



# Leadership Styles in Higher Education: Impacts on Faculty Satisfaction and Institutional Effectiveness

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## ARTICLE INFO

### Article history:

Received October 2024

Received in revised form

10 November 2024

Accepted 25 November 2024

Available online

25 December 2024

### Keywords:

leadership styles,  
higher education,  
transformational leadership,  
faculty satisfaction,  
institutional effectiveness,  
servant leadership.

## ABSTRACT

Leadership styles in higher education are significantly related to improving institutional effectiveness, faculty satisfaction, and student outcomes. In this article, we discuss some key leadership styles – transformational, transactional, servant, and passive leadership styles, and some of their impacts on the academic environment. According to the research conducted previously, the transformational and servant leadership styles have the most favorable outcomes, whereas passive leadership negatively impacts the satisfaction and engagement of employees. It includes discussions on geography and culture, which make the ideas on this subject even more universal. The results can offer academic leaders and administrators insights into creating a positive educational atmosphere. Any institutional leadership must define its style within the context of successful transformation strategies.

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DOI: <https://doi.org/10.47689/2181-3701-vol2-iss6/S-pp110-113>

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**Oliy ta'limda yetakchilik uslublari: professor-  
o'qituvchilarning qoniqish va institutsional  
samaradorlikka ta'siri**

## ANNOTATSIYA

### Kalit so'zlar:

yetakchilik uslublari,  
oliy ta'lim,  
transformatsion yetakchilik,  
o'qituvchilarning qoniqishi,  
institutsional samaradorlik,  
xizmatkor yetakchiligi.

Oliy ta'limdagi yetakchilik uslublari institutsional samaradorlikni oshirish, professor-o'qituvchilarning qoniqishi va talabalarning natijalari bilan sezilarli darajada bog'liq. Ushbu maqolada biz yetakchilikning ba'zi asosiy uslublari – transformatsion, tranzaksion, xizmatkor va passiv yetakchilik uslublari va ularning akademik muhitga ta'sirini muhokama

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qilamiz. Ilgari o'tkazilgan tadqiqotlarga ko'ra, transformatsion va xizmatkor yetakchilik uslublari eng maqbul natijalarga ega, passiv yetakchilik esa xodimlarning qoniqishi va jalb qilinishiga salbiy ta'sir qiladi. U geografiya va madaniyatga oid munozaralarni o'z ichiga oladi, bu esa ushbu mavzu bo'yicha g'oyalarni yanada universal qiladi. Natijalar akademik rahbarlar va ma'murlarga ijobiy ta'lim muhitini yaratish haqida tushuncha berishi mumkin. Har qanday institutsional yetakchilik muvaffaqiyatli transformatsiya strategiyalari kontekstida o'z uslubini belgilashi kerak.

## Стили лидерства в высшем образовании: влияние на удовлетворенность преподавателей и эффективность учреждения

### АННОТАЦИЯ

#### Ключевые слова:

стили лидерства,  
высшее образование,  
трансформационное  
лидерство,  
удовлетворенность  
преподавателей,  
институциональная  
эффективность,  
лидерство-служение.

Стили лидерства в высшем образовании в значительной степени связаны с повышением институциональной эффективности, удовлетворенности преподавателей и результатов студентов. В этой статье мы обсуждаем некоторые ключевые стили лидерства – трансформационный, транзакционный, служебный и пассивный стили лидерства, а также некоторые из их воздействий на академическую среду. Согласно ранее проведенному исследованию, трансформационный и служебный стили лидерства имеют наиболее благоприятные результаты, тогда как пассивное лидерство отрицательно влияет на удовлетворенность и вовлеченность сотрудников. Оно включает обсуждения географии и культуры, которые делают идеи по этой теме еще более универсальными. Результаты могут предложить академическим лидерам и администраторам идеи создания позитивной образовательной атмосферы. Любое институциональное лидерство должно определять свой стиль в контексте успешных стратегий трансформации.

### INTRODUCTION

Leadership is crucial to the culture, performance, and general success of higher education institutions (HEIs). Amidst intensifying global competition and changing educational needs, strong leadership has emerged as a pillar of institutional success. The way a leader leads affects not only the job satisfaction of the faculty but also the learning outcomes of the students and the resilience of an organization.

A literature review examines the significance of exploring leadership approaches in higher education and the potential impact of fatigue, ennui, and stagnation in the academic context. This article analyzes four predominant leadership styles: transformational, transactional, servant, and passive and discusses their applicability to the educational environment. Based on recent studies and meta-analyses, it has an overview of how these styles affect faculty satisfaction and institutional effectiveness, with consideration of cultural and geographical factors.

With this analysis, the article seeks to provide practical recommendations for academic leaders who want to foster innovation, collaboration, and satisfaction in their institutions.

One of the most widely accepted frameworks of the 21st-century style is transformational leadership, generally thought to be the most effective for leaders in higher education since it typically involves a leader who can inspire, innovate, and create a vision for the collective group. Studies have shown a strong positive relationship between epistemic diversity, faculty job satisfaction, and institutional performance. Transformational leaders inspire the people within their teams with purpose and professional growth (Bass and Riggio, 2006). Research in higher education settings also confirms that such leaders positively impact faculty motivation and engagement, contributing to enhanced academic outcomes (Harrison, 2018).

The latest meta-analysis conducted by Abbasi and Zamani (2022) covers this area with empirical research. It concludes that transformational leadership in higher education institutions (Institutes for higher education – HEIs) has a moderate to strong positive impact on job satisfaction ( $r = 0.569$ ). It also highlights how transformational leadership behavior can facilitate innovative instructional practices, which is crucial in the face of accelerated shifts in education brought on by the rapid pace of technological advancement.

Transactional leadership, based more on a structured approach with a systems integration audit for following up on deliverables and projects delivered, works well for administration-based tasks and helps ensure completion but has no bearing on promoting innovative approaches to problems, incentivizing current interests, or keeping employees or customers satisfied over time. Bass and Avolio (1993) concede that it offers a means through which executive plans create organizational stability; however, it is not as relevant in academia due to its failure to emphasize intrinsic motivation.

Transactional leadership was not only weaker in its positive relationship to faculty satisfaction ( $r = 0.256$ ), but the substantial empirical findings are more suggesting of authors like Shouppe and Pate (2010). It is still helpful in contexts where precise procedural rules matter, like accreditation processes and compliance with academic regulations.

As an increasingly popular approach in higher education, servant leadership focuses on helping and meeting the needs of others. It has been shown to contribute to a more collaborative and inclusive environment. (The originator of servant leadership) praised the leader's responsibility for their followers' growth and well-being, creating a culture of respect and collaboration.

According to studies in this practice, servant leadership is significantly associated with faculty satisfaction and organizational commitment in HEIs [20]. Liden et al. Servant leadership is effective in building trust, which is essential in academic settings; that is, a positive influence of servant leadership on trust [20]. Additionally, a study conducted by Spears and Lawrence (2021) indicated that servant leadership positively impacts job satisfaction, with a relatively strong correlation ( $r = 0.658$ ), which may offer the potential for improving the institutional climate.

On the contrary, passive leadership, defined by avoidance of decision-making and lack of proactivity, is detrimental to faculty members and the institution. When passive leaders ignore conflicts or shortcomings in performance, staff can feel unmotivated, frustrated, and disengaged.

Judge and Piccolo (2004) discovered a moderate negative correlation between passive leadership and faculty job satisfaction, where  $r = -0.412$ . Active and engaged leadership is important in creating an effective academic environment (I,) and these findings testify to it.

Context can vary flagrantly, showing that leadership effectiveness often depends on buttocks' cultural and geographical factors. According to Hofstede's (1980) theory of cultural dimensions, the influence of leadership styles may differ according to cultural norms and values – however, a meta-analysis was conducted by Ali et al. Park et al. (2021) demonstrated that the continent-wise variation in the relationship of leadership styles to job e satisfaction in higher education remained uniform across continents, thus indicating that effective leadership practices have universal applicability

### CONCLUSION

A key component of higher education leadership is remembering the need to balance innovation and organization. Transformational and servant leadership styles are the best approaches, contributing to faculty satisfaction and institutional effectiveness. Academic leaders must adopt these and other styles and develop an environment that promotes collaboration, innovation, and inclusivity. Further studies are required to examine the dynamic effects of leadership styles in various cultural and institutional contexts for more tailored implications.

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