management [31]. Schools need to be able to offer relevant learning experiences while also accommodating the diversity of student backgrounds. This calls for an all-encompassing and cooperative approach to school leadership.

The application of ICT usage and technology integration in schools has been covered in both international and national literature. However, this study will concentrate more on how curriculum using ICT and technology affects school leaders in South Africa, particularly interested in examining schools in rural, semi-rural, and urban locations together with old school leaders, as they tend to accept digital literacy advancements more slowly. With a particular focus on schools located in the Capricorn South region of the province of Limpopo, this article will take a broad approach to giving an overview of how school leadership effectively manages education in the modern era. These issues are made worse by the poor technology infrastructure in many South African schools, with almost 16,000 of them missing specialized computer labs [32].

3. Theoretical framework and problem statement

The study under investigation will adopt the Edmonds Effective Schools Model Theory. The theory suggests that several approaches to educational efficiency arise from scholars' continuous exploration of new ideas [33]. Additionally, the theory comprises five elements: elevated achievement expectations for learners, continuous assessment of learner development, a robust foundation in leadership education, a safe environment, and a focus on core skills [33]. The use of this theory can provide a valuable framework for understanding how management and leadership influence school performance, particularly in the modern educational setting. For example, Edmond [33] asserts that this theory can be utilized in educational institutions where school leaders and management are focused on enhancing their learning and teaching activities. The present era is predominantly defined by school leaders and

administrators who utilize data to communicate information and make informed decisions while incorporating technology in the classroom and ensuring that teaching practices align with the broader needs of the institution [34].

The transition from analog (typical manual) to digitally based (technology) learning is one of the common characteristics of twenty-first century education. Principals (administrators) must consequently acquire and apply ICT knowledge to fulfill their legislative educational obligations as well as their societal educational responsibilities. These issues are made worse by the poor technology infrastructure in many South African schools, with almost 16,000 of them missing specialized computer labs [29]. In light of this comment, the researcher set out to answer the following central question: How can school leadership effectively manage education in the modern era?

Sub-questions:

- How are School Management Team (SMT) integrating the use of ICT to effectively manage their schools?

- What are the challenges that school leaders encounter when implementing the use of technology?

By addressing these questions, it is intended that the paper will advance the research agenda and offer suggestions for future policies that will help close the digital gap in South Africa between urban and rural schools.

4. Research methodology

4.1 Research paradigm and research design

The study under investigation adopted a qualitative research design. The qualitative component of the study focused on understanding leadership and management dynamics through in-depth exploration of lived experiences. A case study approach which according to Schoch [35], provides a detailed account of an individual unit that allows the researcher to obtain specific information from participants and instructors to provide an in-depth evaluation of the unit used for this study. Furthermore, a case study research design was employed because of its capability to investigate a phenomenon within its natural setting, unlike experimental designs where the researcher alters variables [35]. Moreover, adopting the case study research design will assist the researcher in analyzing specific educational institutions that demonstrate exemplary leadership and management methods in modern times.

To understand the subjective experiences of educational leaders and managers, this study was rooted in the interpretivist paradigm. According to Pervin and Mokhtar [36], the aim of the interpretivist paradigm is to comprehend how individuals perceive and make sense of reality through their social relationships and lived experiences. The selection of this paradigm was predicated on its appropriateness for examining the intricate social and organizational dynamics inherent in leadership and management roles.

The target population for this study under investigation included principals, deputy principals, departmental heads, and senior management team (SMT) teachers from three secondary schools (one rural school, one semi-rural school, and one urban school) in the Capricorn South District (CSD), Limpopo province. A total of 12

School sample	Number of samples
One secondary school in the CSD urban area (School AA)	Focus group discussion with a group of participants which included (principal, deputy principal, departmental head, and a single SMT teacher). Semi-structured interviews with the principal, the deputy principal, the departmental head, and SMT teacher.
One secondary school in the CSD (semi-rural area) (School BB)	Focus group discussion with a group of participants which included (principal, deputy principal, departmental head, and a single SMT teacher). Semi-structured interviews with the principal, the deputy principal, the departmental head, and SMT teacher.
One secondary school in the CSD (rural area) (School CC)	Focus group discussion with a group of participants which included (principal, departmental head, and two SMT teachers). Semi structured interviews with the principal, the, the departmental head, and two SMT teachers.

Table 1.
A list of sampled participants and the number of selected schools.

participants which included a principal, a deputy principal, a departmental head, and a single teacher from the SMT were selected for semi-structured interviews, supplemented by a focus group discussion with the selected participants of the study in each school. In the case of schools that had no deputy principal due to their size, an SMT member was selected.

The following **Table 1** outlines the sampling procedure for the selected participants and schools in the CSD.

4.2 Data collection methods

Semi-structured interviews were conducted with each selected member of the schools chosen which included one principal, one deputy principal, one departmental head, and a single member of the SMT teachers to get insights into their approaches to management, problems, and methods for success in the contemporary period, which necessitates proficiency in utilizing ICT in educational settings. Furthermore, focus group discussions which can be defined as a research methodology that entails assembling a group of four or more individuals to deliberate about a certain subject were utilized for this study [37]. During the focus group discussions, the principal, the deputy principal, the departmental head, and a single SMT teacher gathered from each selected school discussed and gave their insights while gaining experience from other participants and the researcher recorded their responses.

In terms of sampling, the study under investigation adopted a purposive sampling technique defined by Thomas [38], as a type of non-probability sampling where researchers utilize their discretion to select participants from the public for the study. The researcher chose this sample strategy due to its capacity to choose participants engaged in school management or possessing substantial leadership experience.

5. Data analysis

The research study examined data obtained via qualitative content analysis. Qualitative content analysis is a research tool employed to evaluate the frequently chaotic content of messages, including words, images, symbols, or audio recordings [39].

Following the collection of data from chosen participants through focus groups and semi-structured interviews, the qualitative content analysis method enabled the researcher to classify the data into themes and codes [40].

6. Ethical considerations

Before the researcher could begin with the empirical study, an ethics certificate was received from Unisa. Additionally, the researcher sent a formal request to the Department of Education, Limpopo province, to conduct a study in the Capricorn South District (CSD) in the form of a letter. Meetings with school principals of the selected schools in the CSD were arranged to ask permission to conduct interviews and focus group discussions on their school premises. In terms of protecting the participants, all selected participants will receive a consent form that will inform them about the study. The informed consent will also include a section that highlights that they are free to participate in the research, and if they feel the need to withdraw, they should feel free to do so without any pressure.

In terms of anonymity, participants were informed that their names including the names of the schools where data were collected would be protected and no use of real names would be utilized. Instead, pseudonyms [41] posit that they are utilized in research to safeguard the personal information of participants and guarantee their anonymity. Furthermore, the researcher notified participants that they would be the sole individual with access to the collected data. Participants then completed a confidentiality agreement indicating that the obtained data would be retained verbatim and secured in a locked location.

7. Findings and discussions

This section elucidates the findings and discourse, meticulously organized into two themes that surfaced from the analysis of the data and the research questions of the study, namely, incorporating technological advances into education and constrained resources and infrastructure. The study utilized pseudonyms to refer to the selected participant to conceal or hide their real identities. Data from the study were collected by two data-gathering techniques (semi-structured interviews and focus group discussions).

Table 2 highlights the sampled participants and their schools.

Theme incorporating technological advances into education.

The main aim of the above theme was to explore how technological integration or incorporation is essential for effective management in the modern era that we are living in. The theme furthermore seeks to explore how school leaders implement and adapt to new versions of online learning platforms which became necessary during and after the impact of the COVID-19 pandemic, digital tools, management of data systems that enhance the teaching and learning. Additionally, the theme focused on the professional development and continuing professional development for educators in the digital literacy and the role school leaders play in providing digital infrastructure that meets the twenty-first century demands of education.

From the semi-structured interviews and the focus group discussions conducted, a majority of the selected participants articulated the following comments.

Participant's name	School sample	Location of the school
Principal Jack	School AA	Urban area
Deputy principal Grace	School AA	
Departmental head Luke	School AA	
SMT teacher Matthew	School AA	
Principal Mark	School BB	Semi-urban area
Deputy principal Jane	School BB	
Departmental head John	School BB	
SMT teacher Hellen	School BB	
Principal Sue	School CC	Rural area
Departmental head Jim	School CC	
SMT teacher Jude	School CC	
SMT teacher Moses	School CC	

Table 2.
A list of the selected participants and their school location.

The Department of Basic Education supplies schools with digital resources and workshops to support teachers facing challenges in integrating technology into their classrooms. In certain schools, particularly in rural areas where network connectivity is consistently poor and sluggish, certain teachers struggle to transition into the digital realm that necessitates contemporary technology, resulting in their reliance on conventional teaching methods. Theft significantly impacts the situation, as purchased digital tools are frequently stolen in certain schools, particularly in urban and semi-urban areas with elevated crime rates. The protracted resolution of theft cases causes hesitation among teachers and school administrators to integrate technology into their classrooms.

From the above responses of School AA and its participants, it was evident that the Department of Basic Education alongside the school leadership seems to be doing its duty in making sure that the incorporation of technology in schools is functional. What makes things to be clear is the synergy of the teachers and the school leaders as it was evident from the responses that when something goes missing and gets damaged, the school leaders make it a point to fix that issue as soon as possible to make sure that the teaching and learning of the school takes place without disruptions. However, theft in both school AA and School BB seems to be a headache to the school leaders because of elevated crimes in their communities.

Unlike school AA and school BB which can purchase certain items that make technological learning effective, School CC on the other hand faces challenges when it comes to purchasing items, and the network connectivity is poor and sluggish.

This frequently results in exasperation among learners and perplexity among educators due to the lack of financial resources that could facilitate the bridging of this technological integration gap.

The study's sub-research question, what are the challenges that school leaders encounter when implementing technology in their school settings gave rise to the following theme: Constrained resources and infrastructure.

Theme 2: Constrained resources and infrastructure.

The main aim of the theme was to explore challenges that play a major role in limiting access to technological resources such as poor network connectivity, lack of funding for technological devices and lack of infrastructure in schools to mention a few. This theme is also aimed at highlighting differences between schools in rural areas and schools in urban settings where the allocation of technological resources is up to date impacting directly to the successful incorporation of technology in the teaching and learning environments.

From the main interviews and focus group discussions conducted; several selected participants articulated the following comments.

In terms of how the school leadership and management tackles the obstacles of low financing and lack of infrastructure, different schools have varied ways of tackling their challenges. Sharing of the minimal accessible digital resources and the prioritizing of teachers and the school personnel to work together and even in some instance using their own personal equipment (Cellphones) to integrate technology in their classroom. The geographical positioning of some schools confers a benefit, as their premises are encircled by enterprises that frequently contribute to the enhancement of the schools. Additionally, the lack of teaching spaces such as mobile classrooms that can assist in terms of the overcrowding of learners in some schools is a big difficulty since the department of basic education often takes time to deliver mobile classes.

The findings from the above participants have shown that the difference in the number of learners have may play a huge role towards how much funding a school get. Principal BB as compared to other SMT teachers from school CC has an advantage in that his school can rely on the funds that the department and the SGB give them. Even though it might not be enough to purchase all they need at that time, the provision of funds as compared to school CC is different. School CC SMT Teacher CC (2), from the response seems unhappy about some of the activities that are taking place in the school premises as other teachers are using the little opportunity provided to them to educate learners for their personal things.

The findings from the aforementioned responses indicated that the school's location frequently significantly influences its ability to achieve its objectives. Participants situated in an urban location rich in economic opportunities, significantly benefit from donations and grants provided by local entrepreneurs and benefactors. The situation is different for other rural and semi-rural schools, which continue to struggle to achieve their teaching and learning objectives due to the prolonged acquisition of adequate infrastructure and technology for their classrooms. Nevertheless, certain educators are worsening the issue of insufficient digital resources and infrastructure by misusing school devices for personal gain. Evidently, interview findings indicated that some teachers utilize the provided Wi-Fi for obtaining and sharing information with students as part of internet integration, while others frequently employ it for personal activities such as video blogging, WhatsApp, Facebook, and TikTok.

The leadership of the schools and their success were significant implications of the study being examined. The collected data indicated that two chosen schools implemented a distributed leadership style effectively. This leadership style prompted school leaders to consistently modify their approach to meet the demands of their staff and students. Conversely, one school employed the instructional leadership model, stipulating that no financial transactions may occur in the absence of the principal on school grounds. For instance, when a photocopier malfunctions, the entire school personnel must await the school head to restore functionality to the equipment.

8. Conclusion

The study investigated how can school leadership effectively manage education in the Morden era. From the research conducted, a majority of school leaders, which included the school principal, the deputy principal, the departmental heads, and the SMT teachers had varying experiences on how to manage school effectively in the modern era categorized by technological advancements. From the research conducted it was evident that the location of the school played a huge role in the school attaining its technological and infrastructure objective. The research also showed that the department of education needs to support schools with provision of more resources which includes, instructional materials, infrastructure, technological digital tools, and workshops that would facilitate the incorporation of technology in the modern era.

Because the study was only conducted in three school under the CSD, the study sample was only limited to a specific population and not all schools within the CSD. As such, one cannot generalize that the results from the selected schools are the same as all the schools within the CSD. Furthermore, time was another crucial factor in this study. A majority of selected participants were unavailable at scheduled times which meaning that another time was rescheduled. This meant that the time allocated to complete the study was delayed.

Because this study is conducted in the CSD only, further research can be conducted in other education districts in Limpopo province and even in South Africa as a whole to ascertain whether the research findings of this study can be achieved in other education districts across South Africa.

In terms of recommendations, the study under investigation revealed that most school leaders have different experiences on how to incorporate technology into their schools while some teachers are reluctant to employ technology in their everyday teaching and learning. To remedy this, school leaders should prioritize and invest in continuous professional development for their educators. Continuous professional development in the form of organizing workshop training sessions that would be used to assist educators and leaders to effectively incorporate technology and ICT into administrative tasks and teaching. Furthermore, the study under investigation indicated that insufficient finance and inadequate infrastructure were among the obstacles schools encountered in incorporating technology in the modern day. To tackle this challenge, it is advisable for school leaders to cultivate relationships and pursue partnerships with private enterprises and NGOs to secure funding and grants that would facilitate the acquisition of necessary infrastructure and technological tools, thereby compensating for deficiencies in the education department.

Acknowledgements

The researchers would like to express their gratitude to the research participants for their valuable contributions to this study. The researchers furthermore want to express their gratitude to the Limpopo Department of Basic Education for permitting them to do research in their schools.

Funding

The existence of a financing entity for this research is not mentioned anywhere.

Conflict of interest

No conflict of interest was declared for this study.

Author details

Valesa Moshibudi Letswalo* and Lesiba Lesley Motseta
University of South Africa, Polokwane, South Africa

*Address all correspondence to: 61148776@mylife.unisa.ac.za

References

[1] Reimers FM. Implementing Deeper Learning and 21st Century Education Reforms: Building an Education Renaissance after a Global Pandemic. Switzerland: Springer Nature; 2021

[2] Kunacheva N, Niyomves B, Kenaphoom S. Innovative strategies and future trends: The next paradigm of education management. In: Modern Management Science Practices in the Age of AI. New York: IGI Global; 2024. pp. 181-210

[3] AlAjmi MK. The impact of digital leadership on teachers' technology integration during the COVID-19 pandemic in Kuwait. International Journal of Educational Research. 2022;**112**:101928

[4] Fauzi F, Tuhuteru L, Sampe F, Ausat AM, Hatta HR. Analysing the role of ChatGPT in improving student productivity in higher education. Journal on Education. 2023;**5**(4):14886-14891

[5] McCarthy AM, Maor D, McConney A, Cavanaugh C. Digital transformation in education: Critical components for leaders of system change. Social Sciences and Humanities Open. 2023;**8**(1):100479

[6] Yufarika SD. Tantangan Dunia Pendidikan Dan Implikasinya Terhadap Perubahan Kebijakan. Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam. 2023;**2**(2):156-161

[7] Kwatubana S. The Role of Principals as Instructional Leaders in the Implementation of ICT Curriculum in South African Public Schools. Sofia, Bulgaria: Bulgarian Comparative Education Society; 2023

[8] National Planning Commission. National Development Plan Vision 2030. 2020. Available from: https://www.po.gov.za/news/Documents/NPC%20National%20Development%20Plan%20Vision%202030%20-lo-res.pdf,Pretoria

[9] Qaddumi H, Bartram B, Qashmar AL. Evaluating the impact of ICT on teaching and learning: A study of Palestinian students' and teachers' perceptions. Education and Information Technologies. 2021;**26**(2):1865-1876

[10] Blaskó Z, Costa PD, Schnepf SV. Learning losses and educational inequalities in Europe: Mapping the potential consequences of the COVID-19 crisis. Journal of European Social Policy. 2022;**32**(4):361-375

[11] Di Pietro G, Biagi F, Costa P, Karpiński Z, Mazza J. The Likely Impact of COVID-19 on Education: Reflections Based on the Existing Literature and Recent International Datasets. Luxembourg: Publications Office of the European Union; 2020

[12] Maphosa V, Maphosa M. African higher education institution's response to COVID-19: A bibliometric analysis and visualisation study. Cogent Education. 2023;**10**(2):2273002

[13] Mhlanga D, Moloi T. COVID-19 and the digital transformation of education: What are we learning on 4IR in South Africa? Education Sciences. 2020;**10**(7):180

[14] Ngobe A. Challenges in the Adoption of Information and Communication Technology at Selected Schools in the Mpumalanga Province. Mpumalanga, South Africa: University of South Africa; 2023

[15] Rugube T, Mthethwa-Kunene KE, Maphosa C. Prospects of harnessing

technology for E-learning in higher education in the kingdom of Eswatini. Journal of Social Science and Humanities. 2020;**3**(6):01-09

[16] Ogegbo AA, Ramnarain U. A systematic review of computational thinking in science classrooms. Studies in Science Education. 2022;**58**(2):203-230

[17] Department of Basic Education. Curriculum Assessment and Policy Statement. Pretoria: Department of Basic Education; 2024

[18] Bano S, Bashir I, Naseem A, Akhter M. Effect of principal's emotional intelligence practices on teachers' organizational commitment in Pakistan. Journal of Asian Development Studies. 2023;**12**(4):426-437

[19] Savvidou S, Konteos G, Giannakopoulos V, Giannakopoulos L. Educational organizations ans role of management in improving primary educational quality performance. Journal of System and Management Science. 2023;**13**(2):437-450

[20] Mthanti BJ, Msiza P. The role of the school principal in the professional development of teachers for the 21st century education. Cogent Education. 2023;**10**(2):2267934

[21] Donkoh R, Lee WO, Donkor J, Twerefoo PO, Boateng SA, Akotey MK. Exploring the impact of quality education management on pupils' academic performance. A case study of basic schools in Ghana. International Journal of Educational Development in Africa. 2023;**8**(1):24

[22] Van Greunen D, Kativu K, Veldsman A, Botha J. Enhancing ICT Readiness of Schools in South Africa. South Africa: Department of Science and Innovation Policy Brief; 2021

[23] Hamzah NH, Nasir MK, Wahab JA. The effects of principals' digital leadership on teachers' digital teaching during the COVID-19 pandemic in Malaysia. Journal of Education and E-Learning Research. 2021;**8**(2):216-221

[24] Kurniawan DR, Purnama Y, Riady Y, Zaakiyyah HK. Technology integration in educational management: Its impact on community participation. Jurnal Terobosan Peduli Masyarakat (TIRAKAT). 2024;**1**(1):10-20

[25] Myende PE, Nhlumayo BS. Enhancing parent–teacher collaboration in rural schools: Parents' voices and implications for schools. International Journal of Leadership in Education. 2022;**25**(3):490-514

[26] Fray L, Jaremus F, Gore J, Miller A, Harris J. Under pressure and overlooked: The impact of COVID-19 on teachers in NSW public schools. The Australian Educational Researcher. 2023;**50**(3):701-727

[27] Rana K, Greenwood J, Henderson R. Teachers' experiences of ICT training in Nepal: How teachers in rural primary schools learn and make progress in their ability to use ICT in classrooms. Technology, Pedagogy and Education. 2022;**31**(3):275-291

[28] Dhakal RK, Pant BP. Current status of SERU-ICT in teacher education curricula in Nepal. Regional Seminar for UNESCO RDTC Network. 2015. pp. 1-18

[29] Wang MJ, Yang LZ, Chen TL. The effectiveness of ICT-enhanced learning on raising intercultural competencies and class interaction in a hospitality course. Interactive Learning Environments. 2023;**31**(2):994-1006

[30] Katemba CV. Teachers' perceptions in implementing technologies in language teaching and learning. Acuity: Journal of English Language Pedagogy, Literature and Culture. 2020;**5**(2):123-136

[31] Fatimah M, Fatoni MH, Santoso B, Syarifuddin H. School administration: The key to success in modern educational management. Journal of Loomingulisus Ja Innovatsioon. 2024;**1**(3):141-149

[32] Greyling J. Coding unplugged—A guide to introducing coding and robotics to south African schools. In: Transforming Entrepreneurship Education: Interdisciplinary Insights on Innovative Methods and Formats. Switzerland: Springer; 2023. pp. 155-174

[33] Edmonds R. A Discussion of the Literature and Issues Related to Effective Schooling. Cambridge, MA: Centre for Urban Studies, Harvard Graduate School of Education; 1979b. Retrieved March 12, 2004 from ERIC Document Reproduction Service No. ED13561

[34] Ghamrawi N, Shal T, Ghamrawi NA. Exploring the impact of AI on teacher leadership: Regressing or expanding? Education and Information Technologies. 2024;**29**(7):8415-8433

[35] Schoch K, Burkholder G, Cox K, Crawford L, Hitchcock J. Research design and methods: An applied guide for the scholar-practitioner. In: Selected Research Designs and Approaches. USA: SAGE Publications, Inc; 2020. pp. 245-258

[36] Pervin N, Mokhtar M. The interpretivist research paradigm: A subjective notion of a social context. International Journal of Academic Research in Progressive Education and Development. 2022;**11**(2):419-428

[37] Yulianti T, Sulistyawati A. Enhancing public speaking ability through focus group discussion. JURNAL PAJAR (Pendidikan Dan Pengajaran). 2021;**5**(2):287-295

[38] Thomas FB. The role of purposive sampling technique as a tool for informal choices in a social sciences in research methods. Just Agriculture. 2022;**2**(5):1-8

[39] Kleinheksel AJ, Rockich-Winston N, Tawfik H, Wyatt TR. Demystifying content analysis. American Journal of Pharmaceutical Education. 2020;**84**(1):7113

[40] Lester JN, Cho Y, Lochmiller CR. Learning to do qualitative data analysis: A starting point. Human Resource Development Review. 2020;**19**(1):94-106

[41] Heaton J. Pseudonyms are used throughout a footnote, unpacked. Qualitative Inquiry. 2022;**28**(1):123-132

Chapter 5

Exploring Educational Leadership and Management in the Modern Era: A Descriptive Approach

Gboyega Ayodeji Aladesusi and Simeon Oluniyi Ariyo

Abstract

This chapter explores the role of educational leadership and management in the modern era, focusing on how leadership techniques and decision-making procedures influence school culture and student achievement. The findings reveal that common leadership techniques, including collaborative, transformational, instructional, supportive, and democratic approaches, have a significant impact on student performance in contemporary schools. Furthermore, decision-making processes were found to have a statistically significant influence on school culture, with strong evidence indicating that leadership practices shape the overall environment of educational institutions. Both teachers and students perceive effective decision-making as a critical factor in fostering a positive school climate and improving student outcomes. The integration of various leadership styles, such as collaboration and transformational leadership, plays a pivotal role in cultivating a supportive and inclusive school culture, which, in turn, enhances academic success. This study highlights the importance of strategic leadership in shaping educational environments and underscores the need for leaders to adopt diverse and inclusive leadership strategies to optimize student achievement in the modern educational landscape.

Keywords: educational leadership, school culture, leadership techniques, decision-making, student achievement, modern schools

1. Introduction

In the contemporary world, education serves as a cornerstone of societal development, shaping individuals and communities to meet the challenges and opportunities of the twenty-first century. As educational systems evolve, so too must the approaches to their leadership and management. Traditional, hierarchical models are increasingly giving way to more inclusive, innovative, and technology-driven frameworks. These changes highlight the critical role of educational leadership in driving institutional success and fostering environments conducive to learning and growth [1]. Educational leadership and management are central to navigating the demands of modern society, which include rapid technological advancements, globalization, and the need for equity and inclusivity in education.

Educational institutions are now deeply interconnected with societal and economic systems, requiring leaders to adopt adaptive, forward-thinking strategies that address the diverse needs of students, staff, and stakeholders [2]. Leadership is no longer confined to administrative efficiency; it encompasses visionary approaches that inspire innovation, collaboration, and sustainable development. This shift in focus underscores the importance of rethinking leadership in response to the dynamic nature of education in the twenty-first century. One significant trend reshaping educational leadership is the integration of technology. The digital age has introduced tools and platforms that revolutionize teaching, learning, and administration. From learning management systems to artificial intelligence, these technologies have expanded educational possibilities while presenting unique challenges. Leaders must possess the skills to effectively leverage these tools to enhance learning outcomes and institutional efficiency [3]. Moreover, technology has redefined communication within and beyond educational institutions, requiring leaders to foster digital literacy and create tech-enabled learning environments.

Globalization has further influenced the landscape of educational leadership. The interconnectedness of the modern world has resulted in diverse student populations with varying cultural, linguistic, and socioeconomic backgrounds. This diversity necessitates the adoption of culturally responsive and inclusive practices to ensure all learners feel valued and supported [4]. Additionally, globalization has heightened competition among educational institutions, driving the need for innovative leadership that prioritizes quality, relevance, and global competitiveness. Leaders must now balance local needs with global standards, crafting curricula and policies that prepare students for a globalized workforce while addressing community-specific challenges. The concept of leadership in education has also expanded to emphasize transformational and distributed leadership models. Transformational leadership inspires and motivates individuals to exceed expectations and achieve shared goals. In this model, leaders act as change agents, fostering a shared vision and empowering staff and students [5]. Distributed leadership, on the other hand, involves collaborative decision-making and shared responsibilities, leveraging the expertise and insights of diverse stakeholders to create an inclusive and participatory environment that enhances organizational performance [6].

Inclusivity and equity have become central themes in educational leadership. Leaders are increasingly tasked with addressing disparities in access, resources, and opportunities within their institutions. This requires implementing policies and practices that support marginalized groups and ensure that education serves as a vehicle for social justice and empowerment. Efforts to foster diversity demand a deep understanding of systemic barriers and a commitment to dismantling them through thoughtful, evidence-based interventions [7].

The modern era also emphasizes leadership development and capacity building in education. As the demands placed on educational leaders grow, so does the need for continuous professional development. Leaders must engage in lifelong learning to remain current with emerging trends, research, and best practices. Competencies in strategic planning, conflict resolution, financial management, and stakeholder engagement are crucial for navigating the complexities of modern educational leadership [8]. By investing in their professional growth, leaders can better address the evolving challenges of their roles and drive meaningful change within their institutions. Despite progress in redefining educational leadership, challenges persist. Resistance to change, resource limitations, and systemic inequities often hinder the implementation of innovative practices. Furthermore, the pressure to meet

standardized metrics can conflict with broader goals of holistic education. These challenges underscore the need for research that examines the lived experiences of educational leaders and the strategies they employ to overcome obstacles [9].

This study aims to explore contemporary practices in educational leadership and management, focusing on how they address the unique challenges of the modern era. By adopting a descriptive approach, it seeks to illuminate strategies employed by leaders to enhance institutional performance, promote innovation, and ensure the holistic development of learners. The findings will contribute to the growing body of knowledge on effective educational leadership, offering actionable insights for practitioners, policymakers, and researchers.

1.1 Educational leadership models

Educational leadership is a multifaceted concept that has been extensively explored in the literature, with various models offering insights into how leaders can effectively manage and improve educational institutions. One of the foundational models is the transformational leadership model, which emphasizes the importance of vision, inspiration, and the development of followers' potential [10]. This model suggests that leaders can effect change by motivating and inspiring educators to transcend their self-interests for the greater good of the institution. Another important model is instructional leadership, which is primarily concerned with improving teaching and learning processes within schools. According to research, instructional leaders focus on setting clear goals, managing the curriculum, and monitoring student progress to ensure high-quality education [11]. This model emphasizes the leader's role in fostering an environment conducive to effective teaching practices. The distributed leadership model posits that leadership should not be confined to a single individual but rather should be shared among various members of the educational community. Studies advocate for a more collaborative approach to leadership, where leadership responsibilities are distributed to teachers, administrators, and other stakeholders, creating a more dynamic and inclusive leadership structure [11].

The servant leadership model highlights the role of leaders as servants first, with a focus on serving the needs of their followers. This perspective suggests that the primary objective of leadership should be to empower others, with leaders serving as role models who emphasize empathy, listening, and the development of others' potential [12]. This model is particularly relevant in educational settings, where leaders are expected to prioritize the welfare and development of students and staff. Leadership for learning is another crucial framework that integrates the core principles of leadership with a focus on student outcomes. Scholars define leadership for learning as leadership that is focused on the quality of teaching and the overall learning environment [13]. This model encourages leaders to create an atmosphere of continuous improvement and innovation, placing student achievement at the heart of the leadership process. Finally, the authentic leadership model has gained attention in recent years for its focus on leaders being true to their values and beliefs, thus fostering trust and integrity in their organizations. Researchers suggest that authentic leaders are transparent, self-aware, and consistently act in line with their moral and ethical principles, which in turn promotes a positive organizational culture [14].

In conclusion, the study of educational leadership models offers a wide range of perspectives on how leaders can effectively guide schools and educational institutions. Each model has its strengths and applications, and the most effective

educational leaders are those who can integrate these models to meet the unique needs of their institutions and foster a culture of continuous improvement.

1.2 Impact of technology on educational leadership

The rapid evolution of technology has significantly reshaped educational leadership, influencing how leaders manage schools, engage stakeholders, and drive instructional improvement. Technology has enhanced leadership practices, enabling leaders to address challenges more efficiently while fostering innovation in teaching and learning processes. One of the most notable impacts of technology on educational leadership is the enhancement of communication and collaboration. Technological tools such as email, video conferencing, and learning management systems have streamlined communication among educators, students, and parents, fostering a more connected and collaborative educational environment, particularly in large or geographically dispersed institutions [15].

Technology has also facilitated data-driven decision-making. Digital platforms and analytics tools allow leaders to collect, analyze, and interpret data related to student performance, teacher effectiveness, and institutional progress. Data-driven leadership enables school administrators to make informed decisions tailored to the specific needs of their institutions, ultimately improving outcomes for all stakeholders [16]. The emergence of technology has further transformed instructional leadership, with leaders increasingly expected to act as digital role models. Educational leaders must demonstrate proficiency in technology to inspire staff and students to integrate digital tools into their teaching and learning practices. They play a critical role in fostering a culture of technological innovation, ensuring professional development opportunities for teachers, and guiding the implementation of new technologies [17].

Moreover, technology has introduced opportunities for personalized professional development for educators. Through online platforms and virtual workshops, leaders can provide tailored training to teachers based on their unique needs and areas of growth. This flexibility enhances teacher efficacy and aligns professional development efforts with institutional goals [18]. However, the integration of technology also presents challenges, such as addressing the digital divide and ensuring equitable access to technological resources. Disparities in access to technology can exacerbate existing inequities in education, requiring leaders to adopt strategic measures to bridge these gaps [19]. Leaders must advocate for policies and initiatives that promote equitable access to digital tools and internet connectivity for all students and staff.

Finally, technology has redefined crisis management and organizational resilience in educational leadership. The COVID-19 pandemic highlighted the importance of technology in maintaining educational continuity during disruptions. Leaders who effectively utilized technology for remote learning and virtual engagement demonstrated greater adaptability and resilience in the face of unprecedented challenges [20].

In conclusion, technology has profoundly influenced educational leadership, offering both opportunities and challenges. Effective leaders must embrace technology as a transformative tool, leveraging its potential to enhance communication, drive data-informed decisions, promote equity, and support continuous improvement. By doing so, they can navigate the complexities of the digital age and foster a more inclusive and innovative educational environment.

1.3 Culturally responsive leadership

Culturally responsive leadership has emerged as a vital framework for addressing diversity and promoting equity within educational institutions. It emphasizes the need for leaders to recognize, respect, and respond to the cultural contexts of their school communities, ensuring that all students feel valued and supported [21]. At the core of culturally responsive leadership is the commitment to equity and inclusion. Leaders must address systemic inequities by fostering inclusive policies, practices, and curricula. Culturally responsive leaders actively work to disrupt oppressive structures by advocating for marginalized students and creating environments that celebrate cultural diversity [22]. This approach requires leaders to possess cultural competence and the ability to engage meaningfully with diverse stakeholders.

Another critical aspect is the engagement with families and communities. By partnering with families and leveraging the cultural assets of communities, leaders can enhance the educational experiences of students. The importance of reciprocal relationships where families and communities are viewed as co-educators rather than passive participants has been emphasized [23]. This collaborative approach strengthens trust and ensures that leadership decisions align with the cultural values and needs of the community. Identity consciousness is also a hallmark of culturally responsive leadership. Leaders must reflect on their own cultural identities, biases, and privileges to effectively address the needs of diverse populations. Self-awareness is crucial for leaders to develop empathy and avoid perpetuating stereotypes or cultural misunderstandings [23]. This reflective practice enables leaders to model inclusive behaviors and create culturally affirming spaces.

Culturally responsive leaders also prioritize culturally sustaining pedagogy by supporting educators in integrating students' cultural backgrounds into the curriculum. Culturally sustaining practices go beyond mere inclusion, aiming to sustain and enrich cultural identities while fostering academic success [24]. Leaders play a pivotal role in providing professional development opportunities that equip teachers with the skills to implement these practices effectively.

In addition, transformative leadership is a vital component of culturally responsive leadership, as it challenges leaders to address issues of power and privilege in education. The need for leaders to act as agents of change, dismantling inequitable structures and fostering social justice in schools, has been underscored [25]. This involves a proactive approach to challenging discriminatory policies and advocating for equity-oriented reforms. Recent research also highlights the role of culturally responsive leadership during crises, such as the COVID-19 pandemic. Culturally responsive leaders adapted to the unique needs of diverse communities during the pandemic by ensuring equitable access to technology, resources, and support [26]. In conclusion, culturally responsive leadership is an essential framework for fostering equitable and inclusive educational environments. By embracing cultural diversity, engaging with communities, and advocating for systemic change, leaders can create schools that celebrate and sustain the identities of all students, ultimately improving educational outcomes and promoting social justice.

1.4 Leadership and organizational performance

Leadership plays a pivotal role in shaping organizational performance by influencing decision-making, team dynamics, and overall strategic direction. Effective leadership fosters a conducive environment for achieving organizational goals,

driving innovation, and enhancing employee engagement [27]. A significant aspect of leadership's impact on organizational performance lies in transformational leadership. Transformational leaders inspire and motivate their teams to exceed expectations by fostering a shared vision and encouraging innovation. Transformational leadership positively influences organizational performance by enhancing employee commitment and fostering a culture of continuous improvement [28].

Leadership styles also significantly affect organizational outcomes. For instance, servant leadership emphasizes the well-being and growth of employees, leading to higher satisfaction and productivity levels. Servant leadership practices contribute to better organizational performance by fostering trust and collaboration [29]. Similarly, participative leadership, which involves employees in decision-making processes, has been shown to enhance performance by increasing employee ownership and accountability [30]. Another critical factor is the role of strategic leadership in navigating change and uncertainty. Strategic leaders focus on aligning organizational goals with external demands, ensuring long-term sustainability. Strategic leadership theories underscore the importance of leaders' cognitive abilities and values in shaping organizational strategies and outcomes [31].

Leadership is also instrumental in fostering a positive organizational culture, which directly influences performance. Leaders who prioritize ethical practices, inclusivity, and employee well-being create environments where employees feel valued and motivated. Organizational culture is often a reflection of leadership, with effective leaders driving cultural transformation to achieve superior results [32]. Moreover, emotional intelligence (EI) has emerged as a critical attribute for effective leadership. Leaders with high emotional intelligence are better equipped to manage relationships, handle stress, and make informed decisions, all of which contribute to improved organizational performance. Emotionally intelligent leaders can foster stronger team cohesion and adaptability, particularly in dynamic environments [33].

Recent studies also highlight the role of leadership in promoting organizational innovation [34]. Leaders who encourage creativity and risk-taking enable organizations to stay competitive in rapidly changing markets. Innovative leadership positively impacts organizational performance by facilitating knowledge sharing and fostering an adaptive culture [35]. Finally, the relationship between leadership and organizational performance is moderated by factors such as industry type, organizational size, and external environment. Leaders must adapt their approaches to align with specific organizational contexts to maximize performance outcomes [36]. In conclusion, leadership significantly influences organizational performance through its impact on employee engagement, innovation, decision-making, and culture. By adopting effective leadership practices, organizations can enhance their ability to achieve strategic objectives and maintain competitiveness in an ever-evolving landscape.

1.5 Challenges and opportunities in modern educational leadership

The field of educational leadership is evolving to address the demands of increasingly complex and dynamic educational systems. Leaders face significant challenges, including rapid technological advancements, shifting societal expectations, and diverse student needs. At the same time, these challenges present opportunities for innovation, inclusivity, and transformative leadership practices.

One of the foremost challenges in educational leadership is the integration of technology into teaching, learning, and administration. Leaders must navigate the complexities of digital transformation, including adopting new technologies, training

teachers, and addressing the digital divide [37]. Although technology offers immense potential to enhance learning, inadequate infrastructure and resistance to change among stakeholders often hinder its effective implementation [38].

Educational leaders must also address the growing diversity in schools and colleges, encompassing cultural, linguistic, and socioeconomic differences among students [39]. Creating inclusive learning environments requires promoting equity, embracing multicultural education, and challenging systemic biases. However, limited resources and insufficient training frequently make achieving these goals difficult [40]. Additionally, the emphasis on accountability driven by standardized testing and performance metrics places immense pressure on leaders. While these measures aim to improve outcomes, they often lead to a narrow focus on test scores at the expense of holistic education [41]. Balancing these demands with fostering creativity, critical thinking, and social-emotional learning is an ongoing challenge.

Burnout and high turnover rates among educational leaders pose another significant issue. The increasing demands of the role, coupled with limited support systems, often result in diminished job satisfaction and reduced effectiveness [42]. Furthermore, global crises such as the COVID-19 pandemic have complicated leadership further, as leaders had to transition to remote learning, ensure student well-being, and address learning losses, highlighting the need for adaptive and resilient leadership [43].

Despite these challenges, modern educational leadership offers significant opportunities. The complexities of contemporary education have paved the way for innovative leadership models, such as transformational, distributed, and servant leadership, which emphasize collaboration, empowerment, and ethical practices [40, 41]. Technological advancements, although challenging, also provide opportunities for enhancing leadership effectiveness. Educational leaders can leverage data analytics, virtual platforms, and artificial intelligence to improve decision-making, personalize learning, and streamline administrative tasks [43].

Leadership in modern education increasingly emphasizes inclusivity and equity. By implementing policies and practices that address systemic inequities, celebrate diversity, and ensure all students have access to quality education, leaders can foster a sense of belonging and improve student outcomes. Collaboration among educators is critical for addressing the challenges of modern education. Leaders can facilitate professional learning communities (PLCs) to promote shared knowledge, support teacher development, and improve instructional practices [40]. These communities also serve as platforms for fostering innovation and sustaining school improvement efforts. Moreover, the unpredictability of global events underscores the importance of resilience and adaptability in leadership. Leaders who embrace adaptive practices are better equipped to navigate crises and implement long-term solutions, including flexible planning, stakeholder engagement, and leveraging community resources [41].

The duality of challenges and opportunities in modern educational leadership reflects the complexity of leading in contemporary contexts. While technological advancements, diversity, and accountability pressures pose significant hurdles, they also provide opportunities for innovation, inclusivity, and transformative leadership. By adopting forward-thinking practices and leveraging emerging opportunities, educational leaders can navigate the complexities of modern education and drive positive change. Hence, this chapter measured the relationship between common leadership techniques and student achievement in modern schools; assessed the impact of decision-making procedures on the school culture, using statistical analysis of leadership practices; explored educational leaders' perspectives on the leadership techniques

they employ and their perceived effectiveness in promoting a positive school culture; and investigated teachers' and students' views on how decision-making processes by school leaders influence student performance and the overall school environment.

Research questions

The following research questions were answered:

1. What is the relationship between common leadership techniques and student achievement in modern schools?

2. How do decision-making procedures influence school culture, as revealed through statistical analysis of leadership practices?

3. What leadership techniques do educational leaders employ to promote a positive school culture?

4. What are teachers' and students' views on how decision-making processes by school leaders influence student performance and the overall school environment?

2. Methodology

The study employed a descriptive research design to explore educational leadership and management in the modern era, specifically examining the strategies, challenges, and opportunities encountered by leaders in contemporary educational settings. This design was selected for its capacity to offer a comprehensive exploration of current practices while also aligning them with emerging trends in leadership and management.

The target population for the study included educational leaders, administrators, and stakeholders from primary schools, secondary schools, and tertiary institutions in Nigeria. Specifically, the population consisted of 1000 educational leaders (such as principals, head teachers, and deans), 5000 teachers from primary and secondary schools, and 500 administrators from tertiary institutions across various regions of Nigeria.

A stratified random sampling technique was applied to ensure adequate representation from various educational levels, geographic locations, and types of institutions within the country. This method allowed for a balanced sample across different educational sectors, ensuring that the findings could be generalized to the broader context of Nigerian education. The study adopted a mixed-methods approach, combining both quantitative and qualitative data collection techniques to provide a comprehensive understanding of the subject matter. Quantitative data were gathered using structured questionnaires designed to gather information on leadership practices, management strategies, and the influence of technology and globalization on educational leadership. The questionnaires employed a Likert scale format to capture participants' perceptions and attitudes and the extent to which modern leadership models have been adopted in their institutions.

For the qualitative component, semi-structured interviews were conducted with a carefully selected group of 40 educational leaders (including 10 principals, 10 head teachers, and 20 deans and department heads) from a variety of institutions. These interviews provided deeper insights into the personal experiences, challenges, and innovative practices of the leaders, shedding light on the nuanced realities of

educational leadership in contemporary settings. Data analysis was carried out using both statistical and thematic analysis techniques. Quantitative data were processed through descriptive and inferential statistics, including frequency distributions, means, standard deviations, and correlation analyses, in order to identify patterns, trends, and relationships among key variables. Qualitative data were analyzed using thematic analysis, where responses were coded and categorized to identify recurring themes and perspectives related to leadership practices and management strategies.

Ethical considerations were a key priority throughout the study. Participants were fully informed of the study's objectives and assured of their right to withdraw at any point without any consequences. Informed consent was obtained from all participants, and strict confidentiality measures were implemented to protect their identities and ensure the privacy of the data collected.

2.1 Study location

Nigeria's six geopolitical zones—North Central, North East, North West, South East, South South, and South West—were all included in the study. Nigeria's basic, secondary, and university educational systems are complicated and diverse. Educational leadership and management practices are influenced by distinct socioeconomic, political, and technological factors in each geopolitical zone. A variety of public and private institutions, each with unique opportunities and problems, make up the nation's educational landscape. In order to investigate modern leadership and management techniques, the study concentrated on educational leaders, administrators, and stakeholders from these three educational levels.

2.2 Participants

An extensive population of educational leaders, administrators, and stakeholders from primary, intermediate, and tertiary educational institutions throughout Nigeria made up the study's intended population. A wide range of people working in educational leadership and management were included in the sample, which was carefully chosen based on gender, location, age, and educational attainment to guarantee a thorough representation.

In particular, 1000 educational leaders—principals, head teachers, and deans—who play a crucial role in establishing institutional policies, supervising academic programs, and running day-to-day operations at schools were included in the study. In order to guarantee participation from Nigeria's six geopolitical zones, this group was assembled from a variety of geographical areas. In order to provide a fair viewpoint on leadership methods, the selection process also took gender diversity into consideration, guaranteeing participation from both male and female leaders.

The survey comprised 5000 instructors from elementary and secondary schools, acknowledging their critical role in classroom management, educational policy implementation, and student learning results. To take into consideration geographical differences in educational experiences and problems, participants were selected from both urban and rural areas. Their varied educational backgrounds, which represented differing degrees of professional growth, spanned from graduates with degrees to master's degree holders.

Additionally, 500 postsecondary administrators were recognized for their important contributions to institutional administration, policy creation, and higher education governance. These administrators represented varying degrees of experience

and proficiency in educational administration and were selected from universities, colleges of education, and polytechnics. With participants ranging from seasoned administrators to early-career professionals, age diversity was also taken into consideration, enabling an examination of generational perspectives on leadership and management.

Participants were chosen from each of Nigeria's six geopolitical zones—North Central, North East, North West, South East, South South, and South West—to guarantee a representative and balanced sample. This method was crucial for gathering a variety of viewpoints on management techniques, leadership philosophies, and the effects of modern educational trends in Nigeria's dynamic and changing educational environment.

2.3 Research instruments

The research instruments employed in this study encompassed both quantitative and qualitative methods to ensure a comprehensive exploration of educational leadership and management practices in Nigeria. For the quantitative component, structured questionnaires were meticulously designed to collect data on leadership practices, management strategies, and the influence of technology and globalization on educational leadership. These questionnaires utilized a Likert scale format, enabling participants to express their perceptions and attitudes and the extent to which modern leadership models have been integrated into their institutions. The use of a Likert scale facilitated the quantification of subjective opinions, allowing for statistical analysis and meaningful comparisons across different categories of respondents.

The structured questionnaire was developed by the researchers based on a thorough review of existing literature on educational leadership and management. It incorporated validated constructs from previous studies while adapting certain items to align with the specific context of educational institutions in Nigeria. The questionnaire was divided into distinct sections, each addressing a key aspect of leadership and management: leadership style, decision-making processes, technology integration, globalization influences, and institutional challenges. Each section contained items formulated in a manner that ensured clarity and ease of response, with a four-point or five-point Likert scale used to capture variations in perceptions and attitudes.

To establish the validity and reliability of the questionnaire, a panel of experts in educational leadership and research methodology reviewed the items to ensure content relevance and clarity. A pilot study was conducted with a small sample of respondents to assess the instrument's reliability and internal consistency, leading to necessary refinements before full-scale data collection.

In addition to the structured questionnaires, the study incorporated a qualitative component through semi-structured interviews, providing a deeper and more nuanced understanding of educational leadership dynamics. A carefully selected group of 40 educational leaders participated in these interviews, including 10 principals, 10 head teachers, and 20 deans and department heads from diverse educational institutions. These interviews were strategically designed to elicit detailed responses on personal experiences, challenges, and innovative leadership practices.

The semi-structured interview protocol was developed by the researchers based on key themes identified in the literature and the study's research objectives. Open-ended questions were formulated to explore leadership challenges, decision-making strategies, the role of technology, and the impact of globalization on institutional

management. The interview guide allowed for flexibility, enabling respondents to elaborate on their experiences and providing room for follow-up questions based on their responses.

By engaging directly with educational leaders, the study captured rich narratives that offered valuable context to the quantitative findings. The qualitative data provided insights into the complexities of decision-making, institutional management, and the evolving role of leadership in an era shaped by technological advancements and globalization. Together, these research instruments ensured a holistic investigation into the realities of educational leadership, offering both measurable trends and in-depth perspectives on contemporary challenges and opportunities in the field.

2.4 Validity and reliability

The validity and reliability of the research instruments were carefully examined to ensure the credibility and accuracy of the data collected. For the *quantitative questionnaire*, validity was established through expert review and a pilot study. A panel of experts in educational leadership and research methodology assessed the questionnaire for content validity, ensuring that the items accurately reflected key dimensions of leadership practices, management strategies, and the influence of technology and globalization. Construct validity was also considered by aligning questionnaire items with established theories and prior research in educational leadership.

To ensure *reliability*, a pilot study was conducted with a small sample of respondents who were not part of the main study. The responses were analyzed using Cronbach's alpha to measure internal consistency. Items with low reliability were either modified or removed to enhance the overall reliability of the instrument. This process ensured that the questionnaire would produce consistent results when applied to the larger sample.

2.5 Data collection process

The data collection involved both *quantitative surveys* and *qualitative interviews*. The structured questionnaire was distributed to participants through both online and paper-based formats, ensuring accessibility for respondents across different institutions. Participants were given clear instructions on how to complete the questionnaire, and confidentiality was assured to encourage honest responses. The researchers also conducted follow-ups to maximize the response rate and ensure data completeness. For the *qualitative component*, semi-structured interviews were conducted in a *face-to-face setting* where possible, while some participants opted for virtual interviews via Zoom or Google Meet due to logistical constraints. The interview settings were carefully arranged to ensure privacy and minimize external distractions, allowing participants to share their experiences freely. Each interview session lasted approximately *30–45 minutes*, and responses were recorded (with participant consent) for later transcription and thematic analysis. The interview guide included open-ended questions covering leadership challenges, decision-making strategies, the impact of technology, and globalization in educational institutions.

By employing a rigorous validation process for the questionnaire, a structured approach to data collection, and a well-organized interview setting, the study ensured that the findings were both reliable and reflective of the realities of educational leadership in Nigeria.

2.6 Data analysis techniques

The study employed both quantitative and qualitative data analysis techniques to ensure a comprehensive understanding of educational leadership and management practices in Nigeria. Quantitative data collected through structured questionnaires were analyzed using descriptive and inferential statistical methods. Descriptive statistics, including mean, standard deviation, frequency, and percentage distributions, were used to summarize participants' responses, providing insights into leadership practices, management strategies, and the influence of technology and globalization. To assess the reliability of the instrument, Cronbach's alpha coefficient was computed, ensuring internal consistency of the questionnaire items. Inferential statistics such as correlation analysis were used to examine relationships between key variables like leadership style, technology integration, and institutional effectiveness, while regression analysis assessed the predictive influence of leadership practices on institutional performance and adaptation to globalization. Additionally, ANOVA (Analysis of Variance) was conducted to determine significant differences in leadership perceptions based on demographic variables such as years of experience, institutional type, and managerial roles. All statistical analyses were performed using SPSS (Statistical Package for the Social Sciences) version 27 to ensure precision and accuracy in computation.

For the qualitative component, thematic analysis was employed to extract meaningful insights from the semi-structured interviews. The process began with data transcription, where all interview recordings were transcribed verbatim to accurately capture participants' responses. This was followed by a systematic coding process that identified recurring themes related to leadership challenges, decision-making strategies, and technology integration. These codes were then categorized into broader themes such as "Leadership Adaptation to Technology," "Challenges in Educational Management," and "Globalization's Influence on Leadership." To enhance the depth of analysis, interpretation, and triangulation were conducted, allowing qualitative findings to be compared with quantitative results, thereby ensuring a comprehensive understanding of the research questions. This triangulation process validated insights from different data sources, strengthening the credibility of the study. NVivo software was used to facilitate efficient coding and organization of emerging themes, ensuring rigor in the qualitative data analysis. By integrating both statistical and thematic analytical techniques, the study provided a holistic perspective on educational leadership and management, combining measurable trends with in-depth contextual insights.

3. Results

3.1 Findings from quantitative study

3.1.1 Relationship between common leadership techniques and student achievement in modern schools

Table 1 presents the mean and standard deviation (SD) values for four leadership techniques as assessed by administrators and teachers, providing insights into the perceived effectiveness of these leadership styles in modern schools. Transformational leadership received the highest ratings, with administrators scoring it at 4.2 (SD = 0.6) and teachers at 4.1 (SD = 0.5). Both groups strongly agree that

Leadership technique	Administrators (Mean ± SD)	Teachers (Mean ± SD)
Transformational Leadership	Mean: 4.2 ± 0.6	Mean: 4.1 ± 0.5
Instructional Leadership	Mean: 4.0 ± 0.7	Mean: 3.9 ± 0.6
Participative Leadership	Mean: 3.8 ± 0.8	Mean: 3.7 ± 0.7
Distributed Leadership	Mean: 3.5 ± 0.9	Mean: 3.6 ± 0.8

Table 1.
Relationship between common leadership techniques and student achievement in modern schools.

transformational leadership, which focuses on motivation, inspiration, and fostering a positive change in school culture, significantly contributes to student achievement. The relatively low standard deviations suggest a high level of consensus among both administrators and teachers regarding its effectiveness.

Instructional leadership ranked second, with administrators rating it 4.0 (SD = 0.7) and teachers 3.9 (SD = 0.6). Both groups recognize the importance of instructional leadership, which focuses on improving teaching practices, aligning curricula with student needs, and enhancing student learning outcomes. The slight difference between administrators' and teachers' mean scores indicates a shared understanding of its importance, although the scores are slightly lower than those for transformational leadership. The standard deviations show moderate agreement, with administrators exhibiting a slightly wider range of opinions.

Participative leadership, which involves engaging teachers in decision-making processes, was rated lower than both transformational and instructional leadership. Administrators gave it a mean of 3.8 (SD = 0.8), while teachers rated it 3.7 (SD = 0.7). This indicates that while it is still viewed as an important leadership style, its impact on student achievement is considered less significant. The relatively larger standard deviations reflect a wider variation in responses, suggesting that the perceived effectiveness of participative leadership differs more among respondents.

Finally, distributed leadership, which distributes leadership responsibilities across various individuals within the school, received the lowest ratings. Administrators rated it at 3.5 (SD = 0.9), while teachers gave it a 3.6 (SD = 0.8). The scores indicate that although distributed leadership is recognized as beneficial, it is not considered as impactful as other leadership styles. The higher standard deviations, particularly among administrators, suggest that there is less agreement on its effectiveness in improving student achievement.

In conclusion, transformational leadership is seen as the most effective, followed by instructional leadership, with participative and distributed leadership styles considered somewhat less impactful. The standard deviations reflect varying degrees of consensus among respondents, with some leadership styles having stronger agreement on their effectiveness than others.

3.1.2 Decision-making procedures influence school culture, as revealed through statistical analysis of leadership practices

The analysis of decision-making procedures and their influence on school culture, based on the perceptions of 500 administrators and 400 teachers, reveals key insights into the effectiveness of various leadership practices. Participative decision-making, where stakeholders are actively involved in the decision-making process, received the highest ratings from both administrators (Mean: 4.3, SD: 0.5)

Decision-making procedure	Administrators (Mean ± SD)	Teachers (Mean ± SD)
Participative Decision-Making	4.3 ± 0.5	4.2 ± 0.6
Top-Down Decision-Making	3.6 ± 0.7	3.5 ± 0.8
Collaborative Decision-Making	4.0 ± 0.6	3.9 ± 0.7
Autocratic Decision-Making	3.2 ± 0.8	3.1 ± 0.9

Table 2.
Decision-making procedures influence school culture, as revealed through statistical analysis of leadership practices.

and teachers (Mean: 4.2, SD: 0.6). This indicates strong agreement that participative practices foster a positive and inclusive school culture, likely by promoting collaboration, trust, and a sense of shared responsibility. Collaborative decision-making, which emphasizes teamwork and shared problem-solving among leaders and staff, also scored highly, with administrators rating it at 4.0 (SD: 0.6) and teachers at 3.9 (SD: 0.7). These findings suggest that collaborative approaches significantly contribute to a supportive and cooperative school culture, though slightly less so than participative methods (**Table 2**).

In contrast, top-down decision-making, characterized by hierarchical leadership and limited input from staff, received moderate ratings. Administrators rated it at 3.6 (SD: 0.7) and teachers at 3.5 (SD: 0.8), indicating that while this approach is sometimes effective, it may not consistently foster a culture of inclusivity or engagement. Autocratic decision-making, where decisions are made unilaterally by leaders with minimal consultation, received the lowest ratings from both groups. Administrators rated it at 3.2 (SD: 0.8) and teachers at 3.1 (SD: 0.9), suggesting that such practices are generally viewed as less conducive to building a positive school culture. The higher standard deviations for this method indicate greater variability in perceptions, reflecting differing views on its impact. Overall, the data show that participative and collaborative decision-making procedures have the most positive influence on school culture, creating environments where staff feel valued and engaged. Conversely, top-down and autocratic methods, while occasionally effective, are less aligned with fostering a culture that supports collaboration and mutual respect. These findings underscore the importance of inclusive leadership practices in enhancing school culture.

3.1.3 Hypotheses testing

$HO_{1:}$ There is no significant relationship between common leadership techniques and student achievement in modern schools (**Table 3**).

The hypothesis (H0H_0H0) stating that there is no significant relationship among common leadership techniques and student achievement in modern schools was tested using the Pearson Product-Moment Correlation Coefficient (PPMC). The analysis considered four leadership techniques: transformational leadership, instructional leadership, participative leadership, and distributed leadership. Administrators and teachers rated these techniques, yielding closely aligned mean scores for both groups. The computed correlation coefficient (r = 0.969r = 0.969r = 0.969) indicates a very strong positive relationship between administrators' and teachers' ratings of these leadership techniques and their influence on student achievement. Additionally, the p-value (p = 0.031p = 0.031p = 0.031) is less than the standard significance level (α = 0.05\

Leadership technique	Administrators (Mean ± SD)	Teachers (Mean ± SD)	Pearson correlation coefficient (rrr)	p-value	Decision	Conclusion
Transformational Leadership	4.2 ± 0.6	4.1 ± 0.5				
Instructional Leadership	4.0 ± 0.7	3.9 ± 0.6				
Participative Leadership	3.8 ± 0.8	3.7 ± 0.7	0.969	0.031	Reject H0H_0H0	There is a significant relationship between common leadership techniques and student achievement in modern schools.
Distributed Leadership	3.5 ± 0.9	3.6 ± 0.8				

Table 3.
Relationship between common leadership techniques and student achievement in modern schools.

alpha = 0.05α = 0.05), leading to the rejection of the null hypothesis. This result confirms that common leadership techniques significantly impact student achievement in modern schools. These findings highlight the critical role of leadership styles in fostering educational success and suggest that administrators and teachers should prioritize effective leadership practices to enhance student outcomes.

$Ho_{2:}$ There is no significant influence of decision-making procedures on school culture, as revealed through statistical analysis of leadership practices (**Table 4**).

The hypothesis Ho2H_o2Ho2: "There is no significant influence of decision-making procedures on school culture" was tested using statistical analysis of leadership practices. The data in **Table 1** shows the results of the analysis of variance (ANOVA), comparing the variation between groups and within groups. The computed FFF-statistic is 10.70, with a corresponding ppp-value of 1.16 × 10–111.16 \times 10^{−11}1.16 × 10–11, which is far below the standard significance level (α = 0.05\alpha = 0.05α = 0.05). This indicates that the observed variation in school culture can be significantly attributed to differences in decision-making procedures. Given the

Source of variation	Sum of squares (SS)	Degrees of freedom (df)	Mean square (MS)	F-statistic	p-value
Between Groups	8.56	7	1.22	10.70	1.16 × 10–111.16 \times 10^{−11}1.16 × 10–11
Within Groups	28.34	232	0.12		
Total	36.90	239			

Table 4.
Significant influence of decision-making procedures on school culture.

extremely low ppp-value, the null hypothesis (Ho2H_o2Ho2) is rejected. This result reveals that decision-making procedures have a statistically significant influence on school culture as evidenced by leadership practices.

3.2 Findings from qualitative study

3.2.1 Leadership techniques educational leaders employed to promote a positive school culture

The thematic analysis of responses from 40 educational leaders revealed several key leadership techniques employed to promote a positive school culture. These techniques are categorized into the following themes.

3.2.2 Collaborative leadership

Educational leaders emphasized fostering collaboration as a cornerstone of creating a positive school culture. They achieve this by involving staff, students, and parents in decision-making processes, encouraging teamwork, and promoting open communication. One leader noted, "When teachers and staff feel included in decisions, they are more motivated to contribute positively to the school environment."

3.2.3 Transformational leadership

Many leaders described their focus on inspiring and motivating their teams through a shared vision and goal-setting. Transformational practices include recognizing and celebrating achievements, empowering staff to innovate, and leading by example. A participant shared, "Recognizing and rewarding contributions helps build morale and inspires others to go above and beyond."

3.2.4 Instructional leadership

Educational leaders frequently mentioned prioritizing instructional quality as central to fostering a positive school culture. This involves organizing regular professional development sessions, mentoring teachers, and closely monitoring curriculum implementation to ensure student-centered learning. One leader explained, "Providing teachers with resources and training ensures they feel supported and enhances the overall learning environment."

3.2.5 Supportive leadership

Providing emotional and practical support to staff and students emerged as a key theme. Leaders described resolving conflicts, addressing individual staff concerns, and creating a safe and inclusive environment where everyone feels valued. One participant remarked, "It's important to listen to staff concerns and make them feel supported—it improves their commitment to the school's success."

3.2.6 Democratic leadership

Leaders highlighted the importance of fairness, equity, and transparency in their leadership practices. This includes ensuring that policies and decisions are communicated

clearly and consistently. A participant stated, "When decisions are made transparently, it fosters trust and reduces misunderstandings within the school community."

3.2.7 Cultural sensitivity

Some leaders emphasized tailoring leadership approaches to reflect the cultural diversity of their schools. This involves respecting the values and traditions of the community while promoting inclusivity. One leader commented, "Understanding and respecting our diverse student and staff population helps build a culture of acceptance and mutual respect."

3.2.8 Synthesis of findings

The analysis demonstrates that educational leaders employ a blend of collaborative, transformational, instructional, supportive, and democratic leadership techniques to cultivate a positive school culture. Their strategies are characterized by inclusivity, motivation, and a focus on continuous improvement. By prioritizing collaboration and support, these leaders create an environment where staff and students feel valued, empowered, and motivated to contribute to the school's success.

3.2.9 Research question four

What are teachers' and students' views on how decision-making processes by school leaders influence student performance and the overall school environment?

The thematic analysis of teachers' and students' views on how decision-making processes by school leaders influence student performance and the overall school environment revealed several recurring themes:

3.2.9.1 Inclusive decision-making

Both teachers and students emphasized that inclusive decision-making positively impacts the school environment by fostering a sense of ownership and trust. Teachers highlighted that when leaders involve them in curriculum planning, disciplinary policies, and resource allocation, it enhances their motivation and commitment. Similarly, students expressed that being part of decisions, such as selecting extracurricular activities or voicing opinions on school policies, makes them feel valued and respected. One teacher noted, "Inclusive decision-making builds a sense of unity and ensures that everyone works toward common goals." A student added, "When our ideas are considered, we feel more connected to the school."

3.2.9.2 Transparency and fairness

Transparency in decision-making emerged as a key factor influencing trust and satisfaction among teachers and students. Teachers appreciated when leaders communicated the rationale behind decisions clearly, ensuring fairness in staff assignments and performance evaluations. Students also highlighted the importance of fairness, particularly in disciplinary actions, which they believe impacts the overall school environment. A student shared, "When rules are applied fairly, it creates a sense of justice and reduces conflicts among us." Teachers similarly echoed, "Transparent processes eliminate confusion and build confidence in leadership."

3.2.9.3 Impact on student performance

Teachers and students both recognized a direct link between effective decision-making and student performance. Teachers emphasized that decisions prioritizing instructional quality, professional development, and resource allocation create an environment conducive to learning. Students noted that policies focusing on reducing distractions, providing adequate learning resources, and supporting extracurricular activities positively influence their academic success. One teacher explained, "When leaders prioritize teaching resources and teacher training, it reflects in student performance." A student mentioned, "Having updated textbooks and well-maintained classrooms helps us concentrate better."

3.2.9.4 Collaborative leadership style

Teachers and students expressed that a collaborative leadership style enhances the overall school environment. Teachers noted that collaboration between leaders and staff improves morale and fosters teamwork, while students highlighted that collaborative approaches create a friendly and supportive atmosphere. A teacher commented, "When leaders work with us rather than dictating policies, it strengthens our relationships and builds a positive culture." A student added, "A school feels more like a community when everyone works together."

3.2.9.5 Supportive leadership practices

Teachers and students valued leaders who are approachable and supportive in addressing challenges. Teachers emphasized that supportive leaders create a positive work environment, allowing them to focus on teaching. Students shared that supportive decision-making—such as implementing mental health programs or anti-bullying policies—creates a safer and more inclusive school environment. One teacher noted, "Knowing that our concerns are heard makes us more confident in our roles." A student remarked, "Supportive policies make us feel safe and motivated to do our best."

3.2.10 Synthesis of findings

The analysis reveals that both teachers and students view decision-making processes as critical to fostering a positive school environment and enhancing student performance. Inclusive, transparent, and collaborative decision-making practices are perceived as the most effective in building trust, promoting fairness, and motivating all stakeholders. Effective decisions that prioritize resources, professional development, and student well-being significantly contribute to academic success and a harmonious school environment. By considering the perspectives of both teachers and students, school leaders can create a culture that supports growth, inclusivity, and excellence.

4. Discussion

The findings of this study underscore the significant role of leadership techniques and decision-making procedures in shaping school culture and improving student

achievement, aligning with a substantial body of existing research. The first finding reveals that common leadership techniques, including transformational and instructional leadership, significantly impact student achievement in modern schools, which supports previous studies by Leithwood and Jantzi [44] and Robinson et al. [31]. These studies demonstrate that effective leadership goes beyond administrative tasks, directly influencing teaching and learning. Furthermore, the study finds that decision-making procedures have a statistically significant influence on school culture, a result that aligns with Fullan [45] and Glickman et al. [46], who emphasize that leadership decisions, particularly those involving collaboration and inclusivity, are fundamental in shaping school environments that foster teacher motivation, student engagement, and positive learning outcomes. The analysis also demonstrates that educational leaders employ a combination of collaborative, transformational, instructional, supportive, and democratic leadership techniques to cultivate a positive school culture. This finding is consistent with the work of Leithwood and Riehl [47] and Fullan [48], who argue that a blend of leadership styles is crucial for creating an environment that supports innovation, continuous improvement, and strong relationships among stakeholders. Finally, the study highlights that both teachers and students view decision-making processes as critical to fostering a positive school environment and enhancing student performance, aligning with research by Tschannen-Moran [49] and Bryk et al. [50], which suggests that transparent, inclusive decision-making leads to higher levels of trust, collaboration, and ultimately, improved academic outcomes. Together, these findings reinforce the importance of leadership and decision-making in shaping school culture and driving student success.

5. Conclusion and recommendation

In conclusion, this study has demonstrated the significant influence of leadership techniques and decision-making procedures on school culture and student achievement. The findings reveal that effective leadership, particularly through collaborative, transformational, instructional, supportive, and democratic styles, plays a pivotal role in fostering a positive school environment that supports both teacher development and student success. Furthermore, the study highlights the crucial role of decision-making processes in shaping school culture, with both teachers and students perceiving these processes as integral to enhancing academic performance and overall school climate. These results affirm the importance of leadership in creating conducive learning environments, consistent with previous research that emphasizes the impact of leadership on school outcomes.

Based on these findings, it is recommended that school leaders actively adopt a mix of leadership styles to cater to diverse needs and foster a positive school culture. Schools should prioritize inclusive decision-making processes, involving teachers and students in key decisions to enhance trust, collaboration, and engagement. Additionally, professional development programs for school leaders should focus on strengthening leadership skills in decision-making and fostering an understanding of how leadership practices impact school culture. By empowering educational leaders with the tools to cultivate a supportive and collaborative environment, schools can further enhance their capacity to improve student achievement and overall school effectiveness.

Acknowledgements

We would like to acknowledge Ajayi Crowther University, particularly the Department of Science Education, for providing us with the enabling environment to conduct this study.

Conflict of interest

We declare that there is no conflict of interest in relation to this study.

Author details

Gboyega Ayodeji Aladesusi[1*] and Simeon Oluniyi Ariyo[2]

1 Department of Science Education, Faculty of Education, Ajayi Crowther University Oyo, Nigeria

2 Department of Educational Foundation, Faculty of Education, Ajayi Crowther University Oyo, Nigeria

*Address all correspondence to: ga.aladesusi@acu.edu.ng

References

[1] Avolio BJ, Gardner WL. Authentic leadership development: Getting to the root of positive forms of leadership. The Leadership Quarterly. 2005;**16**(3):315-338

[2] Avolio BJ, Sosik JJ, Jung DI, Berson Y. Leadership models, methods, and applications: Progress and remaining blind spots. The Leadership Quarterly. 2014;**24**(4):629-646

[3] Bass BM. Transformational Leadership: Industrial, Military, and Educational Impact. New York, NY: Lawrence Erlbaum Associates; 1990

[4] Bass BM, Riggio RE. Transformational Leadership. 2nd ed. New York, NY: Routledge; 2006

[5] Bass BM, Riggio RE. Transformational Leadership. New York, NY: Psychology Press; 2006

[6] Bush T. Theories of Educational Leadership and Management. London, UK: Sage Publications; 2020

[7] Eva N, Robin M, Sendjaya S, van Dierendonck D, Liden RC. Servant leadership: A systematic review and call for future research. The Leadership Quarterly. 2019;**30**(1):111-132

[8] Fullan M. Leading in a Culture of Change. 2nd ed. San Francisco, CA: Jossey-Bass; 2020

[9] Gay G. Culturally Responsive Teaching: Theory, Research, and Practice. 3rd ed. New York, NY: Teachers College Press; 2018

[10] Goleman D, Boyatzis R, McKee A. Primal Leadership: Unleashing the Power of Emotional Intelligence. Boston, MA: Harvard Business Review Press; 2013

[11] Greenleaf RK. Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness. Mahwah, NJ: Paulist Press; 1977

[12] Hallinger P. Bringing context out of the shadows of leadership. Educational Management Administration & Leadership. 2018;**46**(1):5-24

[13] Hallinger P, Murphy J. Assessing the instructional management behavior of principals. The Elementary School Journal. 1985;**86**(2):217-247

[14] Hambrick DC, Mason PA. Upper echelons: The organization as a reflection of its top managers. Academy of Management Review. 1984;**9**(2):193-206

[15] Harris A. Teacher leadership as distributed leadership: Heresy, fantasy or possibility? School Leadership & Management. 2003;**23**(3):313-324

[16] Harris A. Distributed leadership and school improvement: Leading or misleading? Educational Management Administration & Leadership. 2014;**42**(5):603-619

[17] Harris A. Distributed Leadership Matters: Perspectives, Practicalities, and Potential. Thousand Oaks, CA: Corwin Press; 2014

[18] Harris A, Jones M. COVID-19: School leadership in disruptive times. School Leadership & Management. 2020;**40**(4):243-247

[19] House RJ, Javidan M, Hanges PJ, Dorfman PW. Understanding cultures and implicit leadership theories across nations. Journal of World Business. 2004;**39**(1):30-45

[20] Ishimaru AM, Galloway MK. Engaging families as learning partners: Reimagining relational leadership in schools. Harvard Educational Review. 2021;**91**(1):89-113

[21] Johnson L, Bryan J, Boutte G. Culturally responsive leadership and identity consciousness in education. Educational Administration Quarterly. 2022;**58**(3):256-282

[22] Kampylis P, Law N, Punie Y. ICT-Enabled Innovation for Learning in Europe and Asia. Luxembourg: Joint Research Centre, European Commission; 2013

[23] Khalifa MA, Gooden MA, Davis JE. Culturally responsive school leadership: A synthesis of the literature. Review of Educational Research. 2016;**86**(4):1272-1311

[24] Leithwood K, Azah VN. Characteristics of effective leadership in schools. Educational Management Administration & Leadership. 2017;**45**(3):379-397

[25] Leithwood K, Harris A, Hopkins D. Seven strong claims about successful school leadership. School Leadership & Management. 2006;**28**(1):27-42

[26] Leithwood K, Sun J, Pollock K. How School Leaders Contribute to Student Success: The Four Paths Framework. Cham, Switzerland: Springer; 2020

[27] Lumby J, Coleman M. Leadership and Diversity: Challenging Theory and Practice in Education. London, UK: Sage Publications; 2016

[28] Paris D, Alim HS. Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World. New York, NY: Teachers College Press; 2017

[29] Robinson VMJ, Lloyd CA, Rowe KJ. The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. Educational Administration Quarterly. 2008;**44**(5):635-674

[30] Santamaría LJ, Santamaría AP. Culturally responsive leadership in crisis: Lessons from COVID-19. Educational Leadership Journal. 2021;**79**(4):15-21

[31] Schein EH, Schein P. Organizational Culture and Leadership. 5th ed. Hoboken, NJ: Wiley; 2017

[32] Shields CM. Transformative Leadership in Education: Equitable Change in an Uncertain and Complex World. 2nd ed. New York, NY: Routledge; 2017

[33] Shields CM. Transformative Leadership in Education: Equitable and Socially Just Change in an Uncertain World. 2nd ed. New York, NY: Routledge; 2020

[34] Nugroho H, Riyadi S, Lestari SD, Mudjijah S. Innovative leadership in driving organizational innovation and performance a systematic literature review. eCo-Fin. 2025;**7**(1):230-246

[35] Spillane JP. Distributed Leadership. San Francisco, CA: Jossey-Bass; 2006

[36] Yukl G. Leadership in Organizations. 9th ed. New York, NY: Pearson; 2020

[37] Zhang X, Zhu H, Liu Y. The impact of innovative leadership on organizational performance. Journal of Organizational Behavior. 2022;**43**(1):67-82

[38] Darling-Hammond L, Hyler ME, Gardner M. Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute; 2017

[39] Davies S, Mullan J, Feldman P. Reimagining Digital Learning in Response to the COVID-19 Pandemic. Melbourne, Australia: Australian Council for Educational Research; 2020

[40] Flanagan L, Jacobsen M. Technology leadership for the twenty-first century principal. Journal of Educational Administration. 2003;**41**(2):124-142

[41] Marsh JA, Pane JF, Hamilton LS. Making Sense of Data-Driven Decision Making in Education: Evidence from Recent RAND Research. Santa Monica, CA: RAND Corporation; 2006

[42] Schrum L, Levin BB. Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement. Thousand Oaks, CA: Corwin Press; 2015

[43] Warschauer M. Technology and Social Inclusion: Rethinking the Digital Divide. Cambridge, MA: MIT Press; 2003

[44] Leithwood K, Jantzi D. Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. School Effectiveness and School Improvement. 2006;**17**(2):201-227

[45] Fullan M. Principals as leaders in a culture of change. Educational Leadership. 2002;**59**(8):16-21

[46] Glickman SG, Marn CS, Supiano MA, Dengel DR. Validity and reliability of dual-energy X-ray absorptiometry for the assessment of abdominal adiposity. Journal of Applied Physiology. 2004;**97**(2):509-514

[47] Leithwood KA, Riehl C. What We Know About Successful School Leadership. Nottingham: National College for School Leadership; 2003. pp. 406028754-1581215021

[48] Fullan M. Change Forces: Probing the Depths of Educational Reform. Routledge; 2012

[49] Tschannen-Moran M. What's trust got to do with it? The role of faculty and principal trust in fostering student achievement. In: UCEA Conference Proceedings for Convention. 2004

[50] Bryk AS. Organizing schools for improvement. Phi Delta Kappan. 2010;**91**(7):23-30

Chapter 6

Measuring Educational Leadership for Modern Era

Darshna V. Banker

Abstract

A multi-dimensional educational leadership measurement tool was conceptualized and developed for the modern era, spanned across four studies. Seventy-five items were developed under 12 dimensions using in-depth interviews (n = 12), followed by an expert validation study (n = 12). The remaining 48 items were examined using different quantitative techniques, such as exploratory factor analysis (EFA, n = 101) and confirmatory factor analysis (CFA, n = 548), to ascertain the four-dimensional, second-order educational leadership scale (ELS) structure. These four dimensions, namely, Managing Teaching Learning (MTL), Managing Intellectuals (MI), Institutional Stewardship (IS), and Administrative Competence (AC)—were found to be conceptually rooted in different leadership styles, such as instructional, intellectual, servant, and administrative leadership styles, respectively. The educational leadership scale 'ELS' was then examined for its psychometric properties on the larger data set (n = 548), which included responses from the faculty, students, and the nonacademic staff. In the empirical validation phase, ELS dimensions were assessed for two outcomes, namely commitment and reputation. The results indicated two things: *first*, the ELS is the contemporary leadership model most suitable for the modern educational context; *second*, that the instructional style explained the highest variance, followed by the intellectual style, as compared to the administrative and servant styles.

Keywords: educational leadership, modern higher education, scale development, empirical validation, measurement tool

1. Introduction

Academic institutions are complex and dynamic, as they run in an extremely unpredictable environment [1]. They follow a nonlinear structure, adapt to macro/micro changes through self-organization, and respond not only to adapt but also to shape the pristine environment. These complex systems have intertwined and interacting elements [2]; hence, complexity science provides a useful framework to study leadership in this context. Leadership is too complex and cannot be described as an act of an individual, as it is a complex interaction of many forces. It proposes a leadership model that reflects a dynamic relationship between the adaptive, administrative, and enabling leadership roles [3]. Adaptive leadership is a leadership activity focused on wisely adapting to environmental tension/uncertainty. Administrative leadership is a managerial activity focused on planning/coordinating tasks to meet organizational goals. Enabling

leadership is the catalyst/easing activity that appears when there is a strife between administrative and adaptive leadership at the time of role shift. Enabling leadership must make sure that it creates the enabling conditions in the organization to foster creativity and innovation. The top-down administrative approach does not suitably respond to the dynamics of learning, creativity, and adaptability [4]; informal emergent bottom-up stimulations help produce outperformers in knowledge organizations [5]. Since millennials are shaping the higher education system [6], we narrow down our focus to higher education for the modern generations, such as millennials and gen z.

2. Literature review

Educational context is also unique because of its demographics being an important variable [7]. Besides managing intellectuals [8], it must also oversee issues of modern generations [9], such as millennials and gen z. Intellectuals like faculties and students are the most powerful set of people and, envisioning institutional excellence without their consensus and support is the most arduous task [10]. They are high on the values of 'professionalism' and 'need for independence' [11] and share core commitments of knowledge sharing and ethnic equality [12]. Thus, traditional leadership forms like transactional and authoritative leadership are less relevant and significant for them [11] and they need more collaborative, distributed, or shared leadership [13].

Moreover, Gen Y, also known as millennials [14], desire work-life balance [15], ask for leadership who support [16] and are individualistic [17]. They are self-centered [18], and their job satisfaction does not mean that they are loyal to the organization [19]. Similarly, gen z prefers flexible and agile classroom structures and interactive learning [20] and engages with the latest technologies [21].

This unique demographic profile requires modified leadership theories [22]. Focusing on the individual transformational leadership components such as 'intellectual stimulation' and 'individualized consideration' [23], can help us understand the motivations of these modern generations as they like to work on challenging and meaningful assignments [24]. Instead of charismatic leadership and leader member exchange (LMX), at times they prefer authoritative leaders who use their position power for reward or punishment [14]. The following section presents theoretical developments in the field of educational leadership.

3. Theoretical background

The leadership discussion revolves around multiple aspects, such as leadership traits, leadership processes, and contextual adaptations. Personal traits, like 'vision' [25], predict leadership effectiveness [26]. Similarly, intellectual leadership, known for its wide range of knowledge [27], shows inherent traits/behaviors [28], such as passion for transformation, personal virtues, service commitment [29], uncertainty tolerance, diversity orientation, complexity management, and critical decision-making [30]. The trait-based approach focuses more on essential leadership characteristics [31], whereas the process view focuses on how individuals process their leadership.

Leadership processes are a combination of different activities conducted by leaders [32]. For instance, instructional leadership involves a process of identifying, acquiring, and distributing human/physical resources to improve the institutional teaching-learning environment [33]. It promotes collaboration between internal and external

constituencies [34] around academic and administrative matters [35], empowers faculties as partners [36], and ensures high-quality education to the students [34]. As efficient administrators [37], they also engage in program approval, regulations and compliance, conflict resolution, and critical decision-making that affect lives [38].

Despite critical inherent traits/processes in place, leadership might not flourish due to unfavorable environmental elements [39] like the nature of the task and relative possession of power [40]. According to contextual theory, leaders' behavior in one situation might not be similar to others as they are contingent on contexts; hence, they must adapt to the environmental requirements to be effective [41]. Contextual leadership started to lead the academic field in the name of 'full range leadership styles': for example, instrumental leadership covers a wide range from transformational on one end to transactional leadership style on the other end [42], and paternalistic leadership involves two paradoxical leadership styles: benevolence and authority [43]. Further, collaborative leadership [44]; and distributed leadership [45] among others are also in trend.

Educational systems are complex, and educational leadership is multifaceted [12]. Hence, educational leaders must see one situation from multiple lenses [46] requiring *intellect, execution skills, and commitment* all together in each of their roles. At times, adapting to the context does not suffice and leaders are also required to craft a new context [47]. This art of reframing [46] acts as a catalyst that enables them to adapt to the unique context or complex situation at hand and adopt a suitable leadership approach to develop the new context [3]. Considering the appropriateness of these theories in academics, we have tried to explore effective educational leadership styles and develop a new measurement scale for the same.

Multiple measurement scales exist in leadership literature; however, education-specific leadership scales have not yet been developed. A scale on educational leadership developed for the Chinese context is available [48]; however, the most part of their scale overlapped with the 'ethical leadership scale' [49]. Further, unique challenges posed by modern generations need to be addressed. Hence, we have tried developing an educational leadership scale for modern generations. Further, assessing the predictive validity of any scale is an integral part of the scale development process, hence, we considered two variables namely commitment and institutional reputation for empirically assessing the scale.

Commitment is an important individual outcome referred to as a psychological bond with an organization [50] involving an active attachment to the organization leading to people investing their personal resources for the organization's well-being [51]. Leadership has shown to have a direct impact on commitment [52]; hence, we take stakeholders' commitment as a predictor of ELS.

Reputation refers to the initial image of an institution in the eyes of the viewer [53] and is significant as it helps the stakeholders (students, employees, and employers) in making a choice about engaging with the institution. International institutional rankings like Quacquarelli Symonds (QS) and Times Higher Educational Supplements (THES) place a high premium on reputation, and institutional leaders play a significant role in creating institutional reputation. Hence, we considered reputation as an important predictor of ELS.

4. Research method and analysis

This research is based on mixed-method approach; it started with scale development process followed by empirical validation. Scale development is a three-stage

process [54, 55], item generation, scale construction and scale validation. Qualitative interviews were conducted for the item generation and construct development, while quantitative surveys were used for scale construction and validation.

In qualitative study 1, construct dimensions and initial items were generated followed by expert validation study 2, where these items were examined for their relevance under a particular dimension. Study 3 was the scale/content validation study where the psychometric properties of the newly developed educational leadership scale (dimensions) were examined. Study 4 was an empirical validation study, where the hypothesized impact of educational leadership on commitment and reputation was examined. The following sections describe each study separately.

4.1 Item generation

4.1.1 Study 1: In-depth interviews (n = 12 leaders)

We aimed to generate items using the original experiences of leaders instead of starting with already existing theoretical conceptualization. Hence, we conducted depth interviews of successful leaders of top ranked Indian academic institutions for the item generation stage.

Interviews of 12 current or ex-leaders (with at least 3 years of leadership tenure) chosen from 16 QS and THES-ranked Indian institutions were conducted. Interviews were aimed at exploring their roles and important contributions toward excellence. The sample was led by males [56], of which four were Vice Chancellors (VCs) of central/state universities, seven were the directors of institutes of national importance (INIs) and one was the Founding Dean of a private institute. Semi-structured interviews lasted for 30–90 minutes. Interviews were recorded with prior consent. Audio files were verbatim transcribed.

A six-step process of thematic analysis, involving transcription, generating thought units, identifying themes, reviewing, defining/naming, and report generation was adopted [57]. Initial thought units and themes were generated with the help of Nvivo Pro 11th version. Reviewing and defining/naming/renaming themes were then done by researchers, subject to inter-rater reliability [58]. More than 85% of inter-rater reliability was achieved on the randomly chosen transcripts. Further, the *'latent thematic analysis'* approach [57] was used to classify initial themes at the second level for drawing meaningful results.

Rigorous qualitative analysis conducted on the transcripts produced a list of 75 items under 12 dimensions.

These dimensions were:

1. Scrutinizing/responding to the academic environment
2. Establishing/implementing teaching-learning parameters
3. Driving institutional expansion/growth
4. Managing academic excellence
5. Managing physical resources
6. Acquiring talent

7. Managing intellectuals

8. Engaging with external stakeholders

9. Influencing ability

10. Academic competence

11. Academic stewardship

12. Community service.

4.2 Scale construction (study 2 and study 3)

4.2.1 Study 2: Expert validation (N = 12 experts)

The purpose of this step was to maximize the validity of the initially generated content [55] by editing improperly framed items and omitting redundant and irrelevant items with the help of experts in the field. Rigorously conducted item generation would reduce redundancy and lead to a parsimonious scale.

Twenty-seven experts positioned at the second or third level (dean/head of department levels) to the academic leader position in the institutional hierarchy, were contacted. Twelve responded positively to this survey. Since these professionals were working directly under the academic leaders, hence, we believe that they were suitable for testing item sufficiency at this stage. Snowball sampling was used to select these professionals, where initially two professionals were contacted through personal contacts and were asked to provide similar contacts through their network.

Experts were sent the list of 75 items ascertained from study 1, along with the dimension definitions, in the form of a survey. Experts were asked to rate a match between each item and the dimension under which it was listed. Responses were captured on a seven-point Likert scale (1 = no match, 2 = very low match, 3 = low match, 4 = can not understand, 5 = high match, 6 = very high match, 7 = complete match). Besides match, experts also checked for the wording of the items. Experts retained only clear, concise, and unambiguous items. Although the experts' role is inevitably important in the process, the final decision of following the experts' verdict remains in the researcher's hands [55].

Items for which more than 70% of respondents gave ratings as either 'very high match' (6 points) or 'complete match' (7 points) were retained, rest were dropped. This exercise resulted in 48 items under 12 dimensions, subject to further dimension reduction process as explained in study 3.

4.2.2 Study 3: Content validation (N = 101 employees)

The purpose of the content validation is to refine, purify and structure out the items under the educational leadership dimensions received after expert validation. We used the exploratory factor analysis (EFA) to get the final item structure. Correlation & regression were used to examine the predictive validity.

The top management of six institutes was contacted for the data collection, from which two allowed us to collect the data. To draw a homogenous sample, the institutions' scale and size of operation and the location (Delhi/NCR) were kept similar. These institutes offered degrees in engineering and management fields at graduate

and postgraduate levels. A survey-based field study was conducted and 145 professionals, including faculty members, students, and nonacademic staff were contacted for data collection. Respondents were asked to rate their institutional leadership, on the 48 items on the 7-point Likert scale. 101 (38 faculties, 14 staff, and 49 students) complete responses were collected on a seven-point Likert scale.

'Commitment' (C) was used as a dependent variable for assessing the predictive validity of the four dimensions. We used the 15-item scale on commitment [51] for it is the oldest developed, simplest yet widely used scale [59]. We removed six reverse coded items from the 'commitment' scale to avoid response fatigue.

Analyses included the exploratory factor analysis (EFA), assessment of the reliability and validity, addressing the common method bias by conducting Herman's Common Method Bias Test (CMBT), and conducting nomological and predictive validity of the four dimensions.

Exploratory factor analysis:

EFA resulted in the four factors and 18-items scale structure. Important statistics for EFA are presented in **Table 1**.

All the cross-loadings (<0.3) and weakly loadings (<0.6) were dropped. Based on the commonness among items, factors F1, F2, F3, and F4 were labeled as Managing Teaching-Learning (F1 = MTL), Managing Intellectuals (F2 = MI), Institutional Stewardship (F3 = IS), and Administrative Competence (F4 = AC).

4.2.3 Internal reliability, sample statistics, and intercorrelations of the subscale

For internal reliability, the Cronbach α was used. Cronbach α for four factors along with sample statistics are presented in **Table 2**.

KMO	**0.823**	**TVE**	**48%**
VEF1	38.17%	CVE F1	38.71
VEF2	4.88	CVE F2	43.05
VEF3	3.40%	CVE F3	46.44
VEF4	3.14%	CVE F4	49.57

**Note: KMO=Kaiser-Meyer-Olkin, TVE = Total Variance Explained, VEF_i = Variance Explained by i^{th} factor, CVE = Cumulative Variance Explained.*

Table 1.
EFA results.

Dimensions	**Mean**	**SD**	**MTL**	**MI**	**IS**	**AC**
MTL	5.57	1.03	*0.71*			
MI	5.29	1.13	0.56	*0.83*		
IS	5.20	1.29	0.28	0.42	*0.76*	
AC	5.15	1.09	0.47	0.36	0.32	*0.81*

Coefficient Alphas along diagonal, Correlations significant at p < .01, MTL = Managing Teaching Learning, MI = Managing Intellectuals, IS = Institutional Stewardship, AC = Academic Competence.

Table 2.
Sample statistics and intercorrelations.

The mean range was 5.15–5.57 and anchors of the 7-point scale were 1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = undecided, 5 = somewhat agree, 6 = agree, 7 = strongly agree. Standard deviations across subscales were consistent ranging from 1.03 to 1.29. MTL was the highest reported activity for this sample followed by MI. The greatest variability was found to be for the IS. The intercorrelations for subscales ranged from r = 0.28 to r = 0.56. The highest correlation was between MTL and MI, and the lowest intercorrelation was between MTL and IS.

4.2.4 Nomological validity

Educational leadership is manifested through different leadership styles like strategic, instructional, intellectual, servant, administrative, ethical, etc. in literature. A particular style becomes dominant when academic leaders engage in a particular role. In this section, we tried to conduct a dissection of each dimension that we have received as a result of study 3, into important components and link them to their early conceptualizations. This way we tried to compare each dimension to the existing leadership styles or give them a new identity while answering our objective one.

Managing teaching-learning: MTL comprises components like *setting effective feedback mechanisms for continuous improvement in teaching, determining accountability of heads, and setting outcome indicators.* These components have been widely discussed in the literature on instructional leadership [60]. For example, establishing an institution from scratch is an iterative process that requires continuous improvement [61]. This involves continuous and frequent curriculum revision and improvement in teaching-learning processes involving stakeholders like faculty, department heads and nonacademic staff [62] for determining the long-term outcomes [63]. Thus, leadership and faculty participation in various activities, students' engagement and their learning and development in academics, and the overall institutional environment are central to instructional leadership [60]. Instructional leaders guide the faculty and the staff [63] to make sure that the institution grows [64]. These leaders engage with students to enhance their employability [65]. Thus, we contend that the instructional style is core to MTL.

Managing intellectuals: In academia, major stakeholders are intellectuals like faculties and students, whose opinions are critical. Not all leaders are intellectuals, and not all intellectuals have the capability to be leader [66]; however, for managing intellectuals, leaders require higher-order intellectual leadership skills. *Providing academic freedom*, engaging with them in *brainstorming & consensus building*, *critical problem solving*, *counseling, and conflict resolution* are essential components of this dimension. Literature suggests a strong association of intellectual leadership style to this dimension [29]. Intellectual leaders as lateral thinkers [67] should be able to deal with different and paradoxical viewpoints, should have tolerance for ambiguity, and should be problem solvers [29]. They should be able to relate with the modern students across generations, challenge their inventive minds, and should be able to coach them for being future-ready [68]. Thus, educational leaders being intellectuals must be *friends, philosophers, and guides* to the students [69] requiring enormous moral courage and integrity [66].

Institutional stewardship: The highest loaded (λ = 0.9) component of this dimension was *safeguarding the institute from environmental threats.* Institutions, due to their unique organizational format, do not have formal ownership as organizations. Hence, officially academic leaders are accountable for not only institutional growth but also for the well-being of the individuals and the larger community associated with the

institute. Their willingness to be accountable without any control or compliance makes them stewards [70]. Stewardship is a social goal pursued in times of need and an essential characteristic of servant leadership that requires a higher amount of integrity on the part of academic leaders [71]. It has become inevitable for academic leaders to develop a proactive attitude on the accountability issue and deepen the vision by adding the service component to it [72].

Administrative competence: Items under AC are *academic leaders who command their positional/personal power to achieve institutional objectives identify various sources of funds and raise funds for the institute*. Effective decision-making for getting things done is at the core of this administrative dimension [73]. The administrative department is a place where around 80% of the institutional decisions are being taken [38] and achieving institutional objectives depends on the administrative leadership capabilities [73]. For example, raising funds is an important responsibility of academic administrators [74] that requires competencies like planning, delegating, searching for alternatives, managing financial resources, negotiating, and networking are must [73]. Thus, clarity of 'what and how' is necessary in the rapidly changing educational societies, and effective higher educational administrators can assist in dealing with this change effectively.

4.2.5 Predictive validity

Reliability and validity measures (Cronbach α, Composite Reliability, and Average Variance Extracted) for the outcome variable commitment 'C' were obtained before conducting the confirmatory factor analysis. See **Table 3**.

The fit indices for 'C' were within the recommended values. See **Table 4**.

We assessed the data through Harman's single-factor method and found the data to be bias free having 37.63% variance explained by the single factor. Hence, the educational leadership (EL) scale can be empirically assessed.

We checked the correlations of four dimensions to commitment. See **Table 5**.

To check the directionality, we also conducted the regression analysis. The R^2 and F statistics were significant ($p < 0.001$. Regression analysis showed that the

Outcome variable	α	CR	AVE
C	0.94	0.94	0.70

Note: Composite reliability (CR) = (square of the summation of the factor loadings)/{(square of the summation of the factor loadings) + (summation of error variances)}. Average variance extracted (AVE) = (summation of the square of the factor loadings)/(total number of items in the factor).

Table 3.
Reliability and validity of commitment.

Outcome variable	RMSEA	CMIN/df	GFI	CFI	TLI	SRMR
Commitment	0.54	1.286	0.94	0.99	0.99	0.33

**Note: Recommendation cut off level for CMIN/DF < 5, Goodness-of-Fit Index (GFI) > 0.8; Comparative fit index (CFI) > 0.9, Tucker Lewis index (TLI) > 0.9; Root Mean Square Error of Approximation (RMSEA) < 0.08, and SRMR<0.07.*

Table 4.
Model fit indices for commitment.

Dimensions outcome →	MTL	MI	IS	AC
Commitmen ↓	0.397**	0.427**	0.577**	0.577**

*Note: ** = r significant at p < 0.01.*

Table 5.
Correlations analysis.

dimensions uniquely predicted commitment because, only two dimensions (IS & AC) had a significant positive impact on commitment (β - 0.344, $p < 0.001$ & 0.319, $p < 0.01$), whereas the rest two did not show significant impact on 'C.' As a takeaway, this study produced a *15-item* educational leadership scale (ELS) spread across four dimensions empirically tested for the outcome variable 'C'. This scale is now ready for further confirmatory factor analysis and empirical validation using a larger sample. The following section explains empirical validation in detail.

4.3 Empirical validation

4.3.1 Study 4: Confirmatory factor analysis and hypothesis testing (N = 548)

Construct validation is an important part of scale validation, where the constructs under study (educational leadership' in our case) go through different psychometric tests in order to establish as reliable and valid measure. To check the reliability and validity of the educational leadership scale, as ascertained at the end of study 3, and to reconfirm its structure, we conducted the confirmatory factor analysis (CFA). After the scale confirmation through validity measures, we conducted structural equation modeling (SEM) to validate the scale through hypothesis testing.

In the earlier section we mentioned inclusion of commitment and reputation as important outcomes of educational leadership. Now that we have a four-dimensional scale of educational leadership, we develop specific hypotheses for these two variables.

In the research design section, we mentioned inclusion of commitment and reputation as important outcomes of educational leadership. Now that we have a 4-dimensional scale of educational leadership, we develop the relationships between each of these dimensions and the two outcomes in terms of hypotheses using existing literature.

Literature has shown positive impact of transformational leadership on organizational commitment [75] across cultures [76]. Transformational leadership style dedicates to institutional growth, exerts extra efforts for its improvement, and has a direct impact also on teachers' institutional commitment [77]. Instructional leadership behaviors help increase teachers' commitment, professional involvement, and willingness to innovate [78]. Looking at the above literature and the overlap between transformational and instructional styles of leadership we can state our next hypothesis as:

H1: Managing Teaching Learning (MTL) has a significant positive impact on commitment for the faculty, students, and the non-academic staff members.

Intellectual leadership is based on two aspects: leading intellectuals and intellectually leading. As far as 'leading intellectuals' is concerned, taking care of them, motivating them, and rewarding them with keeping their dignity in center becomes leaders' duty. Compassionate and caring educational leadership positively influences teachers' commitment for the institute, where caring and compassion might result from one's intellectual ability [79]. The 'intellectual stimulation' component of

transformational leadership [23] points to our second aspect of leading intellectually. Intellectual leaders encourage critical thinking in their subordinates and challenge their old way of thinking [80]. This intellectual stimulation dimension of transformational leadership motivates them to become more committed [81]. Since MI is linked with the intellectual style conceptually, we can propose following relationship.

H2: Managing Intellectuals (MI) has a significant positive impact on Commitment (C) for the faculty, students, and the non-academic staff members.

Effective leaders use transformational and transactional leadership styles in different combinations [82] making them most impactful or otherwise. The fourth dimension of our educational leadership scale administrative competence (AC) involves tasks like raising funds from various sources and exercising positional power for institute's benefit that relates with the administrative or transactional style of leadership. Research has shown positive impact of the administrative and transactional styles of leadership on commitment [83]. Thus, our next hypothesis is:

H3: Administrative Competence (AC) has a significant positive impact on Commitment (C) for the faculty, students, and the non-academic staff members.

Leadership plays a critical role in establishing an organizational image [84]. Positive perception of their image is imperative for leaders [85]. In the case of the education system, institutional image is established by its ranking, and educational leader is a key player who achieves institutional ranking [86] helping institution build its reputation over a period [87]. Similarly, research also showed positive direct and indirect impact of transformational leadership on perceived internal reputation [88]. Hence,

H4: Managing Teaching Learning (MTL) has a significant positive impact on Reputation (R) for the faculty, students, and the non-academic staff members.

Authentic leadership shapes the organizational reputation [89]. Ethical leadership also has an indirect but positive impact on firm's reputation *via* corporate social responsibility (CSR). It means that when ethical leadership was strong CSR strongly impacted reputation, but when ethical leadership was weak, the impact of CSR on reputation was also weak [90]. Both ethical and authentic leadership includes servant dimension of leadership, which is also a crucial element of our third subscale, that is institutional stewardship, we propose:

H5: Institutional Stewardship (IS) has a significant positive impact on Reputation (R) for the faculty, students, and the non-academic staff members.

Total 40 Indian management and technology institutes were selected for data collection. More than 750 faculty members (600+ online, 150+ offline) were contacted, out of which a total of 180 (70 online and 110 offline) complete responses were received. Nonacademic staff and students' data were collected primarily through offline mode. A total of 317 (14 online, 303 offline) responses were received from students and 51 (4 online, 47 offline) were received from nonacademic staff. Thus, the empirical validation phase was conducted on the composite data of 548. Respondents rated their current leader on our scale along with the outcome variables.

For commitment (C), we have used scale as explained in study 3 (see study 3, data collection section). We used the published material [53] and generated a three-item scale for 'reputation' (R). All the items were positively worded. Hypothesis development is done at the later stage after receiving the educational leadership dimensions.

4.3.2 Data analysis and results

This analysis was conducted into four parts. First, we checked the stability of our 4-dimensional scale by running the new data (N = 548) on the EFA to ascertain the

similar factor structure, followed by assessment of psychometric properties, common method bias test and hypothesis testing. SPSS 20 and AMOS 20 were used.

4.3.3 Construct stability

Exploratory Factor Analysis of the revised 15-item scale was conducted to check the construct stability. Similar factor structure (as the study 3) was reconfirmed with KMO = 0.923, $P_{Bartlett} < 0.000$ for $N_{CFA} = 548$. The EL scale proved to be the second-order construct (proposed model) because the model fit indices for the second-order construct were significantly better than that of the zero-order construct (null model). See **Table 6**.

The fit indices were assessed as per the recommended values.[1] We confirmed *14 items* under four factors after removing one item with lower factor loading (Appendix 1).

4.3.4 Psychometric properties

Cronbach α for all four dimensions along with an outcome variable was>0.7, composite reliability for all four dimensions along with an outcome variable was >0.6 and convergent validity for all four dimensions along with an outcome variable was >0.5. Discriminant validity is also supported for all dimensions with $\sqrt{}$AVE > the intercorrelations). See **Table 7**.

4.3.5 Common method bias

The above data were assessed for the common method bias also using Harman's single factor test and using AMOS. The data were found to be bias free with 47% variance explained for the combined data.

Model fit indices	**RMSEA**	**CMIN/DF**	**GFI**	**CFI**	**TLI**	**SRMR**
Cut off value	*< 0.08*	*< 5*	*> 0.8*	*> 0.9*	*> 0.9*	*< 0.07*
Null Model	0.14	11.71	0.78	0.74	0.69	0.292
Proposed Model	0.06	2.49	0.95	0.99	0.96	0.035

Table 6.
Model fit indices for the construct validity.

Variables	α	**CR**	**AVE**
MTL	0.81	0.86	0.67
MI	0.87	0.88	0.61
IS	0.71	0.74	0.50
AC	0.72	0.76	0.52
Commitment	0.94	0.94	0.70

Table 7.
Psychometric properties of independent factors and commitment.

[1] CMIN/DF < 5; Goodness-of-Fit Index (GFI) > 0.8; Comparative Fit Index (CFI) > 0.9; Tucker Lewis Index (TLI) > 0.9; Root Mean Square Error of Approximation (RMSEA) < 0.08.

Model fit indices	RMSEA	CMIN/DF	GFI	CFI	TLI	SRMR
Cut off value	<0.08	<5	>0.8	>0.9	>0.9	<0.07
Four Factor Model	0.05	2.37	0.95	0.97	0.96	0.033
Two Factor Model	0.66	3.41	0.95	0.97	0.96	0.032
Single Factor Model	0.14	12.31	0.46	0.52	0.47	0.198

Table 8.
Model fit indices for the scale construction.

The fit indices for the four-factor correlated model and two factors (commitment and reputation) correlated model were superior to the single-factor model. See **Table 8**.

All the items under commitment and reputation were significantly loaded on their respective factors with factor loadings >0.6.

4.3.6 Hypothesis testing

We executed empirical validity by checking the impact of four AL dimensions on two dependent variables commitment (C) and reputation (R) through structural equation modeling (SEM). We hypothesized the impact of the instructional dimension MTL on C (H1), and R (H4); the impact of the intellectual dimension MI on C (H2); the impact of the servant dimension IS on R (H5); and the administrative dimension AC on C (H3). All five hypotheses were supported with $p \leq 0.01$ (**Table 9**).

Fit indices for the hypothesized model with five relationships as proposed were better than the fit indices of the alternate model, where all the relationships between four dimensions and dependent variables (DVs) commitment and reputation were shown, and the null model where no relationship has been shown. See **Table 10**.

Hypothesis	Path	Path co-eff	P value	Assessment
H1	MTL - > C	0.278	***	Selected
H2	MI - > C	0.109	**	Selected
H3	AC - > C	0.178	***	Selected
H4	MTL - > R	0.235	***	Selected
H5	IS - > R	0.260	***	Selected

*Note: *** significant at p < 0.001, ** significant at p < 0.01, C = commitment, and R = reputation.*

Table 9.
Hypothesis testing result (Study 4, N = 548).

Model fit indices	RMSEA	CMIN/df	GFI	CFI	TLI	SRMR
Cut off value	<0.08	<5	>0.8	>0.9	>0.9	<0.07
Proposed Model	0.09	6.13	0.99	0.99	0.95	0.02
Alternate Model	0.67	249.31	0.89	0.81	–1.89	0.10
Null Model	0.33	60.37	0.76	0.59	0.31	0.29

Table 10.
Model fit indices for the scale validation.

With the end of this study, we end the scale construction phase and declare the educational leadership scale (ELS) as a reliable and valid construct for further empirical validation by future researchers.

5. Discussion

We started this research with a contention that higher educational institutions, having a unique modern context, must have unique *contextual* leadership [7]. Moreover, the leadership models developed during the last century are bureaucratic in nature, suitable for the industrial context and not for the academic context [3]; hence, more *contemporary* leadership approaches are desired for academic institutions.

Understanding a context gives us an understanding of the leadership styles for that context. There are multiple layers of omnibus contexts when we talk about an educational institution. For example, a broad institutional governance system consists of multiple other contexts, such as management of academics, funding, and other human and non-human resource management systems, day-to-day operations management, etc. These contexts further reside in the broad societal context. Moreover, each of the above-discussed contexts carries a particular demographic profile; hence, demographic context is also an important context. Operating into these interwoven contexts calls for a unique skill set from educational leadership. While exploring important leadership roles during our qualitative phase, we explored four important leadership areas where leaders invest most of their time and efforts to excel in the education system. These areas are managing the teaching-learning system, managing intellectuals, showing institutional stewardship among the broader society, and managing the overall administration/operations. Each of these areas represents a particular context, such as academic, demographic, societal, and financial/operational context, respectively. Efficient leadership in these areas does not require a single trait/behavior, but the composite of both. Literature is evident of the suitable leadership styles for these contexts, for example, instructional, intellectual, servant, and administrative leadership. Thus, we can present our educational leadership scale (ELS) as the leadership model for the modern context.

Further, as per the complexity theory, contexts do not operate in isolation as academic systems are a complex interplay of various interacting contexts [12]. To deal with every complex challenge thrown by the modern context, educational leaders must be dynamic with their shifting adaptive, administrative, and enabling roles that require them to have *intellect, execution skills, and commitment* altogether in each role they perform [3]. Except for the administrative role, adaptive and enabling leadership roles allow the bottom-up and more informal institutional structures to prevail to produce excellence. Hence, we can present the above-developed four educational leadership styles to be the most modern styles suitable for the educational systems.

6. Conclusion

We accomplished both objectives by adopting a sound mixed methodology. Educational leadership (for the modern era) has been conceptualized largely by the two dimensions instructional and intellectual, followed by the servant leadership and administrative leadership styles. The servant dimension of leadership was found to be the unique feature of our educational leadership scale. A four-factor, fourteen-item

AL scale with stable and adequate psychometric properties was developed. Although some of the already existing leadership styles (ethical and authentic) have partially overlapping roles, our ELS is unique. We Validated ELS using the CFA technique. Five hypotheses were assessed using SEM for three stakeholders. All the hypotheses were supported by data. Findings showed a close association between four AL dimensions and individual and institutional establishing the predictive validity of the scale.

The instructional dimension showed a significant positive impact on both the outcomes commitment and reputation as hypothesized. Instructional activities are at the core of educational leadership functions as they are driven by the broader institutional aim. Hence, they are expected to have a significant impact at both levels (individual and institutional) as witnessed by our research. The intellectual dimension significantly positively impacted the individual outcome 'commitment.' When leaders engage with the employees and students in an intellectual dialog, it produces positive psychological outcomes. Although there may be an indirect impact of this dimension on the institutional outcome reputation, we did not assume any direct impact between them. The servant dimension showed a significant positive impact on the institutional outcome 'reputation' owing to the extensive social responsibility role expected of academic institutions. This insight can be used by ELs to strategize and generate institutional goodwill. This goodwill may further impact the commitment level of people, however, there may not be any direct relation between the servant dimension and the commitment level, given the unique nature of employees (especially faculty and students). Predictably, the administrative dimension significantly positively impacted 'commitment,' as it involves identifying, acquiring, and distributing resources in general. However, there are no clear and direct linkages between administrative capability and reputation, hence we did not test for it.

As an important take away, instructional and intellectual styles represented academic leader's active involvement with the internal stakeholders, mostly students and the faculty members. Hence, these two styles must be predominantly focused upon followed by the uniquely explored servant style along with the administrative style, while hiring leadership profiles for academic institutions in the modern era.

6.1 Limitations

Though extensive, our study is not devoid of limitations. *First*, sample size for the qualitative study may be a concern, though not a major one. Literature supports a small sample size [91] for qualitative study if the information received from each sample unit is crucial. *Secondly*, there is a lack of diversity in the institutional sample in our qualitative study. Future researchers should conduct interviews with leaders from diverse sets of institutes rather than only ranked institutes. In fact, managing non-ranked, less privileged academic institutions to success might require unique challenges and hence unique leadership styles. *Third*, a multilevel design should be followed during individual sampling of a qualitative study. Although the leaders often can be firsthand witnesses of institutional excellence, the insights involved from the faculty and student representatives can increase the robustness and authenticity of the data and create a more holistic picture of institutional excellence. *Fourth*, we empirically assessed our scale in professional Institutions only. More quantitative studies across diverse types of institutions are required to establish the cross-cultural validity of our scale. *Finally,* we included only two variables to assess the predictive validity of the scale, more variables from different stakeholders may be used in future studies.

6.2 Practical implications

A leader determines an institution's success or failure [92]. Considering the link between educational leadership and various outcomes, a leader who maintains a fine balance among multiple styles to achieve excellence in the modern era is inevitable. Instructional style emerged as the most impactful style, followed by the intellectual style, hence ELs must exercise these styles to generate excellent results with modern generations. However, instructional style must focus on guiding and mentoring more than exerting control, to have more impact on individual outcomes like commitment. Further, ELs are more connected to the faculty and the students, but they should also focus on the nonacademic staff and intellectually engage with them to understand their work requirements and problem areas. This way better nonacademic staff outcomes can be produced, and a more conducive environment can be created for the section of an academic institution whose work does not get enough attention in an academic setup. Although the servant leadership dimension was a unique attraction of the EL scale and showed a significant impact on the institutional outcome 'reputation,' it showed an extremely low effect size on other outcomes. The servant dimension can have two-fold implications: it serves the broader community as a prime institutional objective while enhancing institutional reputation. Hence, this dimension has a unique importance in a higher educational context. Even though the administrative capabilities of a leader are crucial for an academic institution, this dimension showed a negligible impact on the outcomes as compared to other styles. If conscious efforts are made to communicate about leaders' administrative efforts, attain resources, and provide them with the respective stakeholders, it can help create a strong association between leaders' administrative capabilities and different outcome measures.

Acknowledgements

Parts of this chapter were previously published in the doctoral thesis by the same author: [Darshna V. Banker]. Genetic characterization of [Title - Conceptualizing and developing a nomological framework of academic leadership - A study of higher education institutions in India] [Year – 2019]. [University Name – IIT Delhi]. Available from: [URL - https://shodhganga.inflibnet.ac.in/handle/10603/447620]. Some parts of the chapter were sourced from the source: https://journals.aom.org/doi/10.5465/AMBPP.2020.17601abstract

Appendix. Educational leadership scale (ELS)

A.1 Managing Teaching Learning (MTL)

1. My leader sets effective feedback mechanisms for continuous improvement in teaching-learning.

2. My leader determines the accountability mechanism for the head of the departments.

3. My leader sets up teaching outcome indicators.

A.2 Managing Intellectuals (MI)

1. My leader develops reward mechanisms for outperformers in academic areas.

2. My leader encourages and facilitates the research environment by providing financial/non-financial resources (scholarships, grants, and other resources) to faculty members.

3. My leader designs competitive pay packages.

4. My leader establishes a transparent and open communication channel among people and/or management.

5. My leader designs career paths and progression through job rotation, job enlargement, and job enrichment (for the HOD and deans)

A.3 Institutional Stewardship (IS)

1. My leader (as an owner) safeguards the institution from environmental threats.

2. My leader engages in reputation-building activities like campaigning, advertising, and exhibitions.

3. My leader continuously benchmarks an institution with top-ranked universities/institutions.

A.4 Administrative Competence (AC)

1. My leader commands positional/personal power to achieve institutional objectives.

2. My leader identifies various sources of funds like institutional funding agencies, high net worth individuals, central/state government, donations/endowments, etc.

3. My leader identifies key influencers for the institution & understands the risk associated with each stakeholder.

Measuring Educational Leadership for Modern Era
DOI: http://dx.doi.org/10.5772/intechopen.1009982

Author details

Darshna V. Banker
Lal Bahadur Shastri Institute of Management, Delhi, India

*Address all correspondence to: darshnabanker@gmail.com

References

[1] Morrison K. Complexity theory and education. In: APERA Conference. Hong Kong: Hong Kong Education Research Association; 2006. pp. 28-30

[2] Rosenhead J, Franco L, Grint K, Friedland B. Complexity theory and leadership practice: A review, a critique, and some recommendations. The Leadership Quarterly. 2019;**30**(5):1-25. DOI: 10.1016/j.leaqua.2019.07.002

[3] Uhl-Bien M, Marion R, McKelvey B. Complexity leadership theory: Shifting leadership from the industrial age to the knowledge era. The Leadership Quarterly. 2007;**18**(4):298-318. DOI: 10.1016/j.leaqua.2007.04.002

[4] Heckscher C. Defining the post-bureaucratic type. In: The Post-Bureaucratic Organization: New Perspectives on Organizational Change. Vol. 14. Thousand Oaks: Sage; 1994. p. 62

[5] Levy S. Artificial Life: The Quest for New Creation. New York: Random House; 1992. ISBN: 067940774X

[6] McHaney R. The New Digital Shoreline: How Web 2.0 and Millennials Are Revolutionizing Higher Education. New York: Taylor and Francis; 2023. DOI: 10.4324/9781003447979

[7] Oc B. Contextual leadership: A systematic review of how contextual factors shape leadership and its outcomes. The Leadership Quarterly. 2018;**29**:218-235. DOI: 10.1016/j.leaqua.2017.12.004

[8] Lewis R, Smith D. Total Quality in Higher Education. Delray Beach: St. Lucie Press; 1994. ISBN-0-9634030-7-9

[9] Mishra S. Implementing Technology-Enabled Learning in Indian Universities. University News; 2019. pp. 7-11. Available from: http://hdl.handle.net/11599/3443

[10] Banker D, Bhal K. Creating world class universities: Roles and responsibilities for academic leaders in India. Educational Management Administration and Leadership. 2020;**48**(3):570-590. DOI: 10.1177/1741143218822776

[11] Bryman A. Effective leadership in higher education: A literature review. Studies in Higher Education. 2007;**32**(6):693-710. DOI: 10.1080/03075070701685114

[12] Altbach P, Salmi J. The Road to Academic Excellence: The Making of World-Class Research Universities. Washington DC: The World Bank; 2011. DOI: 10.1596/978-0-8213-8805-1

[13] Gumus S, Bellibas M, Esen M, Gumus E. A systematic review of studies on leadership models in educational research from 1980 to 2014. Educational Management Administration and Leadership. 2018;**46**(1):25-48. DOI: 10.1177/1741143216659296

[14] Anderson H, Baur J, Griffith J, Buckley M. What works for you may not work for (gen) me: Limitations of present leadership theories for the new generation. The Leadership Quarterly. 2017;**28**(1):245-260. DOI: 10.1016/j.leaqua.2016.08.001

[15] Twenge J, Kasser T. Generational changes in materialism and work centrality, 1976-2007: Associations with temporal changes in societal insecurity and materialistic role modeling. Personality and Social Psychology Bulletin. 2013;**39**(7):883-897. DOI: 10.1177/0146167213484586

[16] Ng E, Schweitzer L, Lyons S. New generation, great expectations: A field study of the millennial generation. Journal of Business and Psychology. 2010;**25**:281-292. DOI: 10.1007/s10869-010-9159-4

[17] Twenge J, Campbell S. Who are the Millennials? Empirical evidence for generational differences in work values, attitudes and personality. In: Ng E, Lyons S, Schweitzer L, editors. Managing the New Workforce: International Perspectives on the Millennial Generation. Cheltenham, UK: Edward Elgar; 2012. pp. 152-180. DOI: 10.4337/9780857933010.00006

[18] Twenge J, Foster J. Birth cohort increases in narcissistic personality traits among American college students, 1982-2009. Social Psychological and Personality Science. 2010;**1**(1):99-106. DOI: 10.1177/1948550609355719

[19] Lu A, Gursoy D. Impact of job burnout on satisfaction and turnover intention: Do generational differences matter? Journal of Hospitality and Tourism Research. 2016;**40**(2):210-235. DOI: 10.1177/1096348013495696

[20] Dodson TM, Thompson-Hairston K. A scoping review of gen z nursing students: Learning preferences and educator strategies. Teaching and Learning in Nursing. 2025;**20**(1):85-90. DOI: 10.1016/j.teln.2024.11.007

[21] Brenny K, Yelich Biniecki SM. Supporting future roles of millennials in rural agriculture retail: The role of technology in continuing education solutions. New Directions for Adult and Continuing Education. 2024;**2024**(181): 19-28. DOI: 10.1002/ace.20518

[22] Lyons S, Kuron L. Generational differences in the workplace: A review of the evidence and directions for future research. Journal of Organizational Behavior. 2014;**35**(S1):S139-S157. DOI: 10.1002/job.1913

[23] Bass B, Avolio B. Improving Organizational Effectiveness through Transformational Leadership. Thousand Oaks. London, New Delhi: Sage; 1994. ISBN 0-8039-5235-X, 0-8039-5236-8 (pbk)

[24] Wesner M, Miller T. Boomers and Millennials have much in common. Organization Development Journal. 2008;**26**:89-96

[25] Gupta M, Bhal K. Impact of LMX congruence on subordinate performance, promotability and organizational commitment. In: Leadership and Governance – Proceedings of the International Conference on Management, Leadership and Governance. UK: Academic Conferences and Publishing International Limited; 2014. pp. 325-332

[26] Lord R, Day D, Zaccaro S, Avolio B, Eagly A. Leadership in applied psychology: Three waves of theory and research. Journal of Applied Psychology. 2017;**102**(3):434-451

[27] Bourdieu P. Homo Academicus. Stanford, California: Stanford University Press. Stanford, California; 1988. ISBN 0-8047-1798-2

[28] Conroy J. Intellectual Leadership in Education. Dordrecht: Wolters Kluwer; 2000. ISBNs - 0792386582, 9780792386582

[29] Macfarlane B, Chan R. The last judgement: Exploring intellectual leadership in higher education through academic obituaries. Studies in Higher Education. 2014;**39**(2):294-306. DOI: 10.1080/03075079.2012.684679

[30] Wepner S, D'Onofrio A, Wilhite S. The leadership dimensions of education deans. Journal of Teacher Education. 2008;**59**(2):153-169. DOI: 10.1177/0022487107313745

[31] Evans L, Homer M, Rayner S. Professors as academic leaders: The perspectives of 'the led'. Educational Management Administration and Leadership. 2013;**41**(5):674-689. DOI: 10.1177/1741143213488589

[32] Vogel D. Hass research on leadership: An introduction. California Management Review. 2017;**60**(1):5-7. DOI: 10.1177/0008125617735339

[33] Spillane J, Halverson R, Diamond J. Investigating school leadership practice: A distributed perspective. Educational Researcher. 2001;**30**:23-28. DOI: 10.3102/0013189X030003023

[34] Lashley C, Boscardin M. Special Education Administration at a Crossroads: Availability, Licensure, and Preparation of Special Education Administrators. Gainesville, Florida: Center on Personnel Studies in Special Education; 2003

[35] Marks H, Printy S. Principal leadership and school performance: An integration of transformational and instructional leadership. Educational Administration Quarterly. 2003;**39**(3):370-397. DOI: 10.1177/0013161X03253412

[36] Leithwood K, Jantzi D. The relative effects of principal and teacher sources of leadership on student engagement with school. Educational Administration Quarterly. 1999;**35**(5):679-706. DOI: 10.1177/0013161X99355002

[37] Mohnot H. The impact of some demographic variables on educational leadership preparedness in Indian higher education. Journal of Further and Higher Education. 2019;**43**(1):1-11. DOI: 10.1080/0309877X.2017.1349891

[38] Gmelch W. Paying the Price for Educational Leadership: Department Chair Tradeoffs. Pullman, WA: Department of Educational Administration; 1991. Available from: https://eric.ed.gov/?id=ED341143

[39] Fiedler F. The contingency model and the dynamics of the leadership process. In: Berkowitz L, editor. Advances in Experimental Social Psychology. Vol. 17. New York: Academic Press; 1978. pp. 59-96. ISBN 0-12-015217-7

[40] Bass B, Stogdill R. A Handbook of Leadership: A Survey of Theory and Research. New York: Free Press; 1981. ISBN - 002901820X. Available from: https://lccn.loc.gov/80070210

[41] Blake R, Mouton J. From theory to practice in interface problem solving. Psychology of Intergroup Relations. 1986;**2**:67-87

[42] Antonakis J, House R. Instrumental leadership: Measurement and extension of transformational–transactional leadership theory. The Leadership Quarterly. 2014;**25**(4):746-771. DOI: 10.1016/j.leaqua.2014.04.005

[43] Hiller N, Sin H, Ponnapalli A, Ozgen S. Benevolence and authority as WEIRDly unfamiliar: A multi-language meta-analysis of paternalistic leadership behaviors from 152 studies. The Leadership Quarterly. 2019;**30**:165-184. DOI: 10.1016/j.leaqua.2018.11.003

[44] Seagren A. The Department Chair: New Roles, Responsibilities and Challenges. Washington, DC: ASHE-ERIC Higher Education Reports; 1993. ISSN 0884-0040ISBN 1-878380-22-2

[45] Bush T, Abdul Hamid S, Ng A, Kaparou M. School leadership theories and the Malaysia education blueprint: Findings from a systematic literature review. International Journal of Educational Management. 2018;**32**(7):1245-1265. DOI: 10.1108/IJEM-06-2017-0158

[46] Bolman L, Gallos J. Leading from the middle. Ch no. 8. In: Reframing Educational Leadership. San Fancisco: Jossey-Bass; 2011. pp. 143-162. ISBN 9781119663560 (hardback)

[47] Oplatka I. Book review: Developing as an educational leader and manager. Educational Management Administration and Leadership. 2016;**44**(4):706-708. DOI: 10.1177/1741143216646084

[48] Xu K. An empirical study of Confucianism: Measuring Chinese educational leadership. Management Communication Quarterly. 2011;**25**(4):644-662. DOI: 10.1177/0893318911405621

[49] Brown M, Treviño L, Harrison D. Ethical leadership: A social learning perspective for construct development and testing. Organizational Behavior and Human Decision Processes. 2005;**92**(2):117-134. DOI: 10.1016/j.obhdp.2005.03.002

[50] Choi D, Oh I, Colbert A. Understanding organizational commitment: A meta-analytic examination of the roles of the five-factor model of personality and culture. Journal of Applied Psychology. 2015;**100**(5):1542-1567. Available from: https://psycnet.apa.org/buy/2015-13137-001

[51] Mowday R, Steers R, Porter L. The measurement of organizational commitment. Journal of Vocational Behavior. 1979;**14**(2):224-247. DOI: 10.1016/0001-8791(79)90072-1

[52] Chen Y, Zhou X, Klyver K. Collective efficacy: Linking paternalistic leadership to organizational commitment. Journal of Business Ethics. 2019;**159**(2):587-603. DOI: 10.1007/s10551-018-3847-9

[53] Nguyen N, Leblanc G. Corporate image and corporate reputation in customers' retention decisions in services. Journal of Retailing and Consumer Services. 2001;**8**(4):227-236. DOI: 10.1016/S0969-6989(00)00029-1

[54] Hinkin T. A brief tutorial on the development of measures for use in survey questionnaires. Organizational Research Methods. 1998;**1**(1):104-121. DOI: 10.1177/109442819800100106

[55] DeVellis R. Scale Development: Theory and Applications, 26 Applied Social Research Methods Series. Thousand Oaks, CA: Sage Publications Inc.; 1991 ISBN 9781506341569 (pbk: alk. paper)

[56] Banker D, Banker K. Women in leadership: A scenario in Indian higher education sector. In: Riding the New Tides: Navigating the Future through Effective People Management. New Delhi: Emerald India Publishing; 2017. pp. 239-251

[57] Braun V, Clarke V. Using thematic analysis in psychology. Qualitative Research in Psychology. 2006;**3**(2):77-101. DOI: 10.1191/1478088706qp063oa

[58] Smaling A. Varieties of methodological intersubjectivity—The relations with qualitative and quantitative research, and with objectivity. Quality and Quantity. 1992;**26**(2):169-180. DOI: 10.1007/BF02273552

[59] Thatcher J, Stepina L, Boyle R. Turnover of information technology workers: Examining empirically

the influence of attitudes, job characteristics, and external markets. Journal of Management Information Systems. 2002;**19**(3):231-261. DOI: 10.1080/07421222.2002.11045736

[60] Boyce J, Bowers A. Toward an evolving conceptualization of instructional leadership as leadership for learning: Meta-narrative review of 109 quantitative studies across 25 years. Journal of Educational Administration. 2018;**56**(2):1-20. DOI: 10.1108/JEA-06-2016-0064

[61] Senge P, Kleiner A, Roberts C, Ross R, Roth G, Smith B, et al. The dance of change: The challenges to sustaining momentum in learning organizations. Performance Improvement. 1999;**38**(5):55-58. DOI: 10.1002/pfi.4140380511

[62] Marks H, Louis K. Does teacher empowerment affect the classroom? The implications of teacher empowerment for instructional practice and student academic performance. Educational Evaluation and Policy Analysis. 1997;**19**(2):245-275. DOI: 10.3102/01623737019003245

[63] Hallinger P. Instructional leadership and the school principal: A passing fancy that refuses to fade away. Leadership and Policy in Schools. 2005;**4**(3):221-239. DOI: 10.1080/15700760500244793

[64] Blase J, Blase J. Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. Journal of Educational Administration. 2000;**38**(2):130-141. ISSN-0957-8234

[65] Purvanova R, Bono J. Transformational leadership in context: Face-to-face and virtual teams. The Leadership Quarterly. 2009;**20**(3):343-357. DOI: 10.1016/j.leaqua.2009.03.004

[66] Stefani L. Intellectual leadership in higher education: Renewing the role of the university professor, by Bruce Macfarlane. Higher Education Research and Development. 2013;**32**(2):334-336. DOI: 10.1080/07294360.2012.744716

[67] Macfarlane B. Intellectual Leadership in Higher Education: Renewing the Role of the University Professor. Abingdon and New York: Routledge; 2013. DOI: 10.4324/9780203817490

[68] Balwant P, Birdi K, Stephan U, Topakas A. Transformational instructor-leadership and academic performance: A moderated mediation model of student engagement and structural distance. Journal of Further and Higher Education. 2019;**43**(7):884-900. DOI: 10.1080/0309877X.2017.1420149

[69] Macfarlane B. Professors as intellectual leaders: Formation, identity and role. Studies in Higher Education. 2011;**36**(1):57-73. DOI: 10.1080/03075070903443734

[70] Block P. Stewardship: Choosing Service over Self-Interest. San Francisco: Berrett-Koehler Publishers; 1993. ISBN 1-881052-28-1 (alk. paper)

[71] Greenleaf R. The Institution as Servant. Newton Center MA: Robert K. Greenleaf Center; 1976

[72] Gooden M. Stewardship and critical leadership: Sufficient for leadership in urban schools? Education and Urban Society. 2002;**35**(1):133-143. DOI: 10.1177/001312402237218

[73] Gonzalez Y, Gonzalez E. Perceptions of selected senior administrators of higher education institutions in Mexico regarding needed administrative competencies [Thesis]. College Station, Texas: Texas A&M University; 2005

[74] Hodson JB. Leading the way: The role of presidents and academic deans in fundraising. New Directions for Higher Education. 2010;**149**:39. DOI: 10.1002/he.379

[75] Thamrin H. The influence of transformational leadership and organizational commitment on job satisfaction and employee performance. International Journal of Innovation, Management and Technology. 2012;**3**(5):566. DOI: 10.7763/IJIMT.2012.V3.299

[76] Walumbwa F, Orwa B, Wang P, Lawler J. Transformational leadership, organizational commitment, and job satisfaction: A comparative study of Kenyan and US financial firms. Human Resource Development Quarterly. 2005;**16**(2):235-256. DOI: doi.org/10.1002/hrdq.1135

[77] Ross J, Gray P. Transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy. School Effectiveness and School Improvement. 2006;**17**(2):179-199. DOI: 10.1080/09243450600565795

[78] Sheppard B. Exploring the transformational nature of instructional leadership. Alberta Journal of Educational Research. 1996;**42**(4):325-344. ISSN-0002-4805

[79] Cherkowski S. Teacher commitment in sustainable learning communities: A new ancient story of educational leadership. Canadian Journal of Education. 2012;**35**(1):56-68. Available from: http://www.jstor.org/stable/canajeducrevucan.35.1.56 [Accessed: January 21, 2025]

[80] Avolio B, Bass B, Jung D. Re-examining the components of transformational and transactional leadership using the multifactor leadership. Journal of Occupational and Organizational Psychology. 1999;**72**(4):441-462. DOI: 10.1348/096317999166789

[81] Avolio B, Gardner W, Walumbwa F, Luthans F, May D. Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. The Leadership Quarterly. 2004;**15**(6):801-823. DOI: 10.1016/j.leaqua.2004.09.003

[82] Bass B, Riggio R. Transformational Leadership. New York: Psychology Press; 2006. DOI: 10.4324/9781410617095

[83] Lo M, Ramayah T, Min H. Leadership styles and organizational commitment: A test on Malaysia manufacturing industry. African Journal of Marketing Management. 2009;**8**(4):133-139. ISSN - 2756-3405

[84] Dowling G. Corporate reputations: Should you compete on yours? California Management Review. 2004;**46**(3):19-36. DOI: 10.2307/411662

[85] Hemphill J. Leadership behavior associated with the administrative reputation of college departments. Journal of Educational Psychology. 1955;**46**(7):385. DOI: 10.1037/h0041808

[86] Altbach P. Leadership for World-Class Universities: Challenges for Developing Countries. New York and London: Routledge Publication; 2011. ISBN 0-203-84217-0

[87] Kazoleas D, Kim Y, Anne Moffitt M. Institutional image: A case study. Corporate Communications: An International Journal. 2001;**6**(4):205-216. DOI: 10.1108/EUM0000000006148

[88] Men L, Stacks D. The effects of authentic leadership on strategic

internal communication and employee-organization relationships. Journal of Public Relations Research. 2014;**26**(4):301-324. DOI: 10.1080/1062726X.2014.908720

[89] Men L. Internal reputation management: The impact of authentic leadership and transparent communication. Corporate Reputation Review. 2014;**17**(4):254-272. DOI: 10.1057/crr.2014.14

[90] Zhu Y, Sun L, Leung A. Corporate social responsibility, firm reputation, and firm performance: The role of ethical leadership. Asia Pacific Journal of Management. 2014;**31**(4):925-947. DOI: 10.1007/s10490-013-9369-1

[91] Pilbeam C, Jamieson I. Beyond leadership and management: The boundary-spanning role of the pro-vice chancellor. Educational Management Administration and Leadership. 2010;**38**(6):758-776. DOI: 10.1177/1741143210379058

[92] Simkins T. Leadership in education: 'What works' or 'what makes sense'? Educational Management Administration and Leadership. 2005;**33**(1):9-26. DOI: 10.1177/1741143205048168

Chapter 7

Perspective Chapter: The Role of Educational Leadership in Promoting Entrepreneurship Education in Higher Education – Evidence from Pakistan

Tahira Yasmeen, Muhammad Aftab, Jan Alam, Muhammad Mohsin and Muhammad Bilal

Abstract

Amid increasing demands for accountability and higher expectations, educational leadership is under intense scrutiny for its role in fostering innovation and entrepreneurship among students. Although various models of leadership have been proposed, comprehensive reviews connecting progressive leadership theories—such as transformational, distributed, and instructional leadership—to the advancement of entrepreneurship education remain limited. This chapter provides a narrative literature review to bridge this gap, examining how different educational leadership approaches can actively support entrepreneurial learning in higher education environments. The analysis evaluates how leadership philosophies encourage innovation, calculated risk-taking, and teamwork—core elements necessary to build an entrepreneurial culture in universities. Attention is given to strategies educational leaders use—such as setting shared goals and facilitating collaboration—to embed entrepreneurial practices within institutional structures. Drawing on examples from both public and private universities in Pakistan, the chapter highlights how best practices in entrepreneurship education can be transferred and adapted across diverse educational settings. Addressing the pressing challenges of unemployment and economic development, it demonstrates that broadening access to entrepreneurship education through effective leadership can unlock the entrepreneurial potential of youth. The study employs action research methodology and a knowledge-transfer framework to analyze interventions and the processes governing the transfer of entrepreneurial practices. Findings reveal that the success of such educational innovation depends on several factors, including the quality of the program and transfer team, the absorptive capacity of recipient institutions, and wider contextual and motivational dynamics. The resulting model and recommendations offer a practical roadmap for Pakistani

universities and other developing countries seeking to strengthen entrepreneurship education through forward-looking educational leadership.

Keywords: educational leadership, entrepreneurship education, knowledge transfer, best practices, entrepreneurial university

1. Introduction

Fast technological development, changing labor market demands, and the growing significance of innovation as a catalyst for sustainable development have all had an increasing impact on the global economy in the twenty-first century [1]. In light of this, entrepreneurship education (EE) has become an essential part of higher education systems, giving students the mindset to recognize opportunities, innovate, and make significant contributions to socio-economic growth in addition to the knowledge and abilities to launch new businesses [2]. By incorporating incubation facilities, industrial partnerships, and practical learning into their curricula, universities around the world are evolving from passive knowledge providers to entrepreneurial ecosystems. There is an urgent need for this change in Pakistan. According to the demographic profile of the nation, about 64% of people are under 30 [3]. This "youth bulge" poses a serious policy dilemma because unemployment rates among educated youth continue to be high, despite the fact that it represents a huge potential workforce. The Pakistan Institute of Development Economics [4] reports that a sizable percentage of graduates have difficulty finding jobs that match their skills. In such a setting, EE is becoming more and more recognized as a tool for boosting self-employment, creativity, and employability.

Over the past two decades, there has been a significant increase in scholarly interest in educational leadership, resulting in the emergence of several prominent leadership philosophies. This study focuses on three widely recognized leadership approaches: transformational, distributed, and instructional leadership. Traditionally, instructional leadership was considered a principal-centered, top-down approach emphasizing clear goal-setting, program execution, and alignment of institutional objectives. Learner outcomes, teaching effectiveness, and curriculum design are the main concerns of instructional leadership. It guarantees the efficient delivery of entrepreneurship education by coordinating pedagogy with entrepreneurial competencies. This approach places a strong emphasis on skill development that is in line with real-world problems, experiential learning, and reflective teaching. Through competency-based, structured education, it has been successful in developing entrepreneurial skills [5–7]. However, contemporary perspectives view it more democratically, recognizing the value of involving multiple stakeholders in decision-making [8].

Transformational leadership centers on inspiring and motivating followers through intellectual stimulation and individualized consideration, fostering an environment conducive to innovation and change. In higher education, transformational leadership cultivates an entrepreneurial attitude by inspiring vision, creativity, and motivation. It encourages strategic thinking, innovative risk-taking, and staff and student empowerment. This paradigm uses shared purpose, experimentation, and mentoring to match leadership with entrepreneurial objectives. Research indicates that it greatly improves students' educational performance and entrepreneurial behavior [9–12].

Distributed leadership, which gained prominence during the COVID-19 pandemic, encourages shared responsibility and autonomy by involving employees in decision-making and accountability processes. Distributed leadership places a strong emphasis on inclusive decision-making, shared accountability, and teamwork. Through the empowerment of many players, including as students and teachers, to spearhead innovation, it facilitates entrepreneurial thinking. This paradigm increases institutional capacity for entrepreneurial transformation and promotes bottom-up initiatives. Studies highlight its role in enhancing teaching innovation and leadership development in HEIs [13–15].

Despite their methodological differences, all three models seek to drive institutions toward their strategic goals—whether through hierarchical direction or collaborative engagement [8, 16].

Effective educational leaders are characterized by their ability to creatively marshal resources, accurately assess organizational needs, and understand the unique strengths and challenges of their followers [8, 17]. In Pakistan, research highlights that entrepreneurship education is viewed as highly relevant by young entrepreneurs. According to [18], education plays a pivotal role in equipping aspiring entrepreneurs with essential management skills and competencies required to successfully initiate and run their own enterprises.

Globally, there is growing recognition of the necessity to refine entrepreneurial education and training systems to prepare youth for participation in a rapidly evolving knowledge-based economy [19, 20] Turner and Entrepreneurship education fosters not only commercial innovation but also social and technological transformation by equipping students with critical knowledge, skills, and competencies necessary for opportunity recognition and venture creation. Scholars have examined diverse elements of entrepreneurship education, including program contexts, pedagogies, underlying philosophies (ontology and axiology), and support mechanisms [21].

An era marked by globalization and intensified competition, entrepreneurial education is increasingly considered essential. It enhances creativity and imagination, enabling entrepreneurs to better navigate the complexities of launching new ventures [18, 22, 23]. Moreover, education improves entrepreneurs' decision-making capabilities, enabling timely and effective responses to challenges [24–26]. Ref. [27] argues that learning organizations must move beyond rigid, outdated structures and focus instead on creating environments conducive to continuous learning. In this view, university education is a collaborative endeavor between students and instructors within a dynamic and unpredictable external environment. As universities reconsider their identities and roles in society, there is increasing pressure—from governments and industry alike—to design programs that cultivate generic skills such as critical thinking, teamwork, and communication in addition to traditional knowledge acquisition.

This chapter positions educational leadership as a critical driver for embedding and promoting entrepreneurship education within higher education institutions. By understanding and applying modern leadership philosophies, educational leaders can foster entrepreneurial mindsets and cultures that respond effectively to the socio-economic challenges facing Pakistan and similar developing countries. Innovation and entrepreneurship have become pivotal drivers of transformation within the rapidly evolving field of education. Educational leaders play a crucial role in guiding their institutions by fostering environments that encourage and facilitate these forces, which significantly influence the quality and relevance of education [28, 29]. Despite

the growing recognition of the relationship between leadership styles, organizational culture, educational innovation, and entrepreneurship, much of the existing research remains theoretical. This narrative review aims to address this gap by examining how educational leadership can effectively direct innovation and entrepreneurship within learning environments [8, 30].

As the scope of leadership responsibilities in education expands, it is increasingly subject to scrutiny [29, 31]. Effective leadership not only cultivates supportive learning environments but also actively stimulates creativity and entrepreneurial initiatives. Contemporary educational challenges including rapid technological progress and economic pressures—make it imperative for educational institutions to adopt more innovative and entrepreneurial approaches, underscoring the vital connection between leadership and these emerging themes [29, 31]. However, high unemployment rates persist among university graduates, with many remaining jobless even a year after completing their studies. Traditional higher education curricula in these fields have primarily aimed to prepare graduates for employment in large corporations, fostering a mindset oriented toward corporate jobs rather than self-employment or entrepreneurial initiative.

This prevailing emphasis discourages students from developing leadership and entrepreneurial skills, further exacerbating socio-economic repercussions such as frustration, unemployment, and underemployment among youth. To address this, universities must proactively support faculty, students, and administrators with incentives, training, and resources aimed at adapting to a changing educational and economic landscape. Ref. [27] advocates for a "double loop" learning process that integrates feedback, transparent information flow, and organizational support to better adapt to evolving environments. Complementing this, highlights that effective academic development hinges on integrating theory and practice rather than treating them as separate domains. This integration fosters professionalism and enables educators to develop more effective teaching strategies by collaborating with researchers and embracing inquiry-driven development. Such academic development not only enriches teaching but also engages educators in the excitement of discovery, ultimately benefiting students and institutional innovation.

Over the previous decade, several higher education institutions in Pakistan both public and private have started entrepreneurial education programs to meet rising demands for innovation and economic expansion. Many of these HEIs have sought to emulate successful entrepreneurship curricula from Western universities by adapting their course offerings and involving external experts. Furthermore, the federal government, through initiatives such as the Higher Education Commission's (HEC) funding scheme [32], has invested substantial resources to establish incubation centers nationwide to support student startups and entrepreneurial ventures. In spite of these efforts, many attempts to repeat international entrepreneurship education representations at local institutions have encountered significant challenges and ultimately dropped short of desired outcomes. One major obstacle has been the path-dependent nature of transferring programs developed in different cultural and institutional contexts. Additional barriers include the high resource intensity of such initiatives, curricular designs lacking alignment with local cultural and socio-economic realities, and acute shortages of qualified faculty and administrative personnel capable of effectively delivering these programs.

These limitations have particularly hampered engineering and technology focused HEIs, where resource constraints and insufficient expertise restrict the ability to

launch and sustain entrepreneurial initiatives comparable to those at established business schools. There remains a notable gap in research and practice regarding efficient and cost-effective methods for transferring entrepreneurship education best practices from famous local educational institutions, public and private universities, and faculties.

A notable example of local entrepreneurship education development is Punjab University's Center for Entrepreneurial Development (CED), established in 1920 and significantly expanded in 2025. To foster entrepreneurship nationally, CED launched a range of programs, including certificate courses aimed at non-traditional students, alongside entrepreneurship courses within bachelor's and master's degree curricula. In innovating their approach, the Center adopted [33] effectuation theory, modifying the traditional causal, business-plan-driven model to better suit the learning needs of entrepreneurial students. In this tactic was further improved by joining elements of religiousness and social service, emphasizing ethical and community-oriented dimensions of entrepreneurship [21].

By 2013, CED had developed a comprehensive portfolio of locally tailored entrepreneurship education and training programs designed for faculty, non-traditional learners, and students across disciplines. The strategic vision underlying these efforts is to create both short- and long-term learning opportunities that generate meaningful social impact beyond purely financial returns. While economic sustainability remains important to ensure program quality, the core mission of educational entrepreneurship at CED is to build social and human capacity capable of leading responsible and positive educational initiatives. Consequently, embedding principles of sustainability and integration within programming is critical to maintaining continuous quality improvement. Within this framework, both faculty and students are recognized as active "learners" participating in a dynamic learning organization.

Capitalizing on the success of its program offerings, CED initiated a systematic endeavor in early 2014 to disseminate its entrepreneurship education tactics to other national and regional higher education's institutions. This study presents eight cases illustrating the transfer of CED-developed best practices to neighboring institutions, focusing on how entrepreneurial education methods can be effectively transmitted from business schools to engineering and technology faculties.

A central research question driving this inquiry is: How can excellent entrepreneurship education practices, developed in one local context, be successfully transferred and adapted across different institutional settings? Particular attention is given to identifying critical success factors and barriers encountered during the adoption of these practices.

To guide the analysis, the study introduces a conceptual framework grounded in existing literature on educational leadership, knowledge transfer, and entrepreneurship education. Employing an action research methodology, this approach facilitates iterative data collection and evaluation to refine both theory and practice in the local transfer of entrepreneurial education innovations.

Integrating the knowledge transmission framework with educational leadership: The effective transmission of best practices in entrepreneurship education among Pakistani higher education institutions is a complex, multi-layered process—one that is fundamentally shaped by educational leadership at each stage. The conceptual framework outlined in this chapter provides a structured lens for understanding how entrepreneurial knowledge and practices can be successfully shared, adopted, and sustained across diverse institutional environments (**Figure 1**).

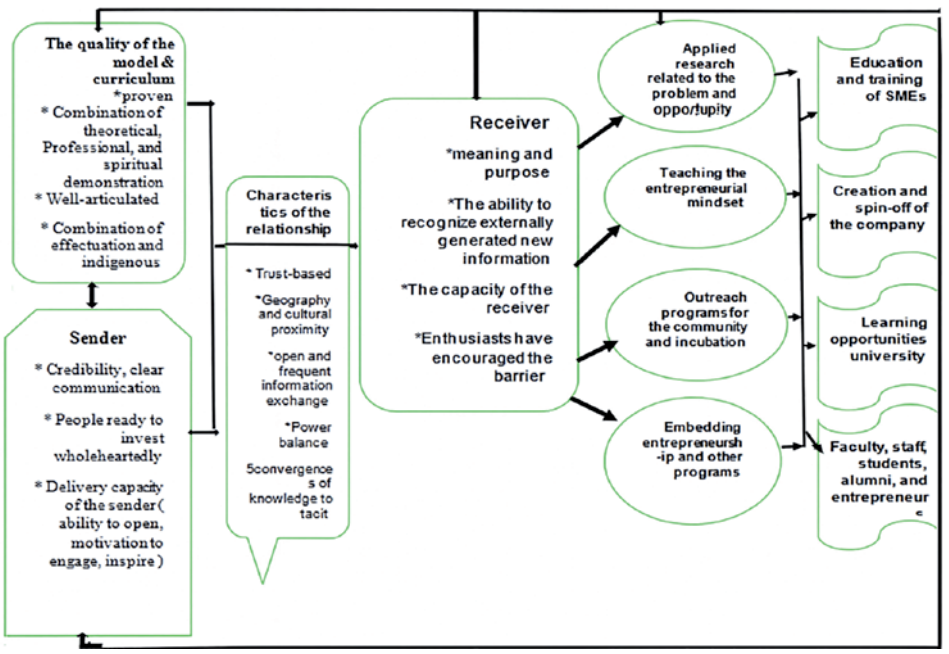

Figure 1.
An agenda for understanding the knowledge transmission of best practices public and private universities in entrepreneurship education.

1.1 The sender: Leadership as the catalyst for initiation

In the framework, the "sender" represents institutions with established entrepreneurship education expertise, such as Punjab University's Center for Entrepreneurial Development (CED). Here, educational leaders function as catalysts, leveraging their credibility, communication skills, and motivational abilities to package and disseminate innovative curricula and pedagogical approaches. Their visionary leadership not only establishes the legitimacy of best practices but also fosters an environment that encourages knowledge sharing beyond the boundaries of their own institution. By prioritizing capacity-building and articulating a clear mission, leaders can position their institutions as models for entrepreneurship education within Pakistan's higher education landscape.

1.2 Relationship characteristics: Leadership's role in building trust and networks

Successful transmission of educational best practices is heavily dependent on the relationships leaders forge between sender and receiver institutions. Educational leaders act as bridge-builders, ensuring that collaboration is rooted in trust, cultural alignment, balanced power dynamics, and open lines of communication. Their diplomatic acumen enables them to navigate regional, organizational, and even disciplinary boundaries, adapting entrepreneurship education for local relevance. This relationship-building role is especially vital in the Pakistani context, where differences in resources, institutional cultures, and geographic locations can otherwise hinder effective program transfer.

1.3 Receiver: Leadership in facilitating absorption and adaptation

The "receiver" in this framework is the institution or group adopting and implementing transferred practices. Leadership here focuses on developing absorptive capacity: recognizing the value of new knowledge, interpreting its relevance, and guiding faculty and students through adaptation and implementation. Leaders at receiving institutions play a central part in motivating stakeholders, providing professional development opportunities, and allocating resources necessary for successful adoption. Their commitment helps overcome barriers such as limited experience, faculty resistance, or lack of infrastructure, which are common challenges for many Pakistani HEIs, especially in engineering and technology fields.

1.4 Transmission strategies: Leadership in enabling institutionalization

Transmission of entrepreneurial education is enacted through mechanisms like research partnerships, entrepreneurship mindset training, community outreach, and embedding entrepreneurship into curricula. Educational leaders champion these strategies by supporting interdisciplinary initiatives, encouraging pedagogical innovation, and facilitating partnerships with industry and local communities. Their proactive involvement ensures that entrepreneurship is not merely an add-on but is institutionalized as an integral part of the academic experience. For example, the leaders at CED have promoted mentorship programs, incubation centers, and outreach activities that extend entrepreneurial learning to wider audiences, including non-traditional students.

1.5 Outcomes: Sustaining impact through leadership

Leadership does not end with the transmission phase. To generate tangible impact—such as SME training, increased startup activity, richer learning environments, and holistic development of stakeholders—leaders must prioritize program sustainability and continuous improvement. This is achieved by embedding entrepreneurship within the institutional mission, ensuring robust funding and support, and implementing ongoing assessment and feedback loops. Pakistani educational leaders are therefore not only responsible for initiating change but for embedding it as a sustainable, evolving feature of institutional culture and national development strategy.

2. Literature review

Universities incorporate entrepreneurial abilities into their academic strategies to develop both institutional ethos and academic programs that foster entrepreneurship [18]. The primary focus of entrepreneurship education lies in shaping entrepreneurs' personal beliefs and competencies, which advance their careers and capacity to innovate. Contemporary entrepreneurial universities have emerged as vital players in regional entrepreneurial ecosystems, significantly contributing to innovation and entrepreneurial activity in their local communities [20, 34]. By offering entrepreneurship education, universities help individuals develop an entrepreneurial mindset, acquire diverse skills, and build networks essential for venture creation and growth [20]. Creating sustainable and inclusive entrepreneurial ecosystems requires

collaboration between universities and external stakeholders to bridge resources, ideas, and partnerships. This asset bridging promotes information creation and knowledge transfer, which lays the foundation for entrepreneurial education that drives economic growth [35, 36]. In educational institutions, effective leadership involves nuanced cooperation between administrators and academics to nurture entrepreneurial initiatives. For example, collaborative leadership marked by pastoral care, encouragement, and critical analysis—involving deans, program coordinators, and faculty—has been found essential to support entrepreneurial leadership in academic settings.

From a theoretical perspective, the knowledge-based view of the firm [37] posits knowledge assets as sources of constant inexpensive advantage. The body of knowledge management literature explores facets such as information generation sharing transfer [38, 39], organizational learning, and revolution knowledge transfer, a key sub-process, involves transmitting information across boundaries and contexts, enabling the recipient to absorb and apply new knowledge to their specific environment [40]. While firms seek to leverage knowledge transfer strategically for competitive advantage, its effectiveness can be impeded by factors such as reluctance to share knowledge, communication barriers, and recipient inabilities [41].

Contextual and cultural factors substantially complicate knowledge transfer. As organizations specialize, tacit knowledge becomes embedded within particular procedures and terminologies known only to insiders, necessitating translation and adaptation for effective transfer [42]. Ref. [43] argues that successful knowledge translation enhances recipient capabilities by integrating existing and newly acquired knowledge [44]. Emphasize the importance of trust, motivation, and skills between sending and receiving institutions for fruitful knowledge sharing. They highlight that involving original developers of best practices throughout the transfer process enhances adaptation and sustainability. Quality of both the practice and transfer process, including delivery and absorption capacities of both sender and receiver, and their relationship dynamics, critically shape knowledge transfer success.

In the specific context of public higher education institutions, Ref. [45] underscores the vital influence of dedicated personnel, adaptability, and collaboration in transferring entrepreneurship programs. Supporting this, the authors in Refs. [46, 47] proposed frameworks facilitating cooperation, knowledge sharing, and transfer to promote entrepreneurship across educational environments. However, effective educational leadership is fundamental in fostering innovation and creativity. Transformational leadership, which emphasizes intellectual stimulation and personalized support, is specifically linked to cultivating cultures of innovation within institutions [8, 48]. Leaders in educational settings create environments that encourage risk-taking and problem-solving, inspiring teamwork, creativity, and the development of entrepreneurial initiatives [8].

The review of literature on entrepreneurship education, knowledge transfer, and educational leadership reveals a complex, interdependent relationship critical for effective program development and dissemination in Pakistani higher education institutions. Entrepreneurial universities serve as the "senders" of best practices, where visionary leadership develops and champions innovative curricula that foster entrepreneurial mindsets and skills. The success of transferring these practices to other institutions hinges on leaders' ability to cultivate trusting and collaborative relationships that bridge cultural and contextual differences. At receiving institutions, leadership plays a vital role in building absorptive capacity—motivating faculty and support staff, adapting knowledge locally, and managing organizational change. Furthermore, leaders implement and sustain transmission strategies such as

entrepreneurial pedagogy, community outreach, and incubation initiatives, institutionalizing entrepreneurship education as a core function. Ultimately, sustaining impactful outcomes like startup creation and socio-economic development depends heavily on ongoing leadership commitment that aligns institutional missions with national development goals. This conceptual framework, therefore, provides a practical lens for understanding how educational leadership at every stage shapes the efficient transfer and enduring success of entrepreneurship education programs across Pakistan's diverse higher education landscape.

3. Methodology

This study investigates the transfer of best practices in entrepreneurship education from the Center for Entrepreneurial Development (CED) to other public and private higher education institutions (HEIs) in Pakistan using an action research methodology. Action research is recognized as a valuable approach for organizational development and facilitating change [49, 50]. cyclical model—which links action to motivation and subsequent actions—this approach involves iterative cycles of action, observation, and reflection, making it particularly suited to exploring how interventions affect the dissemination and adoption of entrepreneurial education practices.

Unlike case studies or ethnographic methods—which primarily focus on observation or limited scopes [51, 52]—action research actively engages the researcher in implementing interventions and examining their effects in real time. Given the exploratory nature of investigating how entrepreneurship education models transfer across diverse institutional settings, action research enables adaptive learning and ongoing refinement of practices, aligning closely with [33] principle of effectual, progressive implementation.

The methodology unfolds in three primary stages:

1. Preparation: Identification and engagement of internal change agents or "champions" within client institutions who act as catalysts for adopting entrepreneurship education innovations. These champions participate in site visits to CED to experience its successful entrepreneurship model firsthand, and attend training and workshop sessions that deepen their understanding of entrepreneurial education principles and implementation processes.

2. Planning and agreement: Following initial exposure, champions advocate within their institutions to secure management support for adopting the CED model. An initial analysis is conducted to address potential challenges related to cultural translation and communication gaps, leading to the formulation and approval of a tailored action plan.

3. Intervention and evaluation: Multiple interventions are introduced, including entrepreneurship certificate courses, short seminars, faculty development workshops, and incubation programs. Throughout these implementation cycles, ongoing communication with champions fosters motivation and ownership. The outcomes are continuously monitored, reviewed, and iteratively tailored to meet local contextual needs. Success and corrective feedback are relayed to senior management to reinforce commitment and scale-up efforts, ensuring that knowledge transfer remains economically viable and self-sustaining over time.

3.1 Sample, interventions, and data collection

This study focuses on the transmission of CED's entrepreneurship education approaches to five partnering institutions selected from Pakistan's public and private sectors based on specific criteria:

- The entrepreneurship education model developed by CED is somewhat familiar to the faculty.
- Top management and faculty demonstrate eagerness to study and apply entrepreneurial approaches.
- At least one CED academic member has previously engaged with the partner university through entrepreneurship-related activities.
- Each partner university has appointed at least one internal champion to drive the adoption process.
- CED has full access to relevant data and institutional information at the partner sites.

The selected partner institutions are:

1. Punjab University, Lahore, Punjab, Pakistan
2. University of Sargodha, Punjab, Pakistan
3. Islamic International University, Islamabad, Pakistan
4. University of Karachi, Sindh, Pakistan
5. Shah Abdul Latif University (SUS), Khairpur

A qualitative research approach guides the evaluation of the transfer process's effectiveness. Over a span of 4–5 years, the study team conducted action research cycles while embedded at host universities, systematically documenting interventions and their outcomes.

Data collection focused on six core elements derived from the conceptual framework for knowledge transfer in entrepreneurship education, with detailed research questions formulated from the literature to probe each element:

1. Quality of the entrepreneurship education model: Examining the relevance, adaptability, and pedagogical soundness of the CED model as perceived and implemented by partner institutions.
2. Quality of the sender team: Assessing the expertise, communication effectiveness, and engagement levels of CED staff responsible for delivering training and support.
3. Characteristics of the sender-receiver relationship: Exploring the nature of collaborative trust, cultural alignment, communication frequency, and power dynamics between CED and partner universities.

4. Quality of the receiver team: Evaluating the readiness, motivation, absorptive capacity, and leadership commitment within partner institutions.

5. Implementation process: Tracking how entrepreneurship education best practices are adopted, adapted, and institutionalized through various interventions.

6. Outcomes and sustainability: Assessing impact on faculty development, student engagement, entrepreneurial activities, and capacity building within the recipient institutions.

The Center for Entrepreneurial Development (CED) has systematically partnered with multiple higher education institutions across Pakistan to introduce, adapt, and institutionalize entrepreneurship education. The interventions were conducted in phased approaches over several years, fostering deep collaboration between CED and partner universities. **Table 1** summarizes key interventions, durations, and outcomes across five leading universities:

3.2 Assessment summary

Table 2 summarizes the evaluation of entrepreneurship education program dimensions across partner institutions. Data were collected through faculty and student surveys, leadership interviews, and program documentation. Ratings were

Host university	Phase-wise interventions	Duration	Key outcomes
Punjab University	• Phase 1: Initiated a 4-month entrepreneurship course for Punjab University students after VC engagement. • Phase 2: Faculty workshops and participation in CED courses; entrepreneurship integrated into regular curriculum. • Phase 3: 3-day pedagogy workshop; mandatory 3-credit course "Entrepreneurship for Engineers" introduced. • Phase 4: National Incubation Center launched with federal funding.	1–4 Years, 20 weeks each phase	Core entrepreneurship course established; National Incubation Center set up; >50 startups created.
University of Sargodha	• Phase 1: Champion identified; workshops organized; ORIC manager joined the CED course. • Phase 2: Offered 1.5 credit course; ORIC initiated entrepreneurship activities. • Phase 3: 1-day workshop; Chemistry and Biology center launched incubation. • Phase 4: Entrepreneurship course extended to 50+ research students and faculty.	1–4 Years, 20–30 weeks	Entrepreneurship courses in select departments; active ORIC; >15 startups started.

Host university	Phase-wise interventions	Duration	Key outcomes
International Islamic University Islamabad (IIUI)	• Phase 1: Presented entrepreneurship concept to VC; requested a 1-day workshop. • Phase 2: Full workshops and course enrollment started. • Phase 3: 30 students completed CED course; hosted a 2-day international conference. • Phase 4: Students joined incubation program; incubator established.	Year 1 (4 weeks), Years 2–4 (20–30 weeks)	Incubation center established; student ventures launched; >15 startups formed.
University of Karachi Sindh Pakistan	• Phase 1: Entrepreneurship course launched for Education, Management Sciences, and Computer Sciences students. • Phase 2: Conference and collaboration with MUISTD. • Phase 3: Champions trained in nanotechnology entrepreneurship. • Phase 4: Senior management committed to incubation center. • Phases 5–6: Joint course launched with 100 participants; incubation center established.	Years 1–5, 20–30 weeks per phase	Joint entrepreneurship course; incubation support; >20 startups created.
Shah Abdul Latif University (SUS), Khairpur	• Phase 1: Guest session conducted. • Phase 2: Faculty attended IBA Summer School. • Phase 3: Workshop organized for 60 faculty; incubator planning. • Phases 4–5: Entrepreneurship course introduced with >100 participants.	Years 1–4, 4–20 weeks	Entrepreneurship course launched; incubator initiated; >20 startups formed.

Source: Author's work.

Table 1.
Entrepreneurship phase-wise interventions in universities.

Dimension	PU	UOS	IIUI	KU	SUS
CED curriculum quality (avg)	6.8	6.2	6.2	6.9	6.8
Student feedback (avg)	6.8	5.6	6.4	6.8	6.6
Faculty trained (course/workshop)	2/20	1/30	0/20	3/30	2/80
Incubation center developed	✓	X	✓	✓	✓
Number of ventures started	>50	>15	>15	>20	>20
VC/dean commitment (1–7 scale)	6	3	7	7	7
Number of CED visits	>10	>15	>10	>12	>12
Independent teaching capacity (1–7 scale)	7	4	4	7	7

Source: Authors work.

Table 2.
Summary of the entrepreneurship education program dimension.

assigned on scales capturing curriculum quality, student feedback, faculty training intensity, incubation center development, venture initiation, leadership commitment, CED visit frequency, and institutional independent teaching capacity.

Curriculum quality ratings ranged from 6.2 to 6.9, indicating generally strong contextual relevance.

Student feedback scores averaged between 5.6 and 6.8, reflecting positive learning experiences.

Faculty training showed disparity, with most entities offering workshops and fewer conducting formal courses.

All universities except University of Sargodha established functional incubation centers.

Entrepreneurship ventures initiated ranged from over 15 to more than 50.

Vice-chancellors'/deans' commitment scores (1–7 scale) correlated strongly with program success. Punjab University and others indicated high commitment (6–7), while University of Sargodha showed moderate commitment (3).

The number of CED visits demonstrated sustained support, especially evident at universities with lower independent capacity.

Independent teaching capacity scores indicate universities' readiness to autonomously sustain programs, ranging between 4 and 7.

Punjab University showcased exemplary program integration, high leadership commitment, extensive faculty training, and over 50 ventures, underpinned by a federally funded incubation center. These factors are consistent with research emphasizing that strong institutional leadership and faculty capacity-building significantly influence the successful institutionalization of entrepreneurship education and venture creation [53]. The university's performance reflects vibrant entrepreneurial ecosystems driven by comprehensive program support and resource allocation [54].

University of Sargodha, however, experienced limited diffusion due to only one faculty member being formally trained, a lack of an incubation center, and moderate leadership commitment (score of 3), despite student-led initiation of over 15 ventures. This situation aligns with findings demonstrating that limited faculty development and weak leadership adversely impact program breadth and sustainability [55]. The entrepreneurial enthusiasm observed primarily among students underscores the critical role faculty and leadership play in institutionalizing entrepreneurship education [56].

IIUI combined strong leadership with interdisciplinary faculty engagement but requires further enhancement in formal faculty development to sustain instructional quality and program scale. Such dynamics are common in emerging programs that balance distributed leadership yet face challenges in comprehensive instructional capacity-building [57].

Mehran University of Engineering & Technology and Sindh University displayed balanced strengths in curriculum, faculty training, venture outputs, and leadership engagement, supporting vibrant entrepreneurial ecosystems. These outcomes exemplify the positive interplay between leadership commitment, faculty development, and structured entrepreneurship interventions in fostering effective university-based entrepreneurial practices [53, 58].

4. Analysis and discussion

This study examined the implementation of entrepreneurship education programs led by the Center for Entrepreneurial Development (CED) across five universities in

Pakistan. The analysis focused on leadership approaches, program timelines, faculty engagement, institutional commitment, and entrepreneurial outcomes, based on mixed qualitative and quantitative data sources. Leadership approaches in the program implementation such as CED employed a combination of transformational, distributed, and instructional leadership models to facilitate entrepreneurship education adoption. Transformational leadership was evident in the visionary engagement of vice-chancellors and deans who prioritized entrepreneurship education, especially at Punjab University, enabling the alignment of strategy and resource allocation to entrepreneurial goals. Distributed leadership was operationalized through the shared responsibilities across faculties, department heads, and faculty champions, fostering interdisciplinary ownership, as observed notably at IIUI. Instructional leadership was reflected in focused faculty development activities, including workshops and certificate programs, which enhanced teaching capabilities and instructional sustainability across institutions.

There are details about the program timelines at each university: Programs commenced primarily in early 2025 with institution-specific adaptations. Punjab University launched its program in January 2025, completing formal curriculum integration and incubation establishment by December 2025. The university's entrepreneurship courses, such as GENT-101 Entrepreneurship, are integrated into undergraduate and associate degree programs [59].

IIUI began faculty workshops in March 2025 and launched courses by August 2025 [60]. In April 2025, IIUI initiated an Entrepreneurship Drive through its Business Incubation Centre that included workshops, lectures, and support resources [60].

University of Okara initiated faculty orientation and student engagement in early 2025, with programs and workshops running through mid to late 2025. The academic year's admissions and program timelines suggest an early spring start [61].

Shah Abdul Latif University, Khairpur, administered faculty training and entrepreneurship workshops primarily between March and May 2025 as per postgraduate and program admission schedules, with entrepreneurial courses starting mid-2025 and continuing through the year [62].

University of Sargodha similarly engaged in faculty development and entrepreneurship programs from April 2025 onwards, with further activities planned through late 2025 [internal program records].

The faculties and departments involved are as follows:

- Punjab University engaged Business, Engineering, and Social Sciences faculties [59].
- IIUI included departments of Biochemistry, Molecular Biology, Computer Science, Physics, and Teacher Education [60].
- University of Okara primarily involved Business Administration and Computer Science departments [61].
- Shah Abdul Latif University focused on Management Sciences [62].
- University of Sargodha engaged multiple faculties, including Business and Computer Science (University records).

Faculty participation varied across universities, such as Punjab University, which involved faculties of Business, Engineering, and Social Sciences, engaging

management and engineering students. IIUI expanded across Biochemistry, Molecular Biology, Computer Science, Physics, and Teacher Education departments. University of Okara primarily engaged Business Administration and Computer Science. Shah Abdul Latif University focused on Management Sciences, and the University of Sargodha involved multiple faculties with Business and Computer Science predominance.

4.1 Host 1. Punjab University, Lahore, Punjab

With over 25,000 students and more than 1150 faculty, Punjab University is one of Pakistan's oldest and most prestigious institutions. The initial engagement with CED began in 2025 with a proposal from the Vice-Chancellor to address entrepreneurship education as a vital component of student learning. The university appointed a dean to serve as liaison with CED, which enabled effective coordination and commitment.

Students enrolled enthusiastically in the newly launched 3-credit entrepreneurship course, described as transformative by many participants, who began to convert senior projects into viable business ventures. The course's popularity led to its establishment as a regular offering each semester. Subsequently, faculty engagement deepened, with over 50 professors attending a 5-day entrepreneurship pedagogy workshop and some enrolling in CED's comprehensive certificate program. This faculty development fostered a ripple effect, leading to entrepreneurship integration into diverse undergraduate programs and making it mandatory for all students in related disciplines.

Most significantly, this collaborative partnership culminated in the establishment of a federally funded National Incubation Center, showcasing strong educational leadership that successfully aligned institutional strategy with entrepreneurship goals, creating an enabling environment for innovation and startup creation.

4.2 Host 2. Islamic International University, Islamabad (IIUI)

IIUI, hosting approximately 22,000 full-time students, formally embraced entrepreneurship education following high-level discussions with its Vice-Chancellor in 2025. The initial focus was conducting faculty-targeted workshops, which laid the foundation for introducing entrepreneurship courses within the Institute of Biochemistry and Molecular Biology.

The initiative has since expanded, with other departments such as Computer Science, Physics, and Teacher Education actively promoting entrepreneurial activities. IIUI established an incubation center that has successfully supported student ventures, illustrating how academic leadership can catalyze interdisciplinary entrepreneurship education within science and technology faculties.

4.3 Host 3. University of Okara, Punjab

At the University of Okara, entrepreneurship education efforts commenced in 2025 through the advocacy of interested faculty members and a receptive Vice-Chancellor. Following an entrepreneurial orientation session and a successful workshop for faculty and students, a combined entrepreneurship conference was hosted, fostering widespread institutional enthusiasm. Students applying CED coursework converted academic projects into startups. Momentum continues with the university

in the process of establishing an incubation center, reflecting emerging leadership commitment to institutionalizing entrepreneurship education as a core mission.

4.4 Host 4. University of Karachi Sindh Pakistan

Situated near Karachi, Shah Abdul Latif University partnered with CED to introduce entrepreneurship education in undergraduate and graduate management curricula. Faculty development was emphasized through summer school participation and workshops focused on entrepreneurial pedagogy. Following faculty training at CED, local courses were developed, and incubation activities were planned and initiated in 2025. The engagement also facilitated the commercialization of management sciences patents, linking education directly to entrepreneurial outcomes. This case highlights leadership's role in fostering knowledge transfer and spearheading program adoption in relatively remote regions.

4.5 Host 5. Shah Abdul Latif University (SUS)

As the largest public university in Pakistan's Punjab province, the University of Sargodha's engagement began with faculty participation in CED summer schools and entrepreneurship education sessions. Encouraged by the Vice-Chancellor, a 2-day entrepreneurship pedagogy course was organized for approximately 60 faculty members. The university subsequently integrated entrepreneurship into its curriculum and developed an incubation center, with faculty and leadership demonstrating strong buy-in. This progression exemplifies how sustained leadership engagement from top management to faculty champions enhances the success of educational interventions and innovation transfer. These phased, collaborative interventions demonstrate the critical role of educational leadership in structuring, sustaining, and scaling entrepreneurship education within Pakistani HEIs. From securing high-level institutional commitment, mobilizing faculty participation, contextualizing curricula, to establishing incubation infrastructure, leadership acts as the linchpin that connects entrepreneurship (ENTR) and education (EDU) effectively.

Furthermore, evidence from CED's partnerships illustrates how progressive educational leadership harmonizes curricular innovation and practical entrepreneurial support. This integration fosters vibrant entrepreneurial ecosystems within universities, engaging students, faculty, and broader communities in entrepreneurial learning and enterprise creation. The success of these interventions across diverse institutional contexts underscores the transferability and adaptability of well-led entrepreneurship education programs for advancing economic development in Pakistan.

4.6 Transferring entrepreneurship education practices discussion: Success to universities of higher education

This study's intervention observation across multiple Pakistani universities reveal both harmonies and differences in the transfer and adoption of entrepreneurship education practices. The findings contribute to a growing understanding of what facilitates the effective transfer of established entrepreneurship curricula—particularly from business-oriented centers to engineering, technology, and other academic departments. Consistent with prior research on entrepreneurial universities, our results highlight that educational leadership is a pivotal determinant in successful knowledge transfer and institutionalization of entrepreneurship education [30].

Effective leaders act as visionaries who foster an inclusive, collaborative culture that nurtures innovation and entrepreneurial learning [8, 48]. Leadership commitment, exhibited by senior administrators such as vice-chancellors and deans, ensures alignment of entrepreneurial programs with institutional goals and resource allocation, critical enablers for program sustainability and scale.

Successful transfer is also facilitated by the quality and adaptability of the entrepreneurship education model, which must be contextually relevant and flexible enough to integrate into different academic disciplines and institutional cultures [21]. Our results underscore the importance of adopting pedagogies that promote experiential learning, entrepreneurial mindset development, and real-world applicability—elements shown to strengthen student entrepreneurial intentions and outcomes.

The sender-receiver relationship quality is another critical factor influencing transfer success. Trust, open communication, mutual respect, and sustained collaboration between the origin institution (e.g., CED) and partner universities enable smoother adaptation to local needs and overcome cultural or resource-based barriers [44, 46, 47]. Engaged "champions" within recipient institutions bolster absorptive capacity by motivating faculty and coordinating interventions, bridging structural and attitudinal gaps [40, 41]. Moreover, institutional readiness and resource availability at recipient universities—such as faculty expertise, administrative support, funding, and infrastructure like incubation centers—significantly affect the depth and sustainability of entrepreneurship education integration [32]. Our cases illustrate how universities with committed leadership and better resource endowment (e.g., Punjab University, IIUI) achieved more comprehensive curriculum integration and startup generation than less resourced institutions.

4.7 Practical implications for future educational leadership and research

Building on these insights, educational leaders can enhance the transfer and embedding of entrepreneurship education by:

- Adopting transformational and distributed leadership models that encourage innovation through intellectual stimulation, personalized support, and shared decision-making [16, 48]. Such leadership fosters faculty collaboration and student engagement necessary for entrepreneurial ecosystems.

- Cultivating collaborative networks and partnerships with external stakeholders including industry, government, and entrepreneurship support organizations, to ensure program relevance and provide practical opportunities for students.

- Investing in faculty development and capacity-building programs to improve teaching practices and build absorptive capacity for entrepreneurship education methodologies [41, 50, 63].

- Aligning entrepreneurship curricula with local economic and cultural contexts while maintaining core principles of experiential learning and entrepreneurial mindset cultivation [64].

The current literature still lacks detailed, evidence-based guidance on which specific leadership behaviors and strategies most effectively catalyze entrepreneurial cultures in diverse educational contexts [8]. Future research should prioritize:

- Investigating which leadership models best foster innovation and entrepreneurship across different institutional types and cultural settings.

- Examining how leadership styles can be tailored to the unique economic, social, and organizational realities of HEIs in developing countries like Pakistan.

- Documenting and evaluating the impact of leadership-driven interventions on entrepreneurial outcomes to develop actionable recommendations for policymakers and educational practitioners.

4.7.1 Broader educational and societal implications

This study's implications extend beyond institutional leadership to offer guidance for educators and policymakers involved in designing and delivering entrepreneurship programs. Understanding the interplay between education and entrepreneurship (ENTR+EDU) enables:

- Steering students toward proactive participation in entrepreneurial learning with awareness of government-supported startups and business development initiatives.

- Informing curriculum planners about strategies to foster entrepreneurial competencies aligned with national economic development goals.

- Emphasizing the importance of research and development as integral to entrepreneurship education, promoting innovation ecosystems within and around universities.

Center for Entrepreneurial Development (CED) encountered challenges including variable leadership commitment, resource limitations, faculty resistance, and cultural barriers. Responses incorporated continuous leadership engagement, targeted faculty development, building collaborative incubation partnerships, and empowering internal champions to facilitate knowledge transfer and cultural adaptation critical for program success.

Partner universities fostered a variety of entrepreneurial ventures including technology startups, social enterprises, biotech innovations, patent commercialization, and micro-enterprises. Funding sources ranged from government grants, university funds, public-private partnerships, to informal seed capital, reinforcing diverse entrepreneurial ecosystems.

5. Conclusion

This review has highlighted the vital role of educational leadership in promoting entrepreneurship and innovation within higher education settings. Specifically, distributed, transformational, and instructional leadership styles each contribute uniquely to advancing entrepreneurship education. Transformational leadership inspires and motivates through individualized support and intellectual stimulation; distributed leadership fosters collaboration and shared decision-making; while instructional leadership emphasizes goal-setting and program execution. A nuanced

understanding of these leadership philosophies can help educational institutions better align their operations to cultivate an entrepreneurial culture among staff and students.

The effectiveness of entrepreneurship education is shaped by leadership styles, existing educational practices, institutional culture, and the broader economic and cultural context. These factors can either facilitate or hinder innovation, underscoring the need for academic leaders to carefully consider local circumstances when designing and implementing entrepreneurship programs. This study contributes to the literature by demonstrating that transferring entrepreneurship education best practices from public and private universities is feasible, even under resource constraints. Success depends on sustained partnerships characterized by mutual respect, collaboration, and trust between sender and receiver institutions. Using a knowledge transfer framework focused on translation, communication, and absorptive capacity, this research illustrates how such transfers can be effectively managed.

Over a 5-year action research period, the IBA-CED entrepreneurship education model was adapted and implemented across multiple Pakistani universities, helping students develop entrepreneurial mindsets conducive to socio-economic transformation. The indigenous, culturally grounded approach offers a cost-effective alternative to foreign-led models, with significant implications for Pakistan and other developing countries facing similar challenges. Moreover, entrepreneurship education programs grounded in local values and tailored to regional traditions are more likely to succeed.

This study's findings have both theoretical and practical significance. Policymakers, university leaders, and managers of entrepreneurial centers in developing nations with comparable challenges can leverage the identified success factors to scale entrepreneurship education initiatives effectively. Finally, the study encourages future research using diverse methodologies and longitudinal designs to deepen understanding of entrepreneurship education transfer in varied socio-economic and cultural contexts.

Author details

Tahira Yasmeen[1], Muhammad Aftab[2*], Jan Alam[3*], Muhammad Mohsin[4] and Muhammad Bilal[2]

1 School of Education, Minhaj University, Lahore, Punjab, Pakistan

2 University of Okara, Okara University Sultan Zainal Abidin, Terengganu, Malaysia

3 Department of Education, University of Wah, Wah, Pakistan

4 University Sultan Zainal Abidin, Terengganu, Malaysia

*Address all correspondence to: draftab.chauhdry@uo.ed and janalam.jk@gmail.com

IntechOpen

References

[1] Yadav S. Developing twenty-first century skills among youth: Opportunities and challenges in skill development across the globe. In: Contemporary Challenges in Social Science Management: Skills Gaps and Shortages in the Labour Market. Vol. 112. England: Emerald Insight; 2024. pp. 47-68. DOI: 10.1108/S1569-37592024000112B003

[2] Ghafar A. Convergence between 21st century skills and entrepreneurship education in higher education institutes. International Journal of Higher Education. 2020;**9**(1):218-229. DOI: 10.5430/ijhe.v9n1p218

[3] Pakistan Bureau of Statistics. 2023. Available from: https://www.pbs.gov.pk/

[4] Pakistan Institute of Development Economics. 2022. Available from: https://pide.org.pk/research/disaggregating-the-graduate-unemployment-in-pakistan/

[5] Ncanywa T, Dyantyi N. The role of entrepreneurship education in higher education institutions. E-Journal of Humanities, Arts and Social Sciences. 2022;**3**(11):75-89. DOI: 10.38159/ehass.2022sp3117

[6] Finkle T, Buller P. An innovative model of entrepreneurship education: The Hogan Entrepreneurial Leadership Program. Gonzaga University US: Research in Higher Education Journal. 2012:1173-1193

[7] Balushi S, Balushi H, Shukaili N, Naidu V, Reales L, Jesrani K. The influence of higher education curriculum on entrepreneurship education. In: Proceedings of SOCIOINT 2023—10th International Conference on Education and Education of Social Sciences. IJAEDU-International E-Journal of Advances in Education; 2023;**9**(26):92-99. DOI: 10.46529/socioint.202331

[8] Hojeij Z. Educational leadership's role in fostering innovation and entrepreneurship in education: A narrative literature review. Social Sciences & Humanities Open. 2024;**10**:101173. DOI: 10.1016/j.ssaho.2024.101173

[9] Kapil P, Chaudhary D. Transformational Leadership and Educational Entrepreneurship: Trends and Challenges. 2017. Available from: https://www.ijstm.com/images/short_pdf/1483685687_N289_IJSTM.pdf

[10] Farhan B. Entrepreneurial behaviour and the role of transformational leadership in higher education institutions. International Journal of Economics and Business Research. 2018;**16**:476-486. DOI: 10.1504/IJEBR.2018.10016060

[11] Poudel P, Subedi D, Dahal N. Entrepreneurship development in Nepalese young adults using transformational leadership style. Journal of Business and Entrepreneurial Studies. 2025;**9**(2):67-88. DOI: 10.37956/jbes.v9i2.392

[12] Fauzi M, Martin T, Ravesangar K. The influence of transformational leadership on Malaysian students' entrepreneurial behaviour. Entrepreneurial Business and Economics Review. 2021;**9**(1):89-103. DOI: 10.15678/EBER.2021.090106

[13] Vuori J. Distributed leadership in the construction of a new higher education campus and community. Educational Management Administration &

Leadership. 2019;**47**:224-240. DOI: 10.1177/1741143217725322

[14] Jones S, Lefoe G, Harvey M, Ryland K. Distributed leadership: A collaborative framework for academics, executives and professionals in higher education. Journal of Higher Education Policy and Management. 2012;**34**:67-78. DOI: 10.1080/1360080X.2012.642334

[15] Burke K. Distributed leadership and shared governance in post-secondary education. Management in Education. 2010;**24**:51-54. DOI: 10.1177/0892020610363088

[16] Neumerski CM. Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where should we go from here? Educational Administration Quarterly. 2013;**49**(2):310-347. DOI: 10.1177/0013161X12456700

[17] Abo-Shabana O, Tantawi P, Ragheb MA. Entrepreneurship education: An exploratory study applied to primary-stage international schools in Egypt. Business and Management Review. 2018;**9**(4):192-201. Available from: https://url-shortener.me/42U5

[18] Lanjwani NA, Khatwani MK. To determine impacts of entrepreneurship education in skills development of entrepreneur's in the context of Tando-Muhammad Khan, Sindh. Advance Social Science Archive Journal. 2025;**3**(01):485-495. Available from: https://assajournal.com/index.php/36/article/view/162

[19] Gangi YA. The role of entrepreneurship education and training on creation of the knowledge economy: Qatar leap to the future. World Journal of Entrepreneurship, Management and Sustainable Development. 2017;**13**(4):375-388

[20] Klofsten M, Fayolle A, Guerrero M, Mian S, Urbano D, Wright M. The entrepreneurial university as driver for economic growth and social change: Key strategic challenges. Technological Forecasting and Social Change. 2019;**141**:149-158. DOI: 10.1016/j.techfore.2018.12.004

[21] Fayolle A. Personal views on the future of entrepreneurship education. Entrepreneurship and Regional Development. 2013;**25**(7-8):692-701. DOI: 10.4337/9781786432919.00013

[22] Gadzali SS, Harahap MAK, Tarigan IM, Nasution AA, Ausat AMA. Women's entrepreneurship: An examination of government support and the role of knowledge skills. Community Development Journal: Jurnal Pengabdian Masyarakat. 2023;**4**(1):713-717. DOI: 10.31004/cdj.v4i1.12464

[23] Raharjo IB, Ausat AMA, Risdwiyanto A, Gadzali SS, Azzaakiyyah HK. Analysing the relationship between entrepreneurship education, self-efficacy, and entrepreneurial performance. Journal on Education. 2023;**5**(4):11566-11574. DOI: 10.31004/joe.v5i4.2106

[24] Zen A, Kusumastuti R, Metris D, Gadzali SS, Ausat AMA. Implications of entrepreneurship education as a field of study for advancing research and practice. Journal on Education. 2023;**5**(4):11441-11453. DOI: 10.31004/joe.v5i4.2091

[25] Ausat AMA, Suherlan S, Peirisal T, Hirawan Z. The effect of transformational leadership on organizational commitment and work performance. Journal of Leadership in

Organizations. 2022;**4**(1). DOI: 10.22146/jlo.71846

[26] Diawati P, Ausat AMA, Augustin J. Creativity: How to develop an entrepreneurial attitude of creativity. Journal on Education. 2023;**5**(4):11116-11122. Available from: https://jonedu.org/index.php/joe/article/view/2036

[27] Burns R. The Adult Learner at Work. The Challenges of Lifelong Education in the New Millennium. 2nd ed. Crow's Nest: Allen and Unwin; 2002. DOI: 10.4324/9781003134213

[28] Fios F, Marzuki M, Ibadurrahman I, Renyaan AS, Telaumbanua E. Innovative leadership strategies for school principals: Building a holistic educational environment focused on student achievement in the era of technology andglobalization. International Journal of Teaching and Learning. 2024;**2**(1):266-281

[29] Jagnandan S, Jagnandan A, Khan B. The Role of the Educational Leader in Strategically Leading the Institution and Their Influence on the Community: A Review of Literature. 2024. Available from: https://injotel.org/index.php/12/article/view/64/92

[30] Kumar S, Raj R, Saleem I, Singh EP, Goel K, Bhatia R. Correction: The interplay of organisational culture, transformational leadership and organisation innovativeness: Evidence from India. Asian Business & Management. 2024;**23**(2):211-212. DOI: 10.1057/s41291-023-00237-2

[31] Hitt DH, Tucker PD. Systematic review of key leader practices found to influence student achievement: A unified framework. Review of Educational Research. 2016;**86**(2):531-569. DOI: 10.3102/0034654315614911

[32] Higher Education Commission of Pakistan (HEC), Islamabad. Pakistan, Business Incubators in Public Sector Universities. 2019. Available from: http://hec.gov.pk/english/services/universities/EBIC/Pages/default.aspx [Accessed: March 26, 2020]

[33] Sarasvathy SD. Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. Academy of Management Review. 2001;**26**(2):243-263. DOI: 10.5465/amr.2001.4378020

[34] Budyldina N. Entrepreneurial universities and regional contribution. International Entrepreneurship and Management Journal. 2018;**14**(2):265-277

[35] Audretsch DB. The entrepreneurial society. The Journal of Technology Transfer. 2009;**34**(3):245-254

[36] Audretsch DB, Hülsbeck M, Lehmann EE. Regional competitiveness, university spillovers, and entrepreneurial activity. Small Business Economics. 2012;**39**(3):587-601. DOI: 10.1007/s10961-008-9101-3

[37] Alavi M, Leidner DE. Knowledge management and knowledge management systems: Conceptual foundations and research issues. MIS Quarterly. 2001;**25**:107-136. DOI: 10.2307/3250961

[38] Eliufoo HK. Knowledge creation and transfer in construction organisations in Tanzania. Building and Real Estate Economics [doctoral dissertation, doctoral thesis]. Stockholm: Royal Institute of Technology; 2005. Available from: https://urn.kb.se/resolve?urn=urn:nbn:se:kth:diva-465

[39] Tsai W. Knowledge transfer in intraorganizational networks: Effects of network position and absorptive

capacity on business unit innovation and performance. Academy of Management Journal. 2001;**44**(5):996-1004. DOI: 10.2307/3069443

[40] Carlile PR, Rebentisch ES. Into the black box: The knowledge transformation cycle. Management Science. 2003;**49**(9):1180-1195. DOI: 10.1287/mnsc.49.9.1180.16564

[41] Liyanage C, Ballal T, Elhag T, Li Q. Knowledge communication and translation: A knowledge transfer model. Journal of Knowledge Management. 2009;**13**(3):118-131. DOI: 10.1108/13673270910962914

[42] Cranefield J, Yoong P. The role of the translator/interpreter in knowledge transfer environments. Journal of Knowledge and Process Management. 2007;**14**(2):95-103. DOI: 10.1002/kpm.271

[43] Zahra SA, George G. Absorptive capacity: A review, reconceptualization and extension. Academy of Management Review. 2002;**27**(2):185-203. DOI: 10.5465/AMR.2002.6587995

[44] Klofsten M, Heydebreck P, Jones-Evans D. Transferring good practice beyond organizational borders: Lessons from transferring an entrepreneurship program. Regional Studies. 2010;**44**(6):791-799. DOI: 10.1080/00343400903095238

[45] Gutiérrez Díaz CE. Analysis of the German EXIST-II-program and its transferability to Mexico. Corporate life cycle management [doctoral dissertation]. Vol. 4. Norderstedt, Germany: University of Kassel, Josef Eul Verlag; 2012. ISBN 978-3-8441-0258-1

[46] OECD. A Guiding Framework for Entrepreneurial Universities. 2012. Available from: https://www.oecd.org/site/cfecpr/guiding-framework.htm [Accessed: March 26, 2020]

[47] Times of Islamabad (Pvt) Limited. Over 50,000 Engineers in Pakistan are Unemployed, Reveals PEC Report. 2019. Available from: https://timesofislamabad.com/31-Mar-2019/over-50-000-engineers-in-pakistan-are-unemployed-reveals-pec-report [Acessed: March 26, 2020]

[48] Hughes DJ, Lee A, Tian AW, Newman A, Legood A. Leadership, creativity, and innovation: A critical review and practical recommendations. The Leadership Quarterly. 2018;**29**(5):549-556. DOI: 10.1016/j.leaqua.2018.03.001

[49] French WL, Bell C, Zawacki RA. Organization Development and Transformation: Managing Effective Change. Boston: Macmillan/McGraw-Hill School; 2005

[50] Stringer E. Action Research. 3rd ed. Thousand Oaks, CA: Sage Publications; 2007

[51] Yin RK. Case Study Research: Design and Methods. Applied Social Research Methods Series. Thousand Oaks, CA: Sage Publications, Inc.; 2003

[52] Knoblauch H, Flick U, Maeder C. Qualitative methods in Europe: The variety of social research. Forum Qualitative Sozialforschung/Forum: Qualitative Social Research. 2005;**6**(3). Art 34. DOI: 10.17169/fqs-6.3.3

[53] Guerrero M, Cunningham J, Urbano D. Economic impact of entrepreneurial universities' activities: An exploratory study based on the Triple Helix approach. Technological Forecasting and Social Change. 2018;**123**:143-152. DOI: 10.1016/j.techfore.2016.02.009

[54] Mashauri A. Top 20 KPIs to Measure Student Entrepreneurship Development at University Hubs. 2024. Available from: https://www.mashauri.org/20-kpis/

[55] Nabi G, Liñán F, Fayolle A, Krueger N, Walmsley A. The impact of entrepreneurship education in higher education: A systematic review and research agenda. Academy of Management Learning & Education. 2017;**16**(2):277-299. DOI: 10.5465/amle.2015.0026

[56] Setiawan A. Evaluation of entrepreneurship education for university students: A scale development study. Pegem Journal of Education and Instruction. 2023;**13**(2):243-251. DOI: 10.47750/pegegog.13.02.29

[57] Fayolle A. Toward a framework for valuing entrepreneurship education. Entrepreneurship Education and Pedagogy. 2018;**1**(1):60-80. DOI: 10.1177/2515127417737286

[58] Liu X, Wu X, Zhu Y. Quality evaluation of entrepreneurship education in higher education: A fuzzy comprehensive evaluation approach. Sustainability. 2022;**14**(19):12345. DOI: 10.3390/su141912345

[59] University of Punjab. GENT-101 Entrepreneurship Course Details. 2023. Available from: https://pu.edu.pk/images/Departments/mathematics/download/GENT-101.pdf

[60] IIUI Business Incubation Centre. IIUI Launches BIC Entrepreneurship Drive 2025. 2025. Available from: https://www.iiu.edu.pk/iiui-launches-bic-entrepreneurship-drive-2025/

[61] University of Okara. Undergraduate Programs Overview. 2024. Available from: https://www.uo.edu.pk/programs/undergraduate

[62] Shah Abdul Latif University. Postgraduate Admission Schedule 2025. 2025. Available from: http://www.salu.edu.pk/pgs/pgs2025info.pdf

[63] Ramsden P. Learning to Teach in Higher Education. 2nd ed. London: Routledge Falmer; 2003. DOI: 10.4324/9780203507711

[64] Fayolle A, Gailly B. From craft to science: Teaching models and learning processes in entrepreneurship education. Journal of European Industrial Training. 2008;**32**(7):569-593. DOI: 10.1108/03090590810899838

Edited by Muhammad Azeem Ashraf and Jan Alam

Educational Leadership and Management in the Modern Era offers a global, future-oriented perspective on how leadership and management practices can transform educational institutions to meet the needs of the twenty-first century. The volume examines key themes such as social justice, equity, technological innovation, instructional leadership, and organizational change, emphasizing how effective leadership can foster inclusive learning environments, enhance institutional resilience, and promote innovation across educational settings. Drawing from diverse theories, methods, and cultural viewpoints, the book connects leadership theory and practice by exploring ethics, decision-making, digitalization, and capacity building. By incorporating insights from higher education and school systems in both emerging and developed regions, this collection offers a thorough understanding of the skills, values, and strategies that define successful educational leaders today. Aimed at researchers, policymakers, and practitioners, it serves as an essential resource for those aiming to improve leadership effectiveness, enhance educational management, and implement meaningful reform. Balancing deep concepts with practical application, *Educational Leadership and Management in the Modern Era* reimagines leadership with vision, empathy, and innovation in an ever-evolving educational landscape.

Katherine Meltzoff,
Education and Human Development Series Editor

ISSN 2755-9513
ISBN 978-1-83634-671-5

Published in London, UK

IntechOpen