Qualities of Effective Leadership in Private Higher Education

By

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Abstract

The Research aims to identify and develop effective leadership qualities in private universities. The study was a qualitative approach in the form of case studies to investigate the information concerning effective leadership through observation, interviews, and documentation studies with data sources from leaders and lecturers. Triangulation is done to the vice chancellor, dean, and lecturers. The result of this Research is the development of a leadership quality model for private universities. With the development of a leadership quality model for private universities, it is hoped that the quality of leadership in private universities will increase. It improved the leadership quality of private universities implemented through scientific, visionary, entrepreneurial, and values-based leadership.

Keywords: Case Study; Leadership; Qualities of leadership; Higher Education

1. Introduction

Generally, higher education is a complex organization linking many individuals' social interactions (Chaithanapat, Punnakitikashem, Khin Khin Oo, & Rakthin, 2022; Horowitz, Stone, Sibrian, DuPee, & Dang, 2022). Leadership is the most central thing in an organization (Rezaul Islam, Wahab, & Anggum, 2020). Moreover, leadership qualities are empowering, giving freedom, goal-oriented, resource-driven, consultative, bottom-up and top-bottom approach, possessing leadership qualities. (Kim, I'm, & Shin, 2021). While the qualities of a leader are as follows: accessibility and dedication, neutrality and humility, aspiration and concern, trust and talent, dignity and friendliness, insight and confidence, vitality and concentration, originality and honesty, responsibility and team spirit, courtesy and confidence, charity, funny and maintenance culture, reliability (Audenaert, Decramer, & George, 2021). This study will explore the essence of leadership qualities in private universities or the best model of leadership to motivate job performance.

Leadership qualities include commitment, determination, belief, responsibility, activity, efficiency, success, influence, and endurance. Effective leadership is indicated by specific leader behaviours, namely the ability to motivate, communicate, and build teams. Effective leadership influences trust, culture, and a clear vision. The characteristics of effective leadership are implementing change and encouraging innovation in the organization., being a good listener, having an effective communication and accountability cycle, emphasizing simplicity (priority and speed), expending energy to optimize people development, optimism, creating a culture of health and sustainability, having an attitude progressive towards failure, showing humility (Aftab, Abid, Sarwar, & Veneziani, 2022; AlNuaimi, Kumar Singh, Ren, Budhwar, & Vorobyev, 2022).

Based on previous Research conducted stated that private universities are an integral

part of the higher education system. However, private universities still need a performance evaluation system matching government-funded higher education characteristics. Therefore, private universities are at risk. The risks faced by these private universities include policies, regulations, financing, education and teaching, infrastructure, resources, and Research. Every higher education institution we meet has a different mission and organizational model. Higher education leadership is responsible for various strategic, operational, and teaching areas (Lee, Kang, Choi, Lee, & Olds, 2019; Shi, 2019).

On the other hand, the early Research on university leadership state that the most significant challenges in higher education leadership are cantered on strategic needs, flexibility, creativity, and the ability to cope with change, respond to competition, remain relevant, maintain academic quality, manage human resources, and manage finance. The emphasis of college leadership is on being able to face challenges. However, there needs to be more Research on the quality of effective leadership in private universities. To follow up on this opinion, this study was conducted to identify and develop effective leadership qualities in private universities (Grinerud, Aarseth, & Robertsen, 2021).

Leadership Qualities are described in the following points (1) Values: integrity, trust and culture (2) Vision: strategic focus (3) Inspiration: charisma, communication skills, role models, motivation and mentors (4) Innovative: change agent (5) Display System: interactive (6) Empowering: employee focus (7) Customer focus: community (8) Business knowledge and knowledge quality (Horowitz et al., 2022; Super, 2020). Based on the previous study, the focus of the study is to reveal the quality of leadership in private universities. So that knowledge and patterns are obtained in its development. This study aims to identify and develop effective leadership qualities in private universities. Some leadership models are Values, modelling the way, inspiring a shared vision, challenging the process, enabling others to act, Encouraging the heart, and Customer focus. Most Research on leadership qualities is conducted on subjects in government, companies, employment, psychological studies and general higher education.

Meanwhile, this Research is focused more specifically on private universities. It is hoped that a specific pattern of leadership quality development in private universities will be obtained. The study was at Telkom University in Indonesia. The next section is a review of the literature and research methodology. The following section elaborates analysis results and discussion. The last section explains conclusions and future work.

2. Literature Review

2.1 Leadership

Leadership is an essential topic of Research in organizational studies. Several Research concerning leadership has been multi-dimensional, where evaluation is made based on different perspectives (Cheng et al., 2022). Academic leadership in higher education is an extensive research area populated by various perspectives and approaches (Daniel, 2022). Attempts to identify effective leadership in higher education with a focus on leadership behaviour or competence. This Research will explore leadership discourses in higher education.

Factually, in higher education, the leadership theory approach can be positioned that a leader's power can influence his followers through competence or charisma (Jameson et al., 2022). These competencies and charisma are related to the personality and attractiveness of the leader himself. It can be analysed that effective leadership is closely related to the interaction and approval of members (De Juan Pardo, Vissandjee, Guillaumet Olives, Cerezuela Torre, & Gallart Fernández-Puebla, 2022). Effective leadership can be realized through honour, dignity,

curiosity, openness, compassion, courage, excellence, and service and brings out the elements of leadership in universities (Franklin, Montgomery, Dorr, & Tranel, 2020). An explanation of the leadership framework in higher education is illustrated in table 1.

Table 1. *Leadership Framework in Higher Education*

Model the Way	**(a) Establish principles for treating humans. (b) Establish principles for pursuing goals. (c) Setting standards of excellence. (d) Establish temporary goals and ways to achieve them. (e) Breaking down the bureaucracy. (f) Signals to achieve goals (g) Create opportunities for success. (h) self-knowledge. (i) Authenticity/integrity. (j) Act as a role model and have credibility. (k) Be attentive. (l) Treat academic staff relatively and with integrity. (m) Trustworthy and have personal integrity.**
Inspire a Shared Vision	(a) The belief that one person can make a difference. (b) Imagining the future with a unique image. (c) list other ideals (d) Breathe life into the vision. (e) Make people see exciting possibilities. (f) Common goals (g) Competence (h) Clear strategic direction/vision. (i) Setting up departmental arrangements to facilitate direction setting. (j) Communicate well about the direction the department is going.
Challenge the Process	(a) Looking for opportunities to make changes. (b) Innovate to improve the organization. (c) Experiment and take risks. (d) Accept mistakes, disappointments and failures as opportunities to learn. (e) A learning environment. (f) Appreciate the opposition. (g) Advancing departmental goals related to the university's internal and external constituents and being proactive.
Enable Others to Act	(a) Build cooperation. (b) Build team spirit. (c) Involving others actively (d) Collaboration. (e) Division of labour. (f) Creating a positive and collegial working atmosphere in the department. (g) Provide opportunities to participate in critical decisions/encourage open communication.
Encourage the Heart	(a) Maintain hope and determination. (b) Recognize individual contributions. (c) Giving rewards to the team. (d) Celebrating achievements. (e) Make people feel like heroes. (f) Commitment. (g) Empathy/understanding of others. (h) Provide feedback on performance. (i) Making academic appointments that enhance the reputation of the department. (j) Provide resources to match workloads to stimulate scholarship and Research.

Some empirical studies of academic leadership at the department level in small, specialist higher education institutions in Indonesia (Suyadi, Narayana, Sutrisno, & Baidi, 2022) outline a leadership role generally characterized as being excluded from proper staff management but responsible for "course management, staff and student timetabling, curriculum development, quality assurance at the course level, marketing, admissions, student pastoral support and mentoring new academic staff". The review identifies four main barriers to the effectiveness of such roles. Course/program leaders (1) hold a paradoxical position at the department with responsibility and accountability for the management of the quality of courses/programs, but without authority/line management responsibilities; (2) carry a heavy workload and administrative burdens but lack recognition for it; (3) are overlooked when it comes to leadership training; (4) lack administrative support. Based on these challenges, three general strategies for supporting and strengthening the course/program leadership role in the U.K. are suggested.

In this study, we investigate the appointed qualities of effective leadership in private higher education at Telkom University, one of Indonesia's largest comprehensive universities.

This role has a university-uniform role description, an established support structure for professional development in the form of a leadership program and a network for those who occupy it. In other words, critical recommendations about how to strengthen the qualities of effective leadership were implemented. Effective leadership significantly impacts total quality management (Rabiei, Lotfizadeh, Karimi, & Masoudi, 2022).

2.2 Qualities of Leadership in Higher Education

The literature on leadership education is vast and, for many years, could have been more productive as scholars argued over operational definitions of leadership, distinctions between leadership and management, and whether leadership is instinctive or can be taught. Fitness for purpose is an expression of the word quality (Jameson et al., 2022). Leadership in higher education has the following qualities and skills (1) creating and communicating vision, (2) formulating and instilling strategies, (3) fostering connections and relationships (4) creating change. As a leader, if viewed from the principles of quality management, one of which is to focus on the customer. From the quality management point of view, leadership is the strengthening of values and communication, implementation of vision and articulation, communication and visionary leadership with continuous motivation (James, Watkins, & Carrier, 2022).

On the other hand, the quality framework in higher education is interpreted in terms of Input - Process - Output (IPO). Output in the form of products and services. At the same time, the input is in the form of entry requirements, for example, the selection of student admissions and requirements. At the same time, the process refers to teaching and learning, content and delivery of course units, knowledge, the accuracy of curriculum content, attention to students, teaching media, social activities, and assessment (Zhu, Wang, Liu, Yang, & Qian, 2021).

Leadership qualities in universities can be described as creating and communicating a vision, formulating and implanting strategies, growing connections and relationships, creating change, and customers focus. Focus on customers is done by maximizing products and services. They were maximizing products and services by teaching, quality learning, knowledge, and assessment. Meanwhile, leadership scholars explored new ways of understanding leadership and leadership development. A noticeable trend in the scholarly literature in the new century was an increasing emphasis on leadership as a collective phenomenon shared among people (Brown, Bethishou, Taheri, & Nation, 2022).

In this article, we explore whether leadership development itself is ripe for a developmental leap. After more than two decades of stretching, doubting, and exploring, leadership development can reconstruct itself into a more complex and comprehensive practice (Frank, Bekemeier, & Menze-Sonneck, 2021). The necessary drivers appear to be present: leading-edge universities seeking to innovate their leadership development initiatives in response to a rapidly-changing strategic context, critics within the leadership development ranks expressing dissatisfaction with the status quo, and new and disruptive views of leadership bubbling up from leadership scholars (Henry et al., 2022).

The framework further assumes that leadership can be assessed in the short term by the degree of DAC produced. Longer-term consequences are the leadership effects (Donate, González-Mohíno, Paolo Appio, & Bernhard, 2022). The contribution of DAC to the attainment of strategic results represents the intended effects of leadership. Applied to leadership, this theory contends that what people understand leadership to be is socially constructed and develops over time to become increasingly adequate in the face of diverse and complex phenomena (Asnaani et al., 2022). The DAC Framework is a constructive-

developmental step in which a relational worldview transcends yet includes (rather than replaces) an individualistic worldview. Among relational views of leadership, the DAC Framework perhaps more strongly embraces pragmatism's commitment to the grounding of concepts in their effective consequences revealed through their enactment in the world. The effective leadership model will describe in figure 1 below.
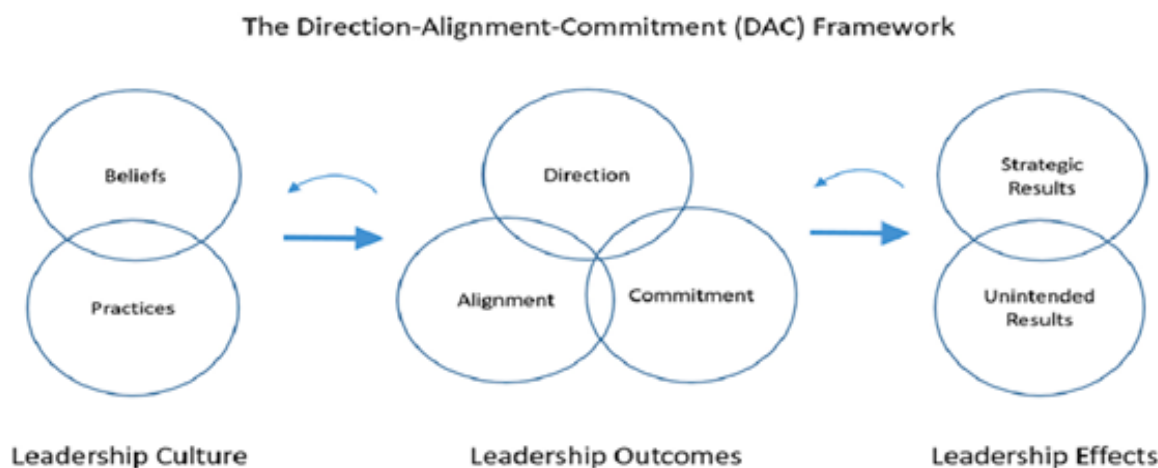

Figure 1. *leadership model in higher education*

3. Research Method

This study was the qualitative approach in the form of case studies because it is ideal for investigating a contemporary phenomenon in depth and within its real-world setting, mainly when the case setting contains contextual conditions important for understanding the phenomenon (Fu, Wang, Li, Zhao, & Wu, 2022). This study will investigate effective leadership qualities in private higher education at Telkom University in Indonesia in 2022.

Moreover, the qualitative approach in the form of case study methods to maintain the holistic and meaningful characteristics of real-life events–such as individual life cycles, organizational and managerial processes, environmental change, international relations, and industrial maturation (Wagenaar, Kieslich, Hengel, Zimmermann, & Prainsack, 2022). The primary participant was the vice-chancellor of a private university in Indonesia with a solid corporate background, a strong global presence, and an impressive academic resume, see figure 2.
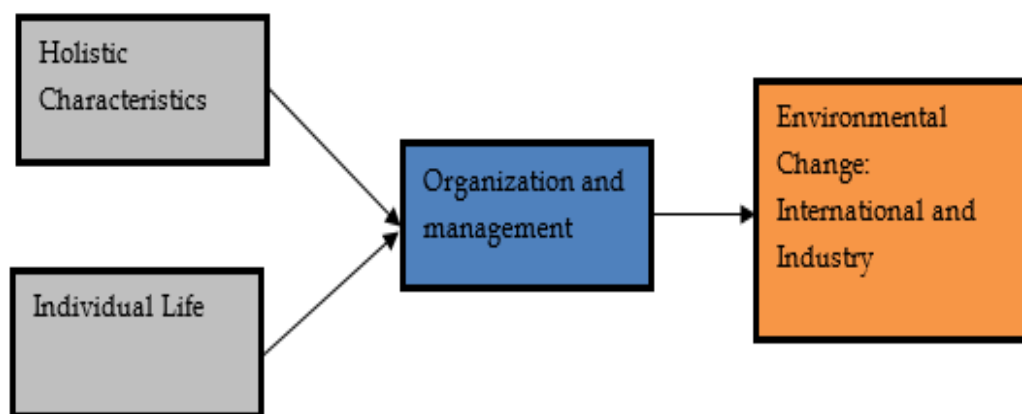

Figure 2. *Framework Qualities of Effective Leadership in Private Higher Education*

3.1 Participant

The primary participant was several principals in Higher education with a solid corporate background, a strong global presence, and impressive academic resume. The other interviewees reported directly to the vice-chancellor: All seven interviews were held in the offices of the respective interviewees. Interviews allowed individuals to share their understanding regarding leadership and its value in higher education. Those who participated in this Research were leaders, lecturers, and students. The researcher determines that the leaders in this study are the vice chancellor and dean (Thelwall & Nevill, 2021).

3.2 Data Collection

An interview protocol was prepared to match this study's research objectives and research questions. The interview questions were semi-structured to allow other questions to emerge during the interviewing process, and additional ideas could be explored. Using the interview guide allowed for more structure, which eased the researcher's task of organizing and analysed interview data. The general atmosphere in all interviews was very casual, with the interviewees giving full attention at that time. In addition to their ability to concentrate, their communication skills and their ability for self-reflection contributed significantly to the quality of the interviews. Each interview conducted took approximately 30 minutes. A tape recorder was used with permission from those interviewed.

This qualitative study was conducted with semi-structured interviews with the same principle teams who reported directly to him. First-hand knowledge and personal experiences were obtained through the participants' own words regarding the leadership of the vice-chancellor. It was necessary to use interviewing to obtain information that could not be observed, such as feelings, thoughts, and impressions. Interviews were triangulated with supporting documents and observations. Documents included speeches written and given by the vice-chancellor on two occasions in the university and observations captured using photographs taken on the same two occasions. Observations included photographs taken at the two events, including one of the vice-chancellors sitting among the stage party members during the university's convocation ceremony in his full official robes. The data used in this study is data from interviews with the vice chancellor and dean. Table 2 is a way to collect data.

Table 2. *Data Collection Assessment*

Research question	Data source	Data Collection	Data Analysis Method
1. How to apply values in private universities? What is the way leadership model in private universities? How to inspire a shared vision in private universities? How to challenge the process in private universities? How to encourage the heart in private universities? How does the customer focus on private universities?	Vice Chancellor I, Vice Chancellor II, Vice Chancellor III, Vice Chancellor IV. Dean	Review documents Interview Observation: Observing, participating in activities, making videos/, and taking photos	Qualitative data analysis with data reduction, data grouping, data description, data analysis and interpretation the deepening of the study through comparative analysis and interpreted into a summary sheet so that the main points are obtained to determine conclusions

Table 2 describes the assessment of data collection, starting from research questions, data sources, data collection methods, and data analysis methods. The data sources are the vice chancellor and dean. The method of collecting data is through document review and interviews. How to analyse data through data reduction, grouping, description, analysis and interpretation.

3.3 Data Analysis Methods

In analysed the data, data reduction was carried out by coding and interpreting the data into codes from each informant. Deductive coding was used by identifying parts of the transcripts that resonated with effective leadership in higher education. Indicators for coding the interview transcripts are summarized in Table 3. The coding system is simple and allows the researcher to make reliable judgments about the presence or absence of frames as perceived by the interviewed participants and the vice-chancellor. The data were analysed using the constant comparative method, where data from the interviews, documents collected, and observations were compared—each code from the various participants in table 3 below.

Table 3. *The Coding Data*

No.	Participants	Code
1	Unsur Pimpinan	
2	Wakil Rektor I	WRI.Tel.U.W.XX
3	Wakil Rektor II	WRII.Tel-U.W. XX
4	Wakil Rektor III	WRIII.Tel.U.W.XX
5	Wakil Rektor IV	WRIV.Tel.U.W.XX
6	Dekan	Dek.Tel.U.W.XX

Table 3 shows coding. Coding is creating categories. Coding in this study provides a category for each participant. Informants consist of the vice chancellor and dean. At the same time, other informants are quality assurance. In this case, the data were analysed through data reduction, display, and conclusion.

4. Findings

Based on the results of effective leadership qualities in private universities through observation, interview, and documentation is the application of the following aspects: values, modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart, and customer focus.

4.1 Values

The application of these values is implemented through values-based leadership. From the findings in the field regarding the application of values, data were obtained as presented by the informants (WRI.Tel.U.W.XX) regarding performance, that: "performance evaluation is discussed clearly at the management review meeting, ... and lesson learn if there are things that hinder, so as not to repeat what was done". The application of values is implemented in the field as conveyed by the informants (Dek. Tel U.W. XX) that: "In addition to using the Indonesian National Qualifications Framework, we also adopt the ABEET and IEEE course structure".

4.2 Model the way

Modelling the way at the point of setting standards of excellence is done by determining a set of standards. Standards are prepared in the form of a vision and mission. From the findings in the field regarding the set of standards of excellence, data were obtained as presented by the informant (WRIV.Tel.U.W. XX) regarding the preparation of the vision and mission: "The vision of this University is to become a world-class university".

4.3 Inspire a shared vision

A shared vision is proven through vision. The vision shared by Telkom University to stakeholders. From the findings in the field of Inspire A Shared Vision, it was obtained that data, as conveyed by the informant about Inspire A Shared Vision, was implemented as conveyed by the informant. (WRI.Tel.U.W.XX), that: "Rienstra (strategic plan) is a vision, mission, goals and objectives. Then from the strategic plan, it is lowered into an annual managerial work plan. based on strategic planning, it goes down to a management contract Some of the management contracts are annual, and some are quarterly. At the end of each quarter, the achievement is measured, then it becomes the basis for the next quarter".

4.4 Challenge the process

From the findings in the field conducted through interviews about Challenge the process at the point of innovating to improve the organization, this was conveyed by the informant (WRIV.Tel.U.W.XX), as follows: "Adwitech is a super high technology that Telkom University carries out. Today's super high technology is a smartcard."

4.5 Enable others to act

From the findings in the field conducted through interviews about enabling others to act on the point of building team spirit, this was done as conveyed by the informant (WRII.Tel.U.W.XX) as follows: "... besides that, we have culture. ... which is always called the best".

4.6 Encourage the heart

From the findings in the field conducted through interviews regarding encouraging the heart on points share rewards within the team, this was done as conveyed by the informant (WRII.Tel.U.W.XX) as follows: "Every person, the workload of lecturers (BKD) is different. Some have high achievements, including research. We have the performance compensation".

4.7 Customer focus

The findings in the field were conducted through interviews regarding customer focus as conveyed by the informant (SPM.Tel.U.W.XX): "There is an internal quality audit activity twice a year. If there are audit findings, we improve, we improve, which finally we can achieve the target by the quality goals that we apply", see figure 3 below.
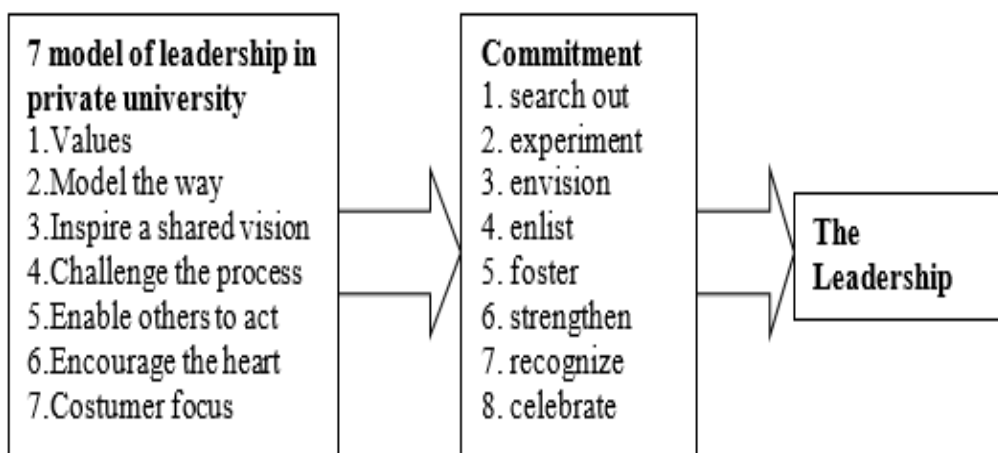

Figure 3. *Leadership Model in Higher Education*

This figure indicates that professional leadership needs a high commitment to achieve the goal or create a good culture in private higher education.

5. Discussion

5.1 Values

The qualitative findings indicated that the application of values in this study is part of the leadership quality of private universities. Frost's opinion that values leadership is based on 1) leading self-2,) leading others 3) leading the organization. Informant statement WRI.Tel.U.W.XX as follows, "performance evaluation is discussed clearly at management review meetings, ... there are lessons learned if there are things that hinder so that what is done is not repeated". This shows that leading the self, leading others, and leading the organization appear in leadership values. The leading organization is carried out by evaluating performance at management review meetings.

Model the way. The qualitative findings indicated that the model way establishes principles on treating people, establishing principles for pursuing goals, setting standards of excellence, setting interim goals and quick wins, unravelling bureaucracy, signposting the way to go, creating opportunities for success, self-knowledge, authenticity/integrity, acting as a role model and having credibility, being considerate, treating academic staff fairly and with integrity, being trustworthy and having personal integrity.

Pernyataan informan WRIV.Tel.U.W.XX sebagai berikut,

Visi Universitas ini adalah menjadi universitas berkelas dunia..." (The University's vision is to become a world-class university...)

This shows that the leader determines "model the way" using set standards of excellence. Formulating and instilling a strategy is implementing a set of standards of excellence. Inspire a shared vision. The qualitative findings indicated that inspiring a shared vision is part of the quality of leadership in higher education. One of the qualities of leadership in higher education is creating and communicating vision. Innovate to improve the organization. The qualitative findings indicated that innovation to improve the organization is part of the quality of leadership in higher education. This is in line with the Black 2015 analysis. Building team spirit. The qualitative findings indicated that building team spirit is part of higher education leadership's quality, which aligns with Black's 2015 analysis.

Share rewards within the team. The qualitative findings indicated that sharing rewards within the team is part of higher education leadership's quality, which aligns with the Black 2015 analysis. Inspire a shared vision appears in the indicators of visionary leadership: value-based visionary leadership, clear vision, relationship, and innovation. Challenge the process. The qualitative findings indicated that challenging the process is part of the quality of leadership in higher education. Informant statement WRIV.Tel.U.W.XX as follows,

Adwitech is a super high technology that Telkom University carries out. Today's super high technology is a smartcard." ("Adwitech a super high technology that Telkom University carries out. Super high technology now is a smartcard ").

This shows that the leader in his leadership implements "challenge the process". This is evidenced by the super high technology being implemented, namely smartcards. This super-high technology is a challenging process. This challenging process of gaining recognition and seizing entrepreneurial opportunities. This is in line with the opinion of Malibari et al. about entrepreneurial leadership, which includes the recognition and opportunities of entrepreneurship (Malibari & Bajaba, 2022).

Enables others to act. The qualitative findings indicate that enabling others to act is part of the quality of leadership in higher education. Informant statement (WRII.Tel.U.W.XX) as follows, ".Besides that, we have culture. ... we name it is always the best. So, we must do our best.always the best we describe to be solid, speedy, bright.

Moreover, we describe what we call prime: professionalism, recognition, integrity, mutual respect, and enthusiasm. Moreover, it helps in handling achievement direction ("... besides, we have culture .the name is always the best. So, we must do our best. always the best, we describe it as solid, speedy, bright. Moreover, we define it as prime. Namely, professionalism, recognition, integrity, mutual respect, and enthusiasm. Moreover, that all helps in handling the achievement of direction)

This shows that this leadership builds a team by cultivating the word 'always the best. This shows that this leadership always uses jargon to enable others to act. This is in line with the opinion of Kayla et al. about scientific management leadership that scientists' leadership is intended to prioritize strategic planning and products (Weston, Garst, Bowers, & Quinn, 2021).

Encourage the heart. The qualitative findings indicate that encouraging the heart is part of the quality of college leadership. Informant statement (WRII.Tel.U.W.XX) as follows,

"Setiap orang memiliki beban kerja dosen (BKD) nya berbeda-beda. Ada yang pencapaiannya tinggi, termasuk penelitiannya. Kita ada kompensasi kinerjanya". (Each person has a different the lecturer workload (BKD). Some have high achievement, including research. We have performance compensation).

This shows that this leadership encourages the heart through rewards to members through the Lecturer's Workload (BKD). If the BKD in Research is high, an award is given. This is in line with the "Warwas" opinion, 2015. There will be interactions in this leadership to encourage the heart about leadership values. Values-based leadership connects colleagues and clients. This can be analyzed for interactions, namely in leadership, in giving awards— customer focus. The qualitative findings indicated that customer service is part of the quality of college leadership—informant statement (SPM.Tel.U.W.XX) as follows.

Ada kegiatan audit mutu internal, itu satu tahun dua kali. Nah, kalau misalkan hasil audit itu ada temuan, nanti kita improve, kita perbaiki, begitu seterusnya, yang akhirnya kita bisa capai target sesuai dengan sasaran mutu yang kita terapkan". (There is an internal quality audit activity, that is one year or two times. Well, if for example the audit results are findings, we will improve them later, we fix them, so after that, we can finally achieve the target according to the quality objectives that we apply).

Shows that this leadership is customer focused. This is evidenced by the ongoing internal quality audit activities as well as improving and improving continuously for customer satisfaction. It can be interpreted that this leadership focuses on customers through continuous internal quality audits to maintain overall quality and gain business opportunities. This is in line with Nadia et al. analysis of entrepreneurial leadership. This leadership engages and directs members by taking advantage of entrepreneurial opportunities (Abdelwahed, Soomro, & Shah, 2022).

6. Conclusion

The implementation of quality leadership has elements that are jointly implemented because one and the other are a complementary unit to the effective leadership qualities of

private universities, namely model the way, inspire a shared vision, challenge the process, enable others to act, encourage the heart, and customer focus. Implement scientific-based leadership, entrepreneurial-based leadership, and visionary leadership through role models, inspiring shared visions, a challenging process. The findings and discussion concluded that effective leadership qualities in private universities include values leadership, scientific management leadership, visionary leadership, and entrepreneurial leadership. The weakness of the method in this Research is the limited research time. In addition, this study only used a few participants. It is hoped that for future researchers, there will be Research related to the leadership quality of private universities. Enabling people to take action, drive and focus on the customer.

7. Future work and Limitations

Academic leadership in higher education is the pivot of change in a higher education institution. Accordingly, the effectiveness of higher education institutions, staff, and students depends on the effectiveness of the leadership. In this regard, academic leaders' willingness to change is the most influential factor that sets the organization's credibility and, more importantly, influences staff organizational behavior. On the other hand, it is hoped that this Research's outcome will contribute to the current knowledge of change leadership and organizational behavior in universities. In order to increase effective leadership in higher education institutions, the following measures must be carefully looked into and put in place:

1. Academic leaders must lead by example. They must strive to serve as models to their subordinates. With exemplary leadership, staff will build confidence in their leaders and show a positive attitude toward work and their organization.
2. Higher education institutions must pay more attention to the role that change leadership plays in improving staff in terms of building confidence in them, motivating them and helping to ensure trust. Therefore, change leadership and organizational behaviour must be included in the change plans and policies.

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