

Educational Leadership In Higher Education: A Scientific Literature Review

Migle Gedminiene¹, Lina Kaminskiene²

¹(Marketing and Communication Office, Vytautas Magnus University, Lithuania)

²(The Department of Education Sciences, Vytautas Magnus University, Lithuania)

Abstract: Nowadays leadership became one of the most popular subjects for research field. Leader is a person who holds superior power which enables him/her to influence, lead and control people around. The main purpose of this article is to highlight and review literature of an educational leadership in a higher education. The importance of this article is to understand what sort of problems educational leadership research is facing nowadays as well as what are the innovative leader perspectives in the educational leadership. Thus, it is important to discuss more about leadership in higher education and the most relevant question is what are the trends in educational leadership in higher education from literature review perspective? Looking from a life-long learning perspective it has been noted that learning how to be a leader or how to lead your organization is a life long experience, which starts at an early student stage and continues until you are a teacher.

Keywords: leadership, academic, higher education, educational.

I. Introduction

It was decided to search and obtain theoretical journal articles about leadership whilst reflecting the main aspect as well as the key question of this research, which is: what are the trends in educational leadership in higher education from literature review perspective? Although, leadership is a quiet quite popular concept, it was important to look and compare what other researchers are doing and to be able to understand what else might be missing in such type of publications. The purpose of this paper is to highlight the importance of leader in higher education through leadership theories and other authors' insights. This would appear to the main tasks of this article:

1. To review the concept of the academic leadership;
2. To highlight the main transactional and transformational leadership theory features.

In order to reveal the main tasks scientific literature analysis was used as a data collection method. First, scientific literature analysis was used to get to know more about educational leadership in a higher education. Second reason was that to understand transactional and transformational leadership theory features and to try adapt them in a pilot study after all.

However, there isn't one answer of how to be or become a good leader, nor how to best lead an organization most effectively. Yet, as according to the literature review it was found that it is important to be innovative and have certain skills set suitable for good leaders. Furthermore, leaders should be able to effectively implement and communicate the change to the organization. As according number of authors [1, 2] these are the main factors representing what should be a good leader. Yet, there are still number of different opinions on whether leaders are born or made, which makes it even harder to find this one answer of what it takes to become a good leader. Still very popular to think that leaders are born, because they are naturally charismatic and has the social intelligence that enables them to motivate people around them. Thus, others think that leaders are made, as they believe that a good leader was build from various past experiences which enabled them to build that required skills. This is why, as stated above, there is no one answer of how to become a good academic leader.

II. Review Of The Scientific Literature

2.1 Universities as academic leadership multipliers

Leadership that is required in the higher education is referred to as Academic leadership [1]. According to these authors [1], academic leaders should motivate and inspire other faculty members. That correlates to previous statement that academic leader has to have an understading of how to lead people around them and most importantly make sure that they are motivated. Academics must be better prepared to provide quality learning and teaching outcomes, collaborate to indentify and research real world problems, and lead the practical application of new knowledge to solve problems [2]. The discussion here follows on the academics as leaders who provide quality work. The traditional model of academic leadership is often characterized by

personal academic achievement, as exemplified by, for example, publication in refereed journals, the presentation of papers at national and international conferences, authorship of significant scholarly works and, in some sense, responsibility for the academic development of others, such as research student supervision [3]. Aside from research-based achievements, these frequently include service elements such as positions held in universities, scholarly societies and public life more generally [4].

Furthermore, another important segment in the academic leadership relates to organization itself. Most common obstacle that most organizations are facing is the challenge to retain most successful and effective leaders. In a current market such leaders gained an increased confidence in today's labour market, resulting in them being easily attracted by organization's rivals, if better employment packages are offered elsewhere. Features that nowadays researchers have identified of an academic leaders are credibility, inspirational personality, knowledge, skills, abilities and experience to lead others, eagerness to constantly learn new things and adapt to changes, awareness of environment, selflessness, flexibility, openness in sharing information and taking input of people while making decisions when required, be supportive, fair in giving credits on their achievements, accepting, valuing and recognizing the efforts of subordinates, providing development opportunities to subordinates, and giving them professional autonomy [1]. It can be concluded, that all of the above stated features closely relates to a number of life-long learning experiences. It is believed that life-long learning experience and constant learning is one of the most valid aspects that helps to develop and shape well established academic leaders. On the other hand, the individualistic tradition of soft, pure, convergent and rural history leaves more room for individual leaders to choose their style, although leader's contribution to the well-being of his/her department is obviously valued [5].

Universities are the largest producers of research in the area of educational leadership [6]. The largest research numbers you can get from the doctoral dissertations of educational sciences. According to Yardibi [7], after 2007 the number of doctoral dissertations on leadership in educational sciences has been increased. One can assume that universities and doctoral theses studies can be the main initiators of leadership in higher education. On the other hand, students can be the main subjects in the field of educational leadership. Students will further develop foundations in ethical leadership, communication, research, and management, while specializing in either organizational development or information system management [8]. As mentioned above, students, can become promoters for further foundation for educational leadership. In the future, this will create a leadership culture that is developed from an early student stage to a solid late stage leader. The functioning program of student leadership at the school highlighted the importance of leadership development at a personal, school, and community level [9]. It is important to ensure that the development of a good leader starts early in the school and then can be further developed at the university.

It is very clear that effective departmental leaders are the ones who perceived by their staff as promoting their department's standing and profile within the university and beyond [10]. Moreover, it is assumed the departmental leaders are the ones who has an ability to motivate their colleagues. Higher education system has different interests, goals, priorities, values, needs, and motivational instincts as compare to other types of organizations [1]. It is difficult to understand higher education system without being in it: having lectures, communicating with students, participating in educational projects and conferences. Academic leadership should respond productively to the ongoing changes that characterize modern universities [6]. As stated above, academic leader should not only respond productively to the ongoing changes, but also be able to communicate that change to either its students or fellow colleagues. It is designated that characteristics of the leadership are more common to teachers with higher qualificational category and for teacher who always participate in programs of qualification rising [11]. It can now be noted that this correlates with previously mentioned statement about the importance and effectiveness of life-long learning process for a successful leader. Systematic thinking provides a learning organisation with the conceptual basis and provides the opportunity for the understanding of how people perceive themselves and the surrounding world, the expanding of their field of vision and training them to be open to ideas [12]. Openness for the ideas is one of the focuses for academic leadership. To be open, means to accept all changes, be open to suggestions and new ideas and remain strong when going through challenging situations. Such skills enables leader to be trustworthy around its students and most importantly show them that having confidence in themselves can result in much greater successes in life.

2.2 Transactional and transformational leadership types

Most of the publications focuses on the transformational and transactional leadership. Transactional leadership is centered on leader-follower exchanges [13]. Such leadership stype is also known as managerial leadership, because it conentrates on supervision, instruction giving and individual/group performance. This is the most common model in most organizations. An example of this type of leadership can be given in relation to a teacher-student relationship behaviour. Relationship behaviour means that the leader focuses on a good relationship with his or her team members [14]. Transactional leaders tend to reward good work or punish a

failure. Such leader monitors the performance, creates rules and sets clear expectations, yet leaving little room for creativeness.

On the other hand, transformational leaders facilitate new understandings by increasing or altering awareness of issues [13]. Unlike transactional leader transformational leader strongly encourages innovation and creativity. They believe that followers should set their own individual goals and try to achieve them themselves, yet at the same time supporting them with open communication channels and support. Transformational leaders, on the other hand, not only tailor their behaviour to individual followers, but also to the entire team [15]. That type of leader can motivate others to do something more and go beyond their capabilities, yet, team work is the key in trying to achieve the goals. The problem is that we are not yet sure that we train prospective leaders adequately, as part of their repertoire of skills as instructional leaders, to be able to address this core need [16]. Most students were taught in one way and it is sometimes hard for them to transform themselves into something different when they are trying to teach others. This requires an adequate training for them to be able see other ways of achieving goals rather than giving clear instructions and rules. In perspective leadership we have to know more about people that we trying to teach.

Furthermore, the transformational leader convinces his followers to transcend self-interest for the sake of the organization, while elevating the followers level of need on Maslow's hierarchy from lower-level concerns for safety and security to higher-level needs for achievement and self-actualization [17]. According to this theory, people will not achieve self-actualization if lower level needs have not been met. In other words, transformational leader understands that people will not be motivated to achieve something if their basic lower level needs were not fulfilled. It is assumed that transformational leader has enough knowledge to be able to effectively lead its followers and reached organizational goals. According to this leadership type, the key to success is to enjoy and be satisfied with what achievements at higher education.

Summing up the thesis above and looking into these two dimensions it can be noted that the main difference is that one of them orientates into exchanges and focus is directed more on exchange of tangible rewards for work (transactional) and the other one focuses more on engagement with its students/followers and intrinsic needs (transformational). Both leadership styles are important in educational organizations, because there are number of different individuals who can be motivated in completely different ways. Students for example at an early stage of their educational degree will require more of managerial, or other words transactional, approach to their education. This due to them being used to school teachers who are tightly supervising their overall performance. It can be then assumed that later in their education degree students might need more of a transformational leadership as this is when they start thinking about their future career path. In such case transformational leadership will let them think and understand exactly what their true goals are and will help them transform into someone who they truly want to become. This is why both leadership styles are equally important in higher education organization. This why the organization can guarantee that its students will achieve the best they can and will be supported through out their whole educational experience.

2.4 The main differences between transactional and transformational leadership styles

Based on the literature review, leadership may be involved more with their followers. There are four requirements used in leadership theories to be postindustrial according to Rost: (a) leadership is a relationship based on influence; (b) both leaders and followers lead; (c) leaders and followers intend real changes; (d) leaders and followers develop mutual purposes [18]. The main aspect here is mutual purposes. These four dimensions represent an effective leader in knowledge-based economy grounded on developing and managing intellectual capital within organizations [19]. This is one of the most important advantages of transformational leadership. As was mentioned before transformational leaders can still hold goals independent of followers [18]. Therefore, transformational leadership is an ideal style of leadership in educational sector because such leaders are analytical, active, effective, result oriented and direct followers to a new set of corporate values and behaviours [20].

Transactional leadership behaviours include clarifying task expectations and providing rewards when expectations are met [21]. As it is mentioned in this citation, most of higher education institutions use this as a model for teaching. It is an old teaching model that was used before and is still in use nowadays. Teachers tends to give clear instructions and rules for their students and meeting the criteria results in rewards or good grades in other words, whereas doing something different would result in punishment.

Transactional leadership style is found positively and significantly related to job success as compared to transformational leadership style, which pertains to the provision of either positive rewards in case of meeting established goals or negative rewards when the performer fails to achieve the desired objectives [13]. As one can see there are positive and negative aspects of both dimensions. If one look deeper into these dimensions, one can see that the leadership needed the factors that determine one or another solution. Transactional leadership consists of rewards and recognition, and such leaders emphasize extrinsic motivations to shape goal setting in an attempt to strengthen organizational culture, structure, and strategy [22].

The main difference is that unlike the transactional leader who makes use of existing interests, the transformational leader changes each individual's value system to construct a new one constituted by common goals, and actively engages with followers by obtaining their collaboration, and encouraging them to identify with an organizational vision beyond their own self-interest [23]. On the other hand, transactional leader uses his/her own experience to reach the main goal. As transformational leader encourages their team to make something by themselves. In contrast, followers' shared perceptions of transactional leadership were associated with followers applying interpersonal standards of competence in their achievement-striving at work (i.e., with their endorsement of performance goals) [24]. Summing up, to be an educational leader, means that you have to know how to use both, transformational and transactional leadership styles.

In comparison of these two types of leadership it can be noted that Lithuanian's current educational leaders relates to a transactional leadership style more. As Lithuania was part of the Soviet Union majority of elderly teachers/leaders tends to follow old way of teaching, which is giving clear instruction with small room for creativity. However, nowadays, younger generation tends to believe in creativity, innovation and sharing the ideas. Also, the biggest challenge in leadership studies remains the development of cumulative knowledge, time- and context-tested generalizations, and the explication of various typologies and taxonomies of leadership (i.e., individual behavior patterns, personality profiles, leadership styles, leader-follower dyadic dynamics, goal-oriented v. group-oriented leadership classifications, etc.) [25].

It is believed that educational leadership, though its strong focus on innovative, contemporary and effective strategies, will reach the higher success. Today's leaders must demonstrate leadership to an incredibly large number of constituencies in the various departments and programs, including supervisors, fellow administrators and teachers, entry-level professional staff, and support staff, to ensure that the needs of the students are being adequately serviced [26]. In today's society leadership became as the most important aspect and has to be delivered professional in a higher education. It is important for a leader to grow up together with contemporary life. As one of the specific innovative educational leadership skills can distinguish the main trait – openness for environment. People will follow leaders that they believe have the talent and knowledge to lead them [26]. It is important for an educational leader to show the knowledge in teaching and leading others. People have to trust educational leaders as well as leaders have to have strong confidence in not only themselves but others as well.

Looking from the Lithuanian perspective leadership studies need more specific survey. Such subjects as psychology, organizational behavior, human resources, and organization management are being significant for the education of the leadership competencies [27]. The leadership in psychology emphasizes the thinking and informational processes among leaders and their followers [28]. Based on this sample, this is one of the most important aspect in transformational leadership that was mentioned in the previous paragraphs. Contemporary literature on leadership mainly focuses on the two main dimensions of leadership i.e. transactional and transformational leadership [13].

As the two words – leadership education – suggests, it is not a singular focus but sits at the nexus of two disciplines, the art and science of leadership and the art and science of education [29]. Education is like an art where academic leaders must balance between knowledge and science. Leadership education and development programs continue to define their outcomes, determine core leadership courses, and create streamlined curricula based on assessments and evaluation of student leadership definitions, knowledge, attitudes, and practices [30]. According to the newest studies (mentioned in this article), researches are looking for new ways in developing study programmes.

III. Conclusion

The main purpose of this article was to highlight and review literature of an educational leadership in a higher education. It has been said that there isn't one answer of how to become a good leader, as this is more of a journey towards becoming one. Yet, there are certain skills that can describe a good leader and certain behaviours that can determine the type of the leadership style. There are number of leadership styles that are being used in different countries. Different leadership styles mostly arrive from country's historical background, as for example it is in Lithuania. It has been said that Lithuania was part of Soviet Union back in 1990. Most of Lithuania's current leaders/teachers still possesses old leadership styles (transactional) where they want everyone to follow one best practice with very little room for creativity. However, as stated above nowadays educational organizations requires something new to what they needed a decade ago. Because of globalization and greater knowledge flow around the world there has been a change in how number of businesses operate, how to become successful in life and even what you need to know to fit in today's world/economy. This is why academic leaders needs to understand that things are changing and be capable to possess this new understanding of the world to their fellow students and even colleagues.

Furthermore in this study, analyzing scientific literature was important to highlight trends in educational leadership as well as identify that there should be greater attention paid on two aspects: leaders –

who became leaders whilst studying at the university and leaders who has a life-long experience (academic leaders/teachers). It was found that there are number of different opinions of whether leaders were born or made, etc., developed through years of studying and working in different organizations or was a born leader. Some thinks that leaders are born because they naturally are capable to motivate others, whereas others think differently as their argument is that good leader can only be when went through various past experiences.

The main objective of this study was to understand and to analyse two leadership styles. It has been said that transactional leadership style is when leaders are following one best practice and constantly supervising others. Transformational leaders are very different as they encourage others to have high expectations or goals and they are there to motivate others in helping them to reach their personal targets. It is interesting to see how both styles are so different from each other, yet both are very much needed under one educational organization. It has been said that students require both leadership styles, but at different stages. Early student who is used to school teaching styles might feel more confident with transactional leader, who will help him/her to start picturing the future yet still 'holds his/hers hand'. Later in his/hers educational journey transformational leader is required to help and motivate a student in shapping his/hers future career path.

To conclude, universities nowadays are extremely important organizations in most countries. As globalization is there and is not going anywhere anytime soon well trained and prepared educational leaders are the main aspects in shapping not only students future career but also the whole country's future population as well. Students require their leaders to help them be prepared for a very new world.

Summing up all article it is important to understand that scientific literature review gives understanding of what educational leadership is in higher education is. Educational leader has to be innovative and has certain skills (experience, abilities) for being a leader in higher education.

References

Journal Papers:

- [1]. A. Siddique, H.D. Aslam, M. Khan and U. Fatima, Impact of academic leadership on faculty's motivation and organizational effectiveness in higher education system, *International Journal of Academic Research*, 3(3), 2011, 730-737.
- [2]. A. Hofmeyer, B.H. Sheingold, H.C. Klopper and J. Warland, Leadership in learning and teaching in higher education: perspectives of academics in non-formal leadership roles, *Contemporary Issues in Educational Research*, 8(3), 2015, 181-192.
- [3]. J. Rowley, Academic leaders: made or born? *Industrial and Commercial Training*, 29(3), 1997, 78 – 84.
- [4]. B. Macfarlane, R.Y. Chan, The last judgement: exploring intellectual leadership in higher education through academic obituaries, *Studies in Higher Education*, 39(2), 2014, 294-306.
- [5]. J. Kekale, 'Preferred' patterns of academic leadership in different disciplinary (sub)cultures, *Higher Education*, 37, 1999, 217-238.
- [6]. E. Nica, The importance of leadership development within higher education, *Contemporary Readings in Law and Social Justice*, 5(2), 2013, 184-194.
- [7]. N. Yardibi, Leadership in doctoral dissertations of educational sciences in Turkey, *Education*, 135(1), 2014, 19-24.
- [8]. P.J. Hughes, P.D. Msit, Developing an organizational leadership graduate program: a "CHAT" about leadership education, *Journal of Leadership Education*, 2015, 193-203.
- [9]. G.S.C. Hine, Student leadership development: a functional framework, *Journal of Catholic education*, 2014, 79-110.
- [10]. A. Bryman, Effective leadership in higher education: a literature review, *Studies in Higher Education*, 32(6), 2007, 693-710.
- [11]. L. Rupšienė, A. Skarbalienė, The characteristics of teacher leadership, *Tiltai*, 4, 2010, 67-76.
- [12]. C. Jackson, S. Blandford, E. Pranckuniene and M. Vildziuniene, Lyderių laikas (Time of Leaders): Lithuania's response to changing leadership and learning in their schools, *Professional Development in Education*, 37(5), 2011, 701-719.
- [13]. A. Riaz, M.H. Haider, Role of transformational and transactional leadership on job satisfaction and career satisfaction, *BEH – Business and Economic Horizons*, 1(1), 2010, 29-38.
- [14]. E.H. Coolen, J.M. Draaisma, J.L. Loeffen, Leading teams during simulated pediatric emergencies: a pilot study, *Advances in Medical Education and Practice*, 6, 2015, 19-26.
- [15]. S. Braun, C. Peus, S. Weisweiler and D. Frey, Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust, *The Leadership Quarterly*, 24, 2013, 270-283.
- [16]. D. Hermond, Determining the learning styles of prospective educational leaders, *National Forum of Educational Administration and Super Vision Journal*, 32(1), 2014, 47-58.
- [17]. M. Heidments, K. Liik, School principals' leadership style and teachers' subjective well-being at school, *Problems of Education in the 21st Century*, 62, 2014, 40-50.
- [18]. M.J. Humphreys, A new generation of leaders for Eastern Europe: values and attitudes for active citizenship, *Christian Higher Education Research at Azusa Pacific University*, 10(3-4), 2011, 215-236.
- [19]. M.S. Ghasabeh, C. Soosay, C. Reaiche, The emerging role of transformational leadership, *The Journal of Developing Areas*, 49(6), 2015, 459-467.
- [20]. G. Abbas, J. Iqbal, A. Waheed and M.N. Riaz, Relationship between Transformational Leadership Style and Innovative Work Behavior in Educational Institutions, *Journal of Behavioural Sciences*, Vol. 22 (3), 2012, 18-32.
- [21]. S. Kahai, R. Jestire, R. Huang, Effects of transformational and transactional leadership on cognitive and outcomes during collaborative learning within a virtual world, *British Journal of Educational Technology*, 44(6), 2013, 969-985.
- [22]. T. Bucic, L. Robinson, P. Ramburuth, Effects of leadership style on team learning, *Journal of Workplace Learning*, 22(4), 2009, 228-248.
- [23]. S. Ruggieri, C.S. Abbate, Leadership style, self-sacrifice, and team identification, *Social Behavior and Personality*, 41(7), 2013, 1171-1178.
- [24]. M.R.W. Hamstra, N.W.Y. Yperen, B. Wisse and K. Sassenberg, Transformational and transactional leadership and followers' achievement goals, *Journal of Business and Psychology*, 29, 2014, 413-425.
- [25]. A. Park, S. College, Post-Communist Leadership: A Case Study of Lithuania's "White House" (1993-2014), *Demokratizatsiya*, 23 (2), 2015, 151-179.

- [26]. J.M. Marron, D. Cunniff, What is an innovative educational leader? *Contemporary Issues in Educational Research*, 7(2), 2014, 145-150.
- [27]. L. Rupšienė, A. Skarbalienė, The need for students of pedagogy programmes to develop leadership competencies and its realization in Lithuania higher education, *Tiltai*, 3, 2013, 221-230.
- [28]. V. Zydziunaite, V. Butautaite, A. Rutkiene and I. Tandzegolskiene, Multilayered considerations on the concept of „leadership“: conceptual views in psychology, management and education, *European Scientific Journal*, 11(25), 2015, 17-28.
- [29]. L.L. Moore, A. Stewart, An empirical analysis of the literature cited in the Journal of leadership education, *Journal of Leadership Education*, 2015, 174-187.
- [30]. S.P. Ho, S.F. Odom, Mindsets of leadership education undergraduates: An approach to program assessment, *Journal of Leadership Education*, 2015, 92-106.