

Developing the Performance of Academic Leaders in Emerging Universities in the Light of Innovative Leadership

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Abstract: Academic leaders in emerging universities have significantly impacted higher education institutions' progression in the future. Academic leaders must adopt cutting-edge leadership techniques as these colleges work to create their identities and obtain respect. Through the perspective of creative leadership, this article examines the relevance of improving the performance of academic leaders in growing institutions. Academic leaders may influence positive change, promote an innovative culture, educational improvement, curriculum progression, and employment growth, and advance their institutions' performance using new as well as creative ideas. Academic leaders are responsible for creating an environment that fosters faculty growth and development. Key performance indicators in this area include faculty recruitment and retention rates, the provision of professional development opportunities, mentorship programs, and the promotion of supportive and inclusive work culture. The hypothesis is framed based on the context of innovative leadership, and the statistical analysis indicates the effectiveness of academic leaders in emerging universities.

Keywords: Innovative Leadership -- Performance Development -- Emerging Universities

INTRODUCTION

Academic leaders must be visionary to provide innovative leadership. For the future of their institutions, they must have a compelling vision [1]. When academic leaders see a path for growth and development, they can motivate their teams and coordinate efforts to achieve common goals [2, 3]. They should also establish a comprehensive strategic plan considering new technological advancements, educational expectations, and trends. By adopting this proactive approach, new institutions may keep on top of developments and adapt to changes in the higher education market [4].

College student Academic administrators must encourage a culture of innovation among the academics, staff, and students [5]. This fosters an environment where creativity, risk-taking, and innovation are appreciated. Innovative leaders should provide spaces for collaboration and idea-sharing so that interdisciplinary teams may tackle difficult challenges [6]. By creating spaces for innovation, such as innovation laboratories or incubators, academic leaders may promote entrepreneurship and foster the development of innovative ideas that have the potential to spur institutional growth [7, 8].

Technology integration is essential when seeking innovative leadership [9]. Academic leaders must be aware of the potential benefits of technology for administrative, research, and teaching processes [10, 11]. Using digital tools and platforms, leaders can create engaging learning experiences, leverage data analytics to make informed decisions and en-

hance operational procedures. Technology adoption also facilitates international cooperation, transnational partnerships and exchanges that enhance the academic environment.

Innovative leadership must include the empowerment of faculty and employees. Academic leaders should provide mentorship programmes, professional growth opportunities, and prizes for exceptional performance [12, 13]. People may freely share their expertise and ideas when leaders give them a sense of ownership and autonomy. In addition to raising the overall calibre of research and teaching, this promotes a culture of positivity in the workplace that attracts and retains great talent.

Innovative leaders understand the significance of external engagements in the growth of new universities. They actively pursue connections with industry, governmental agencies, and community organisations to bridge the gap between academia and the real world. Collaboration on projects, research projects, and internships may enhance student learning, introduce professors to cutting-edge commercial practices, and hasten the dissemination of knowledge and technology [14]. Academic leaders promote external cooperation to position their institutions as catalysts for regional growth and economic advancement [15].

THE PERFORMANCE OF ACADEMIC LEADERS IN EMERGING UNIVERSITIES

Academic leaders at new universities can perform differently based on several variables, including their vision, management and leadership skills, and the distinct possibilities and problems the institution faces now [16-18]. The following

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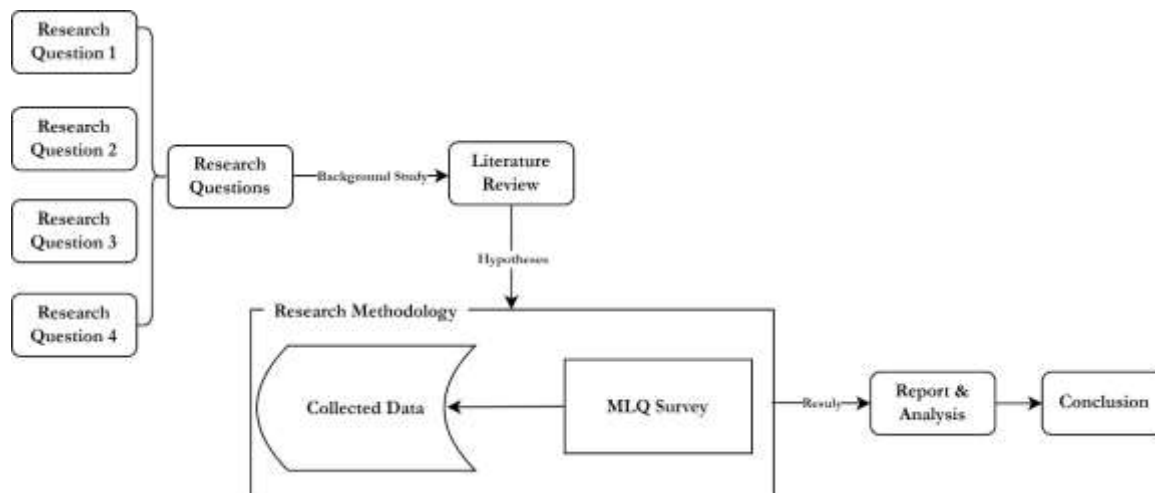


Fig. (1). Overall Result Methodology.

are important factors to take into account when assessing the effectiveness of academic leaders in new universities:

- **Strategic Vision:** Academic leaders of new institutions should have a distinct vision for the institution's future. This entails establishing long-term objectives, identifying academic priorities, and creating plans of action to reach them. Faculty, staff, and students can be motivated by a clear vision, which can also direct the university's expansion and development.
- **Academic Excellence:** Fostering a culture of academic achievement is essential to academic leadership. This entails fostering excellent instruction and research, fostering faculty member collaboration, and luring bright scholars and researchers to the school. Academic leaders should prioritise preserving and enhancing programme quality and the university's stellar reputation.
- **Resource Management:** Effective academic leaders must be adept at effectively allocating resources. This includes overseeing and preparing the budget, obtaining money for infrastructure and research projects, and distributing funds to meet the demands of the professors and students. To expand the university's prospects and resources, they should collaborate with businesses, the government, and other institutions.
- **Faculty Development and Support:** Academic leaders are essential in building a supportive and enjoyable work environment and encouraging faculty development. This might entail offering professional growth opportunities, supervising junior professors, praising and awarding success in teaching and research, and encouraging a positive work-life balance.
- **Student Success:** Academic leaders in new institutions should have their performance assessed in light of their initiatives to improve student achievement. Implementing student-centred initia-

tives, boosting graduation and retention rates, assuring access to academic and career counselling services, and cultivating a lively campus community are a few examples of what this entails.

- **Community Engagement:** Academic leaders should actively interact with the local population and forge alliances with organisations, corporations, and governmental bodies. This might open up chances for joint research projects, internships, volunteer work, and information sharing that would benefit the institution and the neighbourhood.
- **Institutional Reputation and Rankings:** The reputation and rankings of the institution may also be used to evaluate the performance of academic leaders. Rankings can show the university's position in academic excellence, research production, and international acclaim, even if they are not the only indicator of success.

It is essential to remember that assessments of academic leaders should be thorough and consider various viewpoints, including those from professors, students, staff, and outside stakeholders. Additionally, performance should be evaluated over time while considering the possibilities and difficulties unique to developing universities.

RESEARCH METHODOLOGY

Given the significance of leadership, the requirement that a contemporary leader has digital skills, and the evolution of society, this research seeks to identify the many forms of leadership connected to digital skills and their link to digital leadership. The overall research methodology is given in Fig. (1). The study questions to be studied can be summed up as follows based on what has been reported thus far and informed by the present literature:

[Research Question 1] What kind of leadership type is considered emerging?

[Research Question 2] Do leadership types and outcomes differ depending on the leader's gender, experience, or position?

[Research Question 3] Is innovative leadership promote progression?

[Research Question 4] Possible relationship of innovative leadership with leadership types?

Hypotheses

- Transformational leadership has a huge positive impact on the progression of the institution.
- Innovation made educational growth.
- Leadership made employment and innovation growth.
- Academic leaders and innovative action correlate with employee and student growth.

Data Collection

The information, facts, and figures were gathered from primary and secondary sources. Although this study employed various data-gathering techniques, the preliminary data came through a prestructured questionnaire survey approach, skilled observation, and in-depth interviews. To acquire secondary data, several libraries and published sources were approached.

Using a structured questionnaire, the respondents provided the primary data. One phase of data gathering was completed. The respondents were given access to a structured questionnaire with multiple-choice and closed-ended questions. The respondents' views on preferred leadership styles, variables influencing work satisfaction levels, and staff engagement parameters were evaluated using Likert Scale and Semantic Differential Scale methodologies. The respondents were physically presented with the questionnaire and then interviewed using this organised tool.

Instrument Development

The gathering of primary data required multiple trips to the respondents' institution or house because they were frequently absent or engaged in other activities, and the replies could only be obtained through human contact. The researcher checked to make sure they had given all the necessary answers. Any apparent contradictions were then questioned. It was discovered during the examination of the questionnaires that some of the replies had been left blank, rendering them ineligible. Some questionnaires were just partially or never completed and returned. Some of the answers weren't sincere. A certain amount of subjectivity was involved in determining which surveys were authentic. The research has included all applicable surveys because this represented a very modest portion of the respondents. Five hundred employees were included in the sample, and additional questionnaires were sent out. The instrument created tries to research the many kinds of leadership philosophies.

Pilot Test

A pilot test was conducted to assess the instrument's validity, reliability, suitability of its contents, and timeliness. In the two private educational institutions, fifteen staff were given the questionnaire. These workers offered their time to help

evaluate the survey instrument. The researcher conducted one-on-one interviews with these employees to get their reactions and thoughts. No changes have been made to the survey instrument technique due to the nearly unanimously favourable comments on the survey's format, timing, and substance.

Analysis Technique

A popular instrument for evaluating leadership behaviours and styles is the Multifactor Leadership Questionnaire (MLQ). It was created as a metric for both transformative and transactional leadership by Bernard M. Bass and Bruce J. Avolio. The MLQ comprises several questions intended to measure different aspects of leadership. The Full Range Leadership Model, on which the MLQ is based, contends that acceptable leadership behaviour ranges from passivity and ineffectiveness to transformative leadership. It evaluates three types of leadership:

- **Transformational Leadership:** This approach entails encouraging and motivating followers to put the organisation's needs ahead of their self-interests. The traits of transformational leaders include having a clear vision, setting goals, encouraging innovation, empowering followers, and setting an example for others.
- **Transactional Leadership:** Maintaining the status quo and ensuring that duties are accomplished effectively are the major goals of transactional leadership. It entails establishing clear expectations, rewarding and praising employees who fulfil performance standards, and taking remedial action when required.
- **Passive/Avoidant Leadership:** This approach lacks participation or leadership behaviours. This kind of leader may put off making choices, fail to mentor or assist their people, and generally show little enthusiasm for their duties.

Several questions in the MLQ evaluate these leadership styles, and respondents score the extent to which they believe their leaders exemplify each of those behaviours on a Likert scale. The MLQ has been applied in various situations, such as academic research, organisational development, and leadership development courses. Researchers and practitioners may better understand the effects of various leadership philosophies on organisational outcomes and employee engagement thanks to the insightful information it gives on leadership styles and behaviours.

RESULT AND DISCUSSION

To meet the demands of expanding educational requirements, it has been seen that many new educational institutions are progressively being established in Saudi universities, which has led to a rapid expansion of the educational sector. In the private educational institutions of Saudi Universities, the current study makes an effort to consider various elements connected to leadership styles and their influence on levels of employee engagement. The present study examines the leadership philosophies in Saudi Arabia's for-profit universities. The management must adopt effective

leadership strategies if education sector is to grow. Table 1 lists the demographic characteristics.

Table 1. Demographic Details.

Variable	Demographics	Percentage
Gender	Male	44%
	Female	56%
Age Group	Under 30 Years	16%
	30-35 Years	40%
	36-40 Years	28%
	Over 41 Years	16%
Experience	1-5 Years	14%
	6-10 Years	28%
	11-15 Years	38%
	More than 15 Years	20%
Work	Teaching	82%
	Non-teaching	18%
Place of Work	University of Jeddah	68%
	Others	32%
College	College of Business	21%
	Faculty of Science	48%
	College of Engineering	21%
	Others	10%

Before performing the test by the study's goals, it is crucial to determine if the data was accurately obtained. The same procedure is used, and the corrected item-total correlation values are as follows:

Table 2. Scale of Reliability.

Case Processing Summary			
		Number	Percentage
Respondents	Valid	320	180
	Excluded	0	0
	Total	380	120
Reliability Statistics			
Cronbach's Alpha		Number of Items	
0.959		67	

Cronbach's alpha is one of the most often used dependability measures nowadays. To assess a survey instrument's reliability and internal consistency, Cronbach's alpha calculates its items' internal consistency or average correlation. The Cronbach's alpha covering the whole replies is above the reliability estimates (≥ 0.70) advised, which is a positive indicator of the questionnaire's reliability based on the data

mentioned above collection. This similarity established the transferability scores used in the study.

The analysis of a survey or questionnaire using the Multifactor Leadership Questionnaire (MLQ) or a comparable instrument is covered by the case processing summary and reliability statistics you supplied in your query. This shows how many legitimate survey replies were sent, if any. In this instance, 320 replies were thought to be reliable. How many comments were disqualified from the analysis. There were no exclusions in this case—the total amount of answers, including both legitimate and disqualified responses. The sum, in this case, is 380. Indicating the dependability or consistency of the elements inside a scale or construct, Cronbach's Alpha is a measure of internal consistency. Higher numbers denote more dependability; the scale runs from 0 to 1.

The Cronbach's Alpha coefficient in this instance is 0.959, which is regarded as extremely high. This shows that the items on the MLQ scale have high internal consistency. This shows the overall number of items in the MLQ or the examined scale. In this instance, there are a total of 67 objects. These data all disclose the total number of valid replies received, any exclusions imposed, and the reliability of the survey instrument (MLQ) as determined by Cronbach's Alpha coefficient. A high Cronbach's Alpha score denotes a trustworthy indicator of leadership styles and behaviours and shows that the scale's items consistently assess the intended construct.

The discriminant validity of scales has always been well-indicated by the correlations between dimensions. Each dimension's constituent items were produced to verify this, and bivariate correlations were examined. Table 3 displays the descriptive statistics for the variables and their associations. As anticipated, all factors associated with transformative leadership have a substantial positive correlation with the nature of the work dimension of job satisfaction.

The links between work satisfaction components and transformational leadership characteristics were examined using regression analysis. Table 4 provides a summary of the findings. The type of work and operational circumstances were significant and positively correlated with all five transformational leadership factors. The transformational leadership dimensions regressed on the two aspects of work satisfaction while testing Hypotheses 1, 2, 3, and 4. Idealised Influence (attributed), idealised influence (behaviour), inspiring motivation, and job consideration all had coefficients of 0.371, 0.332, and 0.382, respectively. The variable analysis details the mean, standard deviation, and correlation coefficients of many factors relating to the nature of the work, the environment in which it is performed, the effect of personality traits and behaviour, motivation, and job consideration. These data make understanding the respondents' perspectives and the connections between these factors easier.

- Influence of attribute: The standardised beta coefficient is 0.371, indicating a positive relationship between the influence of attributes and job satisfaction. However, the p-value is 0.063, above the significance level of 0.05. This suggests that the rela-

Table 3. Study Variable Analysis.

Variable	Mean	Standard Deviation	1	2	3	4	5	6
Job work nature	4.00	0.89	1					
Job condition	3.96	0.87	0.171	1				
Influence of attribute	4.07	0.74	0.371**	0.171**	1			
Influence of behaviour	4.15	0.76	0.332**	0.237**	0.504**	1		
Motivation	4.16	0.77	0.332**	0.237**	0.504**	1.01	1	
Job consideration	3.91	0.88	0.329	0.136	0.373**	0.349**	0.349**	1

Table 4. Regression Investigation of Transformational Job Satisfaction and Leadership.

Criterion Variable	Work Nature Std. Beta	Work Condition Std. Beta	p-value	p-value
Influence of attribute	0.371	0.171	0	0.063
Influence of behaviour	0.332	0.235	0	0.010
Motivation	0.332	0.235	0	0.010
Job consideration	0.382	0.189	0.1	0.069

tionship between the influence of attributes and job satisfaction may not be statistically significant in this analysis.

- Influence of behaviour: The standardised beta coefficient is 0.332, indicating a positive relationship between the influence of behaviour and job satisfaction. The p-value is 0.010, below the significance level, indicating a statistically significant relationship.
- Motivation: The standardised beta coefficient is 0.332, suggesting a positive relationship between motivation and job satisfaction. The p-value is 0.010, indicating a statistically significant relationship.
- Job consideration: The standardised beta coefficient is 0.382, suggesting a positive relationship between job consideration and job satisfaction. The p-value is 0.069, which is slightly above the significance level. This indicates that the relationship between job consideration and job satisfaction may not reach statistical significance in this analysis.

Overall, the analysis indicates that the influence of behaviour and motivation have statistically significant positive relationships with job satisfaction. However, the relationships between attribute influence and job consideration and job satisfaction may not be statistically significant in this regression analysis. It's important to interpret these results in the context of the specific study and consider other factors that may influence job satisfaction. Additionally, how satisfied employees were with their working circumstances negatively impacted the aspects of transformative leadership. The results were largely pleasing. In particular, there was a strong and favourable association between idealised influence (attributed) (.171), idealised influence (behaviour) (.236), inspiring motivation (.236) and operational circumstances work satis-

faction. These data provided evidence for H1, H2, H3, and H4.

CONCLUSION

Developing the performance of academic leaders in emerging universities through innovative leadership practices is essential for their long-term success. Academic leaders may create good change and take their institutions to new heights by adopting visionary thinking, encouraging an innovation culture, using technology, empowering faculty and staff, and forging external partnerships. These individuals, who have the power to mould the subsequent generation of academics, researchers, and professionals, hold the key to the future of higher education. Emerging universities may prosper in a more cutthroat global environment and have a large positive social effect by committing to innovative leadership. According to the investigation, motivation and leadership styles are key factors in determining work satisfaction. Leaders are more likely to contribute to increased levels of job satisfaction among their team members if they model good behaviours and inspire their workers. These results underline the significance of transformative leadership in encouraging employee happiness and a productive workplace. To further examine the connection between attribute influence, job consideration, and work happiness, further study is nonetheless required.

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