

# Holistic Approach to the Effectiveness of Leadership in Higher Education: Theoretical Study

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**Abstract:-** Education provides private life for the individual along with social qualities, ethics, and discipline. By providing an outline for leadership in higher education, embracing the importance of values-based leadership and uttering the same leadership values, as crucial to fostering a restored and expanded perception of the university professor's leadership role.

This study investigates various understandings, perspectives, and epistemological ways to deal with administration and initiative advancement and moves peruses to assume greater liability for drawing in with the authority writing and mixing the grant of administration and the grant of learning and educating.

**Keywords:-** Holism, Holistic Approach, Leadership, Higher Education, Transdisciplinary Approach.

## I. INTRODUCTION

Despite the massive importance of higher education's effective leadership, certain recommendations for development programs are rare. The holistic approach is assumed to be a novel methodology to explain the leadership qualities in higher education.

The value of higher education lies therefore in its harvests, not just as regards the quantity (number of undergraduates), but also the worth and quality of these harvests (qualified human capital). What led to the need to pay attention to the quality of its outputs, which reflects the quality of the process educational.

Higher education institutions have long been considered a black box (what happens inside is unknown), but that, with the beginning of the twenty-first century, these institutions have become operating according to the principle of trading and looking for a profit in an environment characterized by strong competition, which necessitated attention and concern for quality Its services and hence the quality of its output.

Statistically, Hart Research Associates (2015) determined that 91% of companies believe communication, critical thinking, and problem-solving skills are more relevant than the major undergraduate of a potential employee.

To the twenty-first century, leadership is what management was to the twentieth. As more study and training programs addressing leadership are conducted, the need for practitioners to continually redefine and extend their understanding of leadership becomes imperative.

Holism is defined as "a theory which correctly views the universe and, in particular, the human nature in terms of interacting wholes (as living organisms) which are more than the mere sum of elementary particles" (Webster, 1999: 553).

To be a holistic leader, therefore, one must not only be able to understand and guide others from this point of view, but also in terms of how their intra-interacting aspects construct a whole greater than their number, it must be able to understand oneself.

## II. LITERATURE REVIEW

### A. Holistic Approach

Holism originates in the Greek word of (Holos) which means (total, whole, and all), and Greek philosopher Aristotle was first who explained holism as "The whole is more than the sum of its parts" in the *Metaphysics*. Holism means including the total being, that something is bigger than a total of the pieces. Therefore, the whole system can be affected by a disorder in one part of the system, without the whole, one element cannot function (Erickson, 2007).

### B. Leadership

Leadership is an old capacity to decide the direction, of the Anglo-Saxon sense it means ' the route or else direction forward, ' Understanding what's following and then bringing other people with you ' (Chapman, 2009).

Effective leaders in today's organizational environment are those who merge emotional intellect and mental intellect to create the most productive relational culture in which all can fully contribute and thrive according to (Fullan, 2004). Such a leadership understanding calls on the leader "Build basic personal security and emotional security senses in which danger and innovation will grow" (Hargreaves, 2005: 285).

The main characteristics of an effective leader include: - flexibility, teamwork, knowledge, creativity, problem-solving creativity, developing others, and being open-minded.

Starting with Mother Teresa to John Kennedy and Richard Branson, it is clear that leaders worldwide employ several different types of leadership styles. The most common leadership types are narrowed down and identified by psychologists and business leaders, which includes: - autocratic, bureaucratic, transactional, transformational, laissez-faire, and democratic leadership.

### C. Higher Education

When Harvard College was founded in 1636 by the Puritans, the aim of HE was to harvest “a learned clergy and a lettered people” (Rudolph, 1962: 6), also to grow learners to work to improve the overall social conditions (Dewey, 1916). Newman (1976) defines higher education as a location to acquire basic knowledge and not vocational training and research. He claimed that academy alumni should finish courses in philosophy and classic, because these courses could “improve, reinforce, also enhancing the academic abilities.”

Higher education institutions have helped the public good by creating extremely skilled leaders and knowledgeable people to use their abilities, extending their horizons and making plans for the rigors of 21<sup>st</sup>-century citizenship (Benson & Boyd, 2015). Lagemann and Lewis (2012) believed that the object of attending post-secondary education was less related to the pursuit of finance or job opportunities and much more about educating generically qualified young adults with democratic principles and qualities. In particular, the authors conclude that a university degree should provide new knowledge to students, experiences, and specialized talents, for instance interaction, crucial thinking, problem-solving, and invention, which are important to global economic accomplishment.

### D. Leadership in Higher Education

Leadership and management have been suggested as two distinct but necessary components of official academic governance and individuals in these roles have a significant impact on culture, learning and education (Marshall, Orrell, Cameron, Bosanquet, & Thomas, 2011; Ramsden, 1998). Studies have displayed that successful smart leaders have features like self-awareness, modern understanding, skill, and the capacity to impact accomplishment in HE (Scott, Coates, & Anderson, 2008). Similarly, Bryman (2007: 697) reviewed that 13 types of leading behavior established related to departmental performance and determined that leaders will concentrate on ‘integrity, consideration, vision, and purpose of direction’.

People who are successful in official leadership spots show advisory and collaborative and emotional intelligence styles to help scholars work efficiently (Bryman, 2007; 2009; Parrish, 2013).

## III. HOLISTIC EVALUATION OF THE IMPACTS OF LEADERSHIP IN HIGHER EDUCATION

### A. Maslow's Hierarchy of Needs (Student Perspective)

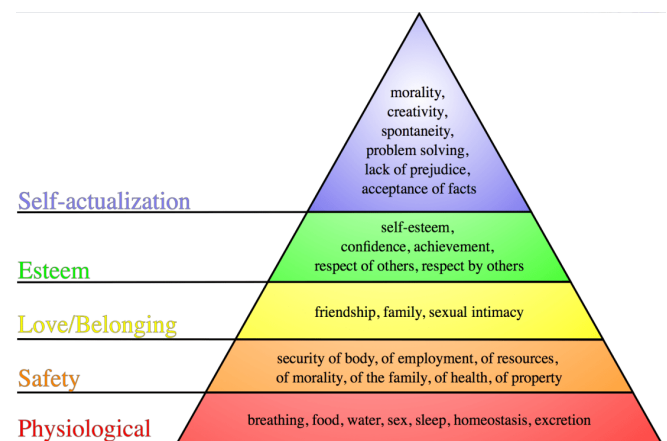


Fig. 1: Maslow's Hierarchy of Needs

Single influential psychology theory that explains the motivations behind the behaviors of a person is Maslow's pyramid of needs that includes a pattern of five human needs. As shown in (Figure 1) it is often described within a pyramid. The levels are sequenced according to a person's priorities: physiological, safety, love and belonging, esteem and self-actualization (Maslow, 1943). McLeod (2018) discusses Maslow's Pyramid of Needs that: applications of Maslow's hierarchy principle to the teacher's (university staff) function are evident.

- Before the intellectual needs, (e.g. studying, comprehension, perceiving) of a student (academics) can be satisfied, their essential physiological needs must meet first. For example, it is hard for a bored and starving student (academic), to concentrate on learning (teaching).
- To develop and accomplish their complete ability, learners (academics) need to feel physically and emotionally secure and welcomed within the classroom (and university).
- Maslow recommends that students (academics) must realize that in the classroom (university) they are respected and priced, and that the teachers (academics, higher education authorities) should build a supportive atmosphere.
- If their self-esteem is improved, students (academics) with low self-esteem will not advance at an optimal rate academically.

### B. Elements of Effective Leadership that Influence Students

Chan (2016), has described the elements of leadership that influence students' personality and knowledge

- Developing others: It encourages the growth of people and has a deep awareness of individual personalities and follows a cultivating approach of teaching that creates self-esteem.

- Showing integrity and confidence: Reliability is the key ingredient of good leadership. Trustworthy leaders possess personal behaviors, principles, qualities, and skills to instill confidence and determination in those who take the lead.
- Community development: Effective leaders must conceive of their roles in relationship terms and culture to shifting and transformation. It appreciated the participation of everyone in civic life for the reason that it was there that one gained full admiration, confidence and personal power.
- Vision development: Vision is the degree to which leaders prepare and foresee future demands, create specific purpose or vision statements, and with the mixture of conceptualization and insight keep circumstances and issues in view.

**C. A Good Teacher**

Benekos (2016) has found the characteristics of a good teacher in his study as shown in figure 2.

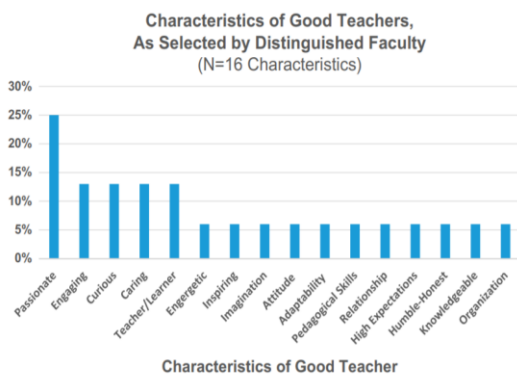


Fig 2:- Characteristics of a good teacher

**D. Impacts of Technology on Student Learning**

In a study that was made under the title of (Student learning in higher education through blogging in the classroom) by Elaine Garcia, Jonathan Moizerb, Stephen Wilkins, Mohamed Yacine Haddoudb in 2019, it was showed that the direction learners interpret studying and educating technology in educational position term, their past blog knowledge and the recognized utility of blogs all impact the way they use blogs. Also, the findings have displayed that the expanded use of blogs leads to higher rates of recognized understanding by undergraduates in the aspects of reading, writing and comment.

**E. New Approaches in Learning and Teaching (Flexible Learning)**

The key elements of flexible learning are pace, like accelerated learning, part-time learning, or credit for prior learning; place, which may include classroom, home, and mobile learning as well as work-based and experiential learning; and mode, which refers to a transport method (Gordon, 2014). Shown in figure 3.

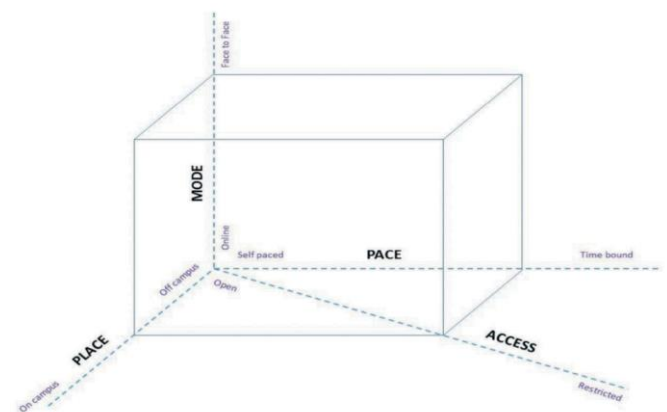


Fig 3:- Pedagogical space for flexible learning

In the United States, the statistics of attending the flexible learning program was, for example, 38% of undergraduate students are over 25 years of age, 58% work, 26% are raising children, 40% are attending part-time, and a growing number are ethnic minorities (Lumina Foundation, n. d.).

**F. Better Research Conditions (Teaching-led Research)**

Teaching-led research is a method of advancing coaching in HE. The starting queries in any design and planning phase will be: 'How does this teaching improve my research?'

The vision of this form of the model is to bring pure research and teaching together in the same institution so that an academic would be engaged in both tasks (Figure 4).

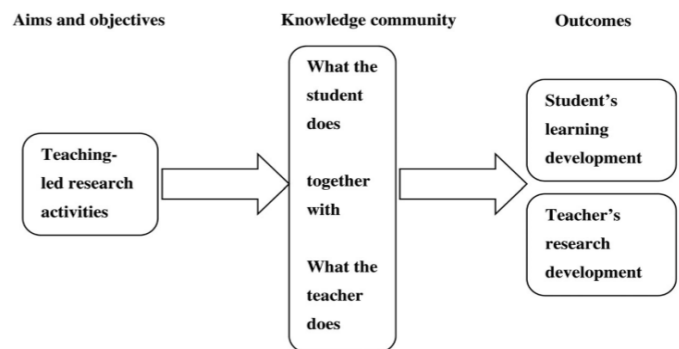


Fig 4:- Teaching-led research in an undergraduate knowledge community

Harland (2016) shows that teaching-led research in this context could enrich student learning and, in this way, academics have to shape what Brew (2006) has described as an academic understanding building community in the company of their undergraduate students.

**G. Gender and life satisfaction**

The study of Andre P. Audette, Sean Lam, Haley O'Connor, and Benjamin Radcliff (2019), has found that contributing to understanding the national causes of well-being by underlining the value of gender equality as a significant determinant of life satisfaction. To women, who make up over half of the world's population, the quality of

life can be greatly impacted by how much autonomy they have at their fingertips. But this effect is not limited to women as the assumed primary beneficiaries of equality-fostering policies: men, too, are happier when women have better entrance to assets and opportunities like financial, cultural, and political representation.

The findings of this research offer reasonably strong support for the focus on promoting gender equality by the United Nations and other international organizations.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

##### A. Conclusion

What students want from the teachers and higher education in general, are the cutoff of the hunch, correspondence of information, affiliation, imperativeness, raised necessities, and affirmation of results, constant individual and various leveled dynamic, supporting differences and resemblances. Leadership lifts a person's vision to higher sights, raises the success of a person to a higher standard, builds a personality beyond his natural limitations (Drucker, 1999: 370). Drucker's words on leadership should resonate well with the academic mindset, after all, as scholars, researchers, and facilitators do.

Holistic understanding in social science, creating a unity of intellectual framework beyond the inter/multi-disciplinary perspectives (as a transdisciplinary approach) is the holistic science.

Higher education leadership takes effective action to shape a university's direction and character, apparently for the better. The four dimensions of leadership are: political, symbolic, academic, and managerial. Political leadership refers to the ability of a leader to overcome competing demands and pressures and gain support for the goals of the organization. Symbolic leadership is the ability in an impactful way to express, project, and embody the institution's character, its core goals, and values. Internally, by linking its organization and process with the purpose of teaching and learning to strengthen their motivation and morality, leadership explains and justifies the institution and its decisions to participants. Externally, the capacity of a leader to express the institution's nature and purpose effectively, impacting its ability to gain support from its society and hire competent employees and students. Academic leadership illustrates the ability to recognize excellence in teaching, training, and study, and how to improve the institutional system. Management leadership is the familiar ability to direct and coordinate the institution's various support activities, including staff selection, the ability to develop and manage a budget, and future planning.

Equality, satisfaction, self-actualization, were paid attention to very much in the previous studies, therefore, education should create science, cultural, societal and personal abilities that help increase the self-confidence of young people, improve their ability and improve their social and political participation. Democratic schooling

should counter prejudice and inequality and should reject all ideas that perpetuate the wrong philosophies and value systems that are unconsciously ingrained in our minds from a young age.

##### B. Recommendations

- Teaching based on better communication, critical thinking, and dialogue. Efficient interaction can assist cultivate a good working relationship between leaders and followers, which in turn can increase morale and effectiveness.
- Developing a holistic view of (three dimensional) thinking which includes: an individual as a whole, creative, open-minded, synergy, connected, dynamic, self-correcting, and harmony. The three-dimensional analysis helps the motions of thought when you pursue different suggestions. What you are doing is thinking can new ideas come up as you expand, deepening or changing your idea about a challenge, a certain task, a phenomenon, or a case. When describing the approach, we will concentrate on generating new ideas to formulate solutions to a particular problem.
- The instructors should adjust the teaching strategy beyond lectures and emphasize activities that promote and develop the learning outcomes. The learners should take part in changing their learning behavior to ensure that they have the essential skills in learning and innovation skills for undergraduate study and learn the basic skills necessary for the workplace.
- Using new tools and technology as an integral part of innovative activity and leadership. Initial skills usually linked with leadership, such as possessing the interaction abilities necessary to unite and empower others towards shared objectives, are as important as ever. The adaptation of traditional leadership skills to a technologically driven environment, however, adds a difficulty layer that did not exist before. (Pulley & Sessa, 2001: 226).

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