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RESEARCH ARTICLE

A Deep Dive into Leadership Styles in Shaping the Higher Education Institution's Value and Culture

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ARTICLE INFO	ABSTRACT
	The impact of leadership styles on staff performance and competency within higher education institutions is significant. This study conducts a comprehensive evaluation of current literature to examine the effects of several leadership styles, such as transformational, transactional, servant, and authentic leadership, on employee performance and competency. The main goal is to determine the impact of various leadership styles on the efficiency and contentment of employees in academic environments in shaping the values and culture of employees through the organizational strategies they implement. The technique included a Systematic Literature Review (SLR), utilising data from Scopus and Google Scholar, and implementing a meticulous selection process to incorporate pertinent research published from 2020 to 2024. 15 papers were examined, specifically investigating the correlation between leadership styles, employee performance, and competency. The results indicate that transformational leadership has a highly substantial beneficial influence on performance and competency, promoting creativity and employee engagement. Transactional leadership, although successful in ensuring stability and providing incentives for achievement, yields inconsistent outcomes. The servant and authentic leadership styles have a beneficial impact on employee satisfaction and organisational commitment, which in turn leads to enhanced performance. On the other hand, laissez-faire leadership is linked to adverse consequences, such as reduced motivation and productivity. The study asserts that comprehending and embracing the suitable leadership approach is crucial for augmenting employee performance and proficiency in higher education institutions. This research makes a significant addition by delivering a thorough analysis of how different leadership styles impact academic personnel may vary depending on the institutional context and organizational culture. It provides vital insights for academic leaders to enhance the efficacy of their institutions.
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1. INTRODUCTION

Leadership in an organization is a critical element that directly affects the success and effectiveness of an organization. Leaders have the power to shape the values, culture, and motivation of employees through the organizational strategies they implement (Paais et al., 2020). Leadership effectiveness depends not only on strategic planning but also on the ability of the leader to influence employees in achieving high performance and performing tasks effectively. According to Gbenga and Abiddin (2013b), an interdisciplinary approach to leadership is crucial for the advancement of both individuals and organizations. In the organizational context, effective leadership can create a productive working environment and foster employee professional growth (Akdere & Egan, 2020). Therefore, the choice of leaders and their strategies will be the determining factor in shaping effective and unbreakable relationships in the organization.

In the context of higher education institutions, the progression of the institution has become increasingly important. The advancement in the higher education system is determined by the competence of the employees who are part of the faculty or department. Leadership, characterized using various styles to influence employees to be more competent and perform better, plays a crucial role in this context. According to Nanjundeswaraswamy and Swamy (2014), leadership styles applied in an organization have a significant impact on employee competence as different leadership approaches can either improve or impede the development of employees' skills and abilities, ultimately affecting their overall performance. Hence, the aspect of leadership styles is critical, and choosing these styles is an important issue that could shape the development of the institution (Abiddin & Ismail, 2014).

Nowadays, higher education institutions use various leadership styles based on the character of university leaders selected through specific methods. A good leadership style not only helps the university achieve its objectives but also improves employee performance and fosters internal competition among them (Mwesigwa et al., 2020). Employee performance, which is a measure of the extent to which an individual achieves the goals and objectives set by the organization (Khan et al., 2020). It is influenced by these leadership styles and the internal context of the institution. High employee performance, determined by various dimensions such as the quantity and quality of work, initiative, and creativity, is a critical factor in the success of the organization (Bhatti et al., 2021). It's not only reflecting individual achievements but also contributes to the competitive advantage of the university, ultimately helping the institution to realize its goals.

Studies on leadership within the higher education institutions (Higher education institutions) context are an extremely important area of research. As to illustrate and contribute to these briefs, the existing limitations in HEI research were carefully identified. The primary objective of conducting the systematic literature reviews (SLR) on distinguishing what are the leadership styles that influence the employee performance and competency in higher education setting. Accordingly, this SLR will contribute to new knowledge and perspectives on innovative empirical and practical issues, as well as to identify the relevant findings for future research.

2. METHODS

This study employs the Systematic Literature Review (SLR) method proposed by Shaffril et al. (2020) to comprehensively locate and incorporate pertinent research by utilising organised, clear, and replicable methodologies at each step of the procedure. In conducting the SLR requires a comprehensive methodology (Abiddin et al. (2024). The technique of SLR is characterised by its comprehensive and scientifically rigorous approach in evaluating pertinent studies. This method effectively minimises bias and provides a comprehensive overview of the existing material (Durach et al., 2017). The implementation of SLR are categorized into three phases: (1) identification, (2)screening, and (3)eligibility.

The data sources for this literature analysis will comprise of openly accessible publications accessible on the Scopus and Google Scholar websites. The purpose of accessing these electronics databases was to cover a broad range of academic discussions, including peer-reviewed articles, conference papers, and insightful research papers published during the past decade. In order to reduce retrieval bias, a precise search string was created in both electronic databases utilising a combination of important keywords and Boolean operators. The usage of manual handpicking and snowballing techniques also guaranteed full coverage.

Identification process

Identification is a method employed to enhance the primary keywords utilised. This process is crucial as it enhances the likelihood of acquiring additional relevant articles for the review (Shaffril et al., 2021). In order to enhance the keywords, the researchers concentrated their endeavours on exploring any associated terms and synonyms for the primary keywords employed (specifically, leadership styles, employee performance, competency, and higher education institution) by utilising an online thesaurus, consulting keywords utilised in previous studies, keywords recommended by databases, and seeking the input of experts. The enhanced keywords were subsequently merged

utilising search methods such as Boolean operators, phrase searching, truncation, wild cards, and field code function.

Table 1: The search string used for systematic review process

Database	Keywords Used
SCOPUS	TITTLE-ABS-KEY (("leadership*" OR "leadership* style*") AND ("employee performance*" OR "employee productivit*") AND ("competence" OR "competenc*" OR "employee competency"))

The search technique involved the utilisation of two specific databases: Scopus and Google Scholar. The search was conducted between July and August 2024. The researchers devised a comprehensive search string to explore for relevant publications in Scopus as depicted in Table 1. Using Google Scholar, the authors conducted a search for relevant articles using the same keywords as in Scopus. The authors employed various search techniques, such as Boolean operators, and phrase searching. These techniques were used either in combination or separately, depending on the situation, to enhance the effectiveness of the search. In addition, the authors conducted a manual search by carefully selecting relevant papers from Scopus and Google Scholar. A total of 33 potential publications were initially identified in the process. Subsequently, three duplicate articles were eliminated, resulting in a final inclusion of 30 articles for the study.

Screening process

The authors subsequently conducted the screening process on the 30 papers that were picked through the identifying process. Table 2 display the criteria chosen for the screening process included the type of literature, language, and year of publication. Journal articles were selected as the main literature for this screening process due to its provision of primary data, which is crucial for a systematic literature review study. English articles were mostly consulted to enhance the authors' comprehension and understanding of the article's content. The authors conducted the review based on the idea of study maturity, which emphasises the need for a sufficient number of publications to conduct a systematic literature review (Alexander, 2020). This study chose to examine articles published between 2020 and 2024, a time span of five years, as it allowed for a sufficient number of articles to be included in the review. Subsequently, during this procedure, five article was excluded due to the use of language other than English.

Table 2: The criteria selection of the literature

Criteria	Eligibility	Exclusion
Literature Type	Journal and research articles	Systematic literature review, book, book chapter, proceeding
Language	English	Non-English
Year of Publication	Between 2020 and 2024	2019 and earlier

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┌───────────────┐
│  IDENTIFICATION │   Google Scholar        Scopus
│                 │   n = 18                n = 15
└───────────────┘
                                            Records duplicates
                                            n = 3

┌───────────────┐
│   SCREENING    │   Records screened
│                │   n = 30
└───────────────┘
                                            Records excluded
                                            n = 5

┌───────────────┐
│  ELIGIBILITY   │   Articles assessed for
│                │   eligibility
│                │   n = 25
└───────────────┘
                                            Irrelevant journals
                                            n = 10
┌───────────────┐
│    INCLUDE     │   Articles included for
│                │   analysis
│                │   n = 15
└───────────────┘
```
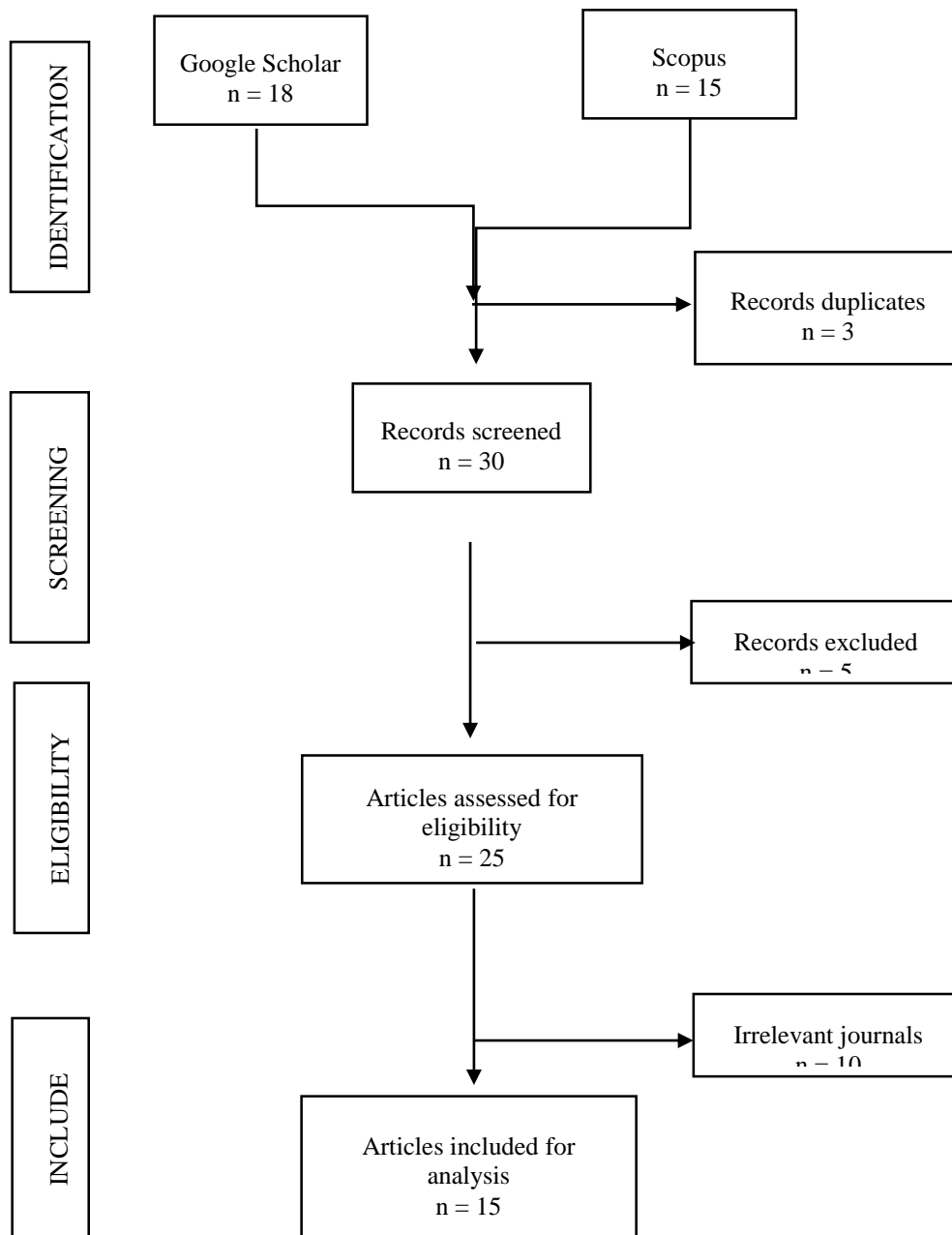
Figure 1: The diagram of the study adapted from.

Eligibility process

The third process of the systematic literature review method in this study focused on determining eligibility. The second screening process was conducted to ensure that all remaining articles met the established criteria. During this procedure, the articles were once more assessed for their appropriateness for the review, taking into consideration the title and abstract. If the authors remained uncertain about the contents, they then chose to scrutinise the contents of the chosen articles. Upon thorough scrutiny, a grand total of 10 articles were eliminated from consideration. These exclusions were made because the articles were either inaccessible in the database or it did not specifically address the influence of leadership styles on employee performance and competency within the higher education setting. Subsequently, the remaining 15 articles were prepared for evaluation of their quality as shown in Figure 1.

The remaining publications were thoroughly evaluated and examined, specifically examining the influence of leadership styles on employee performance and competency in Higher education institutions. Prior to initiating the analysis, the authors obtained pertinent data from the chosen studies, guided by the research enquiries. Given the emphasis on primary and empirical data, the authors of the review originally prioritised specific portions of the articles, including the abstract, findings, and discussion. They later expanded their study to other sections to gather any extra relevant material. The extracted data was methodically arranged into a table to streamline the synthesis process.

The synthesis process was conceptually done to find topics pertaining to the impact of leadership styles, such as transformational, democratic, autocratic, transactional, and laissez-faire, on employee performance and competency in higher education institutions. The selection of thematic analysis was based on its appropriateness for examining mixed research designs in the review. The authors detected patterns in the retrieved data to generate the themes. The themes were derived by identifying any commonalities or connections between the leadership styles and their impact on employee performance and competence. The study ultimately found five primary themes and 18 subthemes, which yielded a full comprehension of how leadership styles influence the employee performance and competency in higher education institutions.

3. RESULTS

The review led to the identification of eight different leadership styles on employee performance and competency among the higher education institutions. The main keywords were the leadership styles that significantly have relationship with employee performance and competency. The results shown in Table 3 will offer a thorough understanding of the influence of leadership styles on employee performance and competency among staff in the higher education institutions.

Leadership styles in higher education institutions

The leadership styles employed in higher education institutions have a significant impact on the performance, efficiency, and long-term viability of the organization. The utilization of transformational and authentic leadership approaches has been found to be highly beneficial in fostering creativity, enhancing employee engagement, and achieving institutional objectives (Kumari & Dash, 2022; Sharma & Sharma, 2022). These methods promote organizational citizenship behavior among faculty members, resulting in enhanced educational quality and efficiency in achieving institutional goals (Sharma & Sharma, 2022; Bitew & Gedifew, 2020).

Leaders in higher education who are effective possess qualities such as the ability to think systematically, innovate, and engage in long-term planning (Leal Filho et al., 2020). Transformational leadership, specifically opening and closing behaviors, has been positively associated with innovation performance (Gerlach et al., 2020), while it also influences school learning climate and teacher-leadership relationships, which in turn affects teachers' innovative behavior (Vermeulen et al., 2020). The obstacles they encounter encompass a dearth of administrative enthusiasm and limitations in resources (Leal Filho et al., 2020). Research conducted in several nations, such as China, Panama, and Indonesia, emphasizes the significance of adaptive leadership in achieving institutional goals and addressing societal requirements (Haibo, 2022; Smith, 2020; Nasution et al., 2023). Additionally, faculty supervisors have demonstrated potential for improving their comprehension and use of transformational leadership approaches by participating in leadership development programs (Smith, 2020).

Leadership styles on employee performance and competency

Transformational leadership has been found to have a positive impact on faculty performance, while democratic leadership style shows a significant effect on employee performance (Jamali et al., 2022; Khan et al., 2021). The efficacy of democratic leadership in promoting collaboration and enhancing performance is emphasized (Purwanto, 2020). Transactional leadership has mixed results, with some studies showing positive effects (Haibo, 2022) and others indicating negative impacts (Jamali et al., 2022). Organizational justice plays a mediating role between leadership styles and employee

performance (Khan et al., 2021). Training also positively affects employee performance. The effectiveness of leadership styles may vary depending on the institutional context and organizational culture (Jamali et al., 2022). These findings highlight the importance of adopting appropriate leadership styles and practices to enhance employee performance in higher education institutions. The findings also underscore the significance of adjusting leadership styles to meet the requirements of contemporary educational settings to improve the overall calibre and efficacy of instruction (Purwanto, 2020).

This review examines the impact of various leadership styles on organizational effectiveness, particularly in higher educational settings. Servant leadership in higher education institutions fosters collaboration, empowerment, and trust, leading to improved outcomes (Bitew & Gedifew, 2020). Transformational and democratic leadership styles positively influence organizational citizenship behavior and innovative practices (Abdullahi et al., 2020; Vermeulen et al., 2020). Transactional leadership significantly impacts employee trust in leaders (Asencio & Sun, 2020). Job satisfaction mediates the relationship between leadership styles and employee commitment (Nanjundeswaraswamy, 2021). In healthcare sector, effective leadership is crucial for navigating complexities and achieving optimal patient care (Akudo & Ezinwa, 2024). The safety of leadership styles influences employees' safety communications, with transformational leadership promoting proactive safety voice (Bazzoli et al., 2020). Transformational leadership, particularly in fostering a supportive learning environment and building strong teacher-leadership relationships, has a beneficial impact on teachers' innovative behavior and school climate (Vermeulen et al., 2020). These findings underscore the importance of adaptive leadership approaches in fostering positive organizational outcomes across various sectors.

Table 3: Themes and sub-themes analyzed

No.	Author	Leadership Styles							
		Transformational	Transactional	Democratic	Autocratic	Servant	Authentic	Charismatic	Laissez-faire
1.	Haibo (2022)	/	/						
2.	Kumari & Dash (2022)	/					/		
3.	Sharma & Sharma (2022)	/					/		
4.	Smith (2020)	/							
5.	Nasution et al. (2023)			/					
6.	Prabahar & Jerome (2023)	/		/					/
7.	Jamali et al. (2022)	/							/
8.	Vermeulen et al. (2022)	/							
9.	Gerlach et al. (2020)	/	/						
10.	Bitew & Gedifew (2020)					/			

No.	Author								
11.	Abdullahi et al. (2020)	/		/	/				
12.	Asencio & Sun (2020)	/	/						
13.	Leal Filho et al. (2020)	/		/		/			
14.	Thanh & Quang (2022)	/	/						/
15.	Purwanto (2020)			/	/			/	

4. DISCUSSION

The behaviour and performance of employees within organisations, particularly in higher education institutions, are significantly influenced by leadership styles. Transformational, transactional, servant, and authentic leadership have been the subject of research by a variety of academicians, with an emphasis on the impact of these approaches on employee performance. In addition to substantially impacting the overall performance and satisfaction of employees, these styles also influence the way leaders interact with their teams. This discourse explores the correlation between employee performance and these leadership styles, with a particular emphasis on their distinctive attributes and the results they generate in educational environments.

Leadership styles and employee performance

Leadership styles refer to the set of behaviors that a person engages in to influence the behavior of others (Fries et al. 2021). Different scholars have introduced different leadership styles over the years. Some of these scholars argue that the difference in leadership style influences the behavior of employees within the organization (Khan et al., 2020; Jamali et al., 2022; Fischer & Sitkin, 2023). Meanwhile, comparative studies between different educational systems reveal that leadership styles significantly impact human resource development, as evidenced by research in Nigeria and Malaysia (Gbenga & Abiddin, 2015). However, this study explored the relationship between the leadership style and employee's performance within the higher education institutions. There are four distinct types of leadership styles that impact employee performance: transformational, transactional, servant, and authentic leadership styles.

Transformational leadership

Transformational leaders tend to be charismatic, confident, inspirational, and able to stimulate change (Bakker et al., 2023). Several studies have examined the effects of leadership styles on employee performance, including in higher education institutions. Some studies, for instance, suggest that transformational leadership exerts a positive effect on employee performance (Khan et al., 2020; Rawashdeh et al., 2021; Cheng et al., 2023). Transformational leadership has been conceptualized as a multidimensional construct defined as a leadership style that fosters leaders' ability in influencing and inspiring subordinates using their vision, charisma, encouragement, and role modelling (Hassan et al., 2016). Four main components have been proposed to characterize transformational leadership, namely, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Purwanto, 2020). Studies almost always explicitly or implicitly emphasize those five constructs as being the hallmarks of transformational leadership and demonstrate that they are effective in enhancing employee performance.

Idealized influence refers to a superior who can stimulate followers based on his conceptual abilities, personal characteristics, and charisma, so that they follow his example as if listening to a role model, leader, and hero. Inspirational motivation is how leaders can stimulate employee motivation, so they

are constantly excited about work to stay productive (Hajiali et al., 2022). Intellectual stimulation encourages employees to participate in doing new things by enhancing brainstorming, which can encourage fresh ideas and thoughts considered helpful for the development of the organization. The last dimension is the dimension of individualized consideration, namely, the leader's ability to provide motivation and guidance to leaders to show an attitude of concern to his employees (Farahnak et al., 2020). All these traits can characterize transformational leadership.

Transactional leadership

Transactional leaders give their followers specific role-related tasks and reward them for meeting agreed-upon performance standards (Rodriguez Ordaz, 2022). This is an approach to leadership that involves the leader and followers engaging in economic relations through formal and recognizable activities and associations, with the aim of achieving specific goals. Transactional leadership relies on two-way communication, which is driven by the motivation and performance of the followers. The three main tools of transactional leadership are contingent reward, management by exception active (MBEA), and management by exception passive (MBEP). Contingent reward involves disciplining followers to maximize their performance by providing rewards for good actions (Huang et al., 2021). Management by exception is a performance management approach where the leader only intervenes when the required performance is below standard. This approach shows that MBEP can prevent destructive behaviors and foster a stronger connection between members compared to an active approach (de et al., 2021).

Transactional leadership is the most common type of leadership in organizations, but it is less effective in creating a desirable vision. It is primarily focused on maintaining stability and enforcing authorized actions. Transactional leadership does not prioritize innovation or the sharing of knowledge and cooperation. However, some studies have shown positive impacts of transactional leadership. The relationship between leaders and followers is generally positive, and transactional leaders can improve employee performance by providing consequences for their actions (Young et al., 2021). Additionally, there is evidence that better outcomes are achieved when these leaders focus on correcting practical flaws and addressing negative behaviors, rather than solely promoting positive impacts (Alvesson, 2020).

Servant leadership

As opposed to the transformational and transactional leadership style, servant leadership reverts the leadership dynamic. This type of leader prioritizes the well-being of his or her employees, recognizing their own issues and professional development. It is clear that servant leadership might improve or deepen employee spiritual. In the higher education context, many scholars noted that teacher satisfaction and effectiveness are the indicators of employees' performance (Ortan et al., 2021; Rizkie & Suriansyah, 2022). It was also agreed that effectiveness and performance of the teachers are very much related to their satisfaction. More importantly, other researchers also pointed out that teacher's satisfaction and personal growth are competence to serve their students maximally (Mehmeti & Telaku, 2020).

Servant leaders help employees to grow spiritually, which could be identified by performance improvement and higher workplace spirituality (Sapta et al., 2021). It can be inferred from the existing literature that within the higher education context, workplace spirituality of the employees (including the teacher) might be manifest as employee performance. At the individual stage, the positivity deviates from the individual, employee, or teacher commitment needed to reach organizational main purpose and objectives. Additionally, at an individual level, based on the ecological system theory, the individual system includes motivation. In the context of higher education, a teacher's motivation is needed to reshape students' cognitive, affective, and psychomotor based on the competence-based person in demand of the institution (El Sayary, 2021).

Authentic leadership

Authentic leadership is a leadership style that emphasizes the leader's authentic self-expression critically (Appels, 2023). Leaders display impassioned communication, a moral rationale, trust and 'leading by example' principles that make it very human and commendable. Authentic leadership has distinct characteristics that are related to the outcomes of followers known as consequences. This

refers to a personal characteristic and a realistic leader who is at the centre of the leadership process, who is trustworthy, reliable, and leader-like. Luthans and Avolio (2003) describe authentic leaders as consistent and authentic individuals who are optimistic, hopeful, and resilient, possess high moral standards, and have a positive impact on those who follow them.

Authentic leadership is known for its emphasis on transparency, ethical decision-making, and fostering a positive work environment. Its concentration areas are in the psychological perspective, based on leadership theory that suggests why the leader does what they do (Schermuly and Meyer, 2020). It is a more comprehensive and meaningful approach to sustainable leadership. In contrast to other leadership styles, authentic leadership is not just the set of managers' behaviors or the management style of the organization.

Leadership styles and employee competency

Leadership styles are one of the factors that could influence organizational performance, including the development of employee competencies. The employees' competencies in higher education are part of the organizational human resources that are adequate to support and improve institutional performance (Anwar et al., 2020) Direct leadership behaviors, such as patron-client leader, transformational leader, managerial leader, transactional leader, coach, and average staff performance, are inconsistent with supervisory leader behavior. As highlighted by Abiddin and West (2007), effective supervision practices are critical in supporting academic staff, particularly in fostering competency and performance. When leadership management style is exploited or abused, it decreases performance. In contrast, the transformational leadership style is shown to be superior in influencing performance (Alrowwad et al., 2020). Mwesigwa et al. (2020) further emphasized that leadership style has a significant relationship with employee performance in the education institutions. Hierarchical leadership and low job insecurity are positively related to the expertise, affective commitment, and job satisfaction of the members. Jamalia et al. (2022) stated that among variables, organizational culture is the second most influential variable on the staffing competence of higher education members after leadership styles.

Charismatic, democratic, and laissez-faire leadership have a positive association with performance in the work organization (Thanh & Quang, 2022). Higher education institutions academic staff are expected to demonstrate high levels of competence and performance in their respective roles. They are who have a performance-oriented behavior of achieving work goals, both long-term and short-term. Charismatic leadership style should still be used by higher education institutions academic staff to develop visions and instill passion in carrying out the tasks, which they consider more suitable in educational institutions that have a technology base to produce quality and have global appeal. According to Masaong and Hamid (2023), transformational leadership style has a very high correlation with the employee competence as discussed in this study. Hence, it is imperative to understand the impact of leadership styles on employee performance in higher education institutions has been highlighted in previous sections. Transformational leadership promotes employee empowerment and development, which directly impacts their competence and performance.

Charismatic leadership

Charismatic leadership is described as the most effective leadership style, causing individuals towards organizational objectives. Charismatic leadership has been philosophy changes of employees as it nurturing spiritual and ideological differences, extensive perspectives of existing activities, and good examples to employees (Dhiman and Kumar, 2020). According to White (2005), employees become inspired resonance on leaders' control and ruler and the ability which gives enthusiasm and belief of appealing vision and go towards organizational goals with transformative change. Yukl (2010) stated charismatic leadership as a result in part of certain personal characteristics that are assumed to be substitutes for transformational leadership, which appeal charismatically to followers' emotions affects the way it occurs. Charismatic leaders are converted, there will be a broader transformation of the followers or stakeholders and the way business is done.

The entrance of charismatic leadership theory into the practice of higher education leadership is warranted, as colleges have experienced an incomplete or full scale of financial and organizational

distress in the last several decades, the increased influence of market forces, and the proactive transformation of their image (Ozgenel, 2020; Karim et al., 2020; Meng, 2022). Due to the frequent change of university leaders and the high development of a university role, the charismatic leader usually becomes an ideal type of personality to lead. In addition, charismatic leaders are often able to inspire and motivate their followers to achieve higher levels of performance and competence (Bakker et al., 2023). They are often seen as visionaries who can articulate a compelling and inspiring vision for the future. Their ability to communicate effectively and motivate others is also a key aspect of charismatic leadership.

Democratic leadership

Democratic leadership encourages participation in decision making and has a more consultative leadership style. Chance (2022) stated that a higher education organization that speaks equality cannot do so in reality and justify the leadership style. This is because all parts of the organization have views and knowledge. This behavior for the higher education system has the characteristics of collaboration. Staff who are spoken as professionals are expected to participate in decision making. This is based on the study conducted by Fakhri et al. (2020) who stated that the transformational and transactional leadership model did not have a significant negative effect on employee performance. This statement was reinforced by Caillier (2020) that participation in implementing a democratic style of leadership can have a good effect on performance. This means that if leaders involve employees in making important decisions, they will feel useful and have a high fighting spirit, while conventional leadership models cannot have this impact (Abiddin, 2007).

Thus, the objective shown by Caillier (2020) was consistent with Kadiyono et al. (2020) on the indirect effect of democratic leadership styles on competence. This statement is consistent with Taysum (2024) which states that as external competition and the assessment of education managers in the quality of management increase, democratic leadership is seen as anti-thesis between professionalism and competence centres. It is also suggested that education leaders must facilitate and develop quality assurance measures in higher education. Meanwhile, according to Zulkifly et al. (2023), participation means giving staff what they need to be involved in decision making and problem-solving processes and have opinions and authority in making decisions as well as responsibilities, sharing both the rewards and risks involved (Imam & Zaheer, 2021).

Laisser-faire leadership

Laissez-faire leadership is a leadership style in which the leader avoids making decisions (Norris et al., 2021). The leader avoids providing guidance to their employees in a higher education context. This can be regarded as an absence of leadership. Laissez-faire leadership is characterized by the leader only providing the necessary facilities to achieve the target and not involving or committing to leadership responsibilities (Robert & Vandenberghe, 2021; Chen et al., 2021; Ahmed et al., 2021). As a result, employees do not feel recognized as leaders in their institutions. Although previous studies reported that laissez-faire leadership does not significantly predict follower performance, one study found that laissez-faire leadership style negatively influences employee competencies (Lundmark et al., 2022). The negative influence of this leadership style can lead to decreased motivation and productivity among employees. On the other hand, a transformational leadership style has been shown to positively impact employee motivation and performance. The main concern with laissez-faire leader is the lack of guidance and direction, which can result in decreased productivity and motivation among employees (Diebig and Bormann, 2020). Ultimately, it will influence the overall performance of the organization.

In summary, the varied effects of leadership styles—transformational, transactional, servant, authentic, charismatic, democratic, and laissez-faire—on employee performance in higher education institutions are revealed by the examination. Transformational and charismatic leadership are effective in motivating and inspiring employees, whereas servant and authentic leadership prioritise the team's well-being and ethical standards. In contrast, transactional leadership emphasises the hazards of minimal guidance, while laissez-faire leadership emphasises the importance of performance through reward systems. It is imperative to comprehend the subtleties of these styles to improve employee performance and cultivate a positive organisational culture.

5. CONCLUSION

Adopting a leadership style in the higher education sector that aims to facilitate stronger relationships with systemic influence of individuals or groups, activity-oriented performance management, continued development of institutional integrity, and attraction of comparatively better employees—regular or temporary, on a project or contractual basis—will lead to principles of exchange and contribution and emphasize the capabilities of each employee. Consequently, shifting perception of this issue to ensuring the effectiveness of higher education and ensuring the competence of individuals and of higher education graduates through leadership has important implications for practice (Gbenga & Abiddin, 2013a). Acquiring talent will help in offering direction, reinforcing dedication, addressing performance concerns, and ensuring talent retention.

In this study, we found that value-based transformational leadership has the highest level of influence on the performance and competence of academics in higher education institutions. Traditional principles of educational leadership endorsement galvanize gentle and consensal behaviors between all ranks, while competitive leadership methods—negative reinforcement—tend to predominate. Where transformational leadership depending on charisma has the tendency to present a model that could encourage deviance from this evaluation, it is still important. The developers of higher educational governance may thus steer towards emphasizing price and personal importance, underpinned by the most important explanations for particular and moral goals, ideals, and educational authorities in practice, by displaying consistency or enhancing interactions. These other emphases that involve private education will help shape the broad view and dedication of education to its potential. Public management is the intermediate between the typical and outstanding models, and such an appreciation need not involve extraordinary costs.

A systematic literature review that summarized the positive and negative impacts of various leadership styles on employee performance and competence in higher education institutions outlined the following recommendations for practice. Firstly, it is imperative to use a transformational and transactional leadership approach that values performance and growth, and a contingent reward is valued to drive specified strategies, influence the extra effort of workers, and support an improved service. It is also crucial in higher education for managers to provide employees with job satisfaction and morale as talent satisfiers. Personal and full goal commitment evaluation also nurtures the enhancement of success, whilst the dedication and trustworthiness of leaders in assisting academics in their care of the missions and values of a university requires main leadership-effort balance.

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