



A REVIEW OF EDUCATIONAL LEADERSHIP CHALLENGES IN THE 21ST CENTURY

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Abstract

The purpose of the research was to examine the challenges in educational leadership. The methods employed for the study has been an exploratory research design with deductive approach and used a qualitative data as secondary sources. Sampling is carried out with a systematic review of those published and unpublished data and it focused on a literature review of 35 peer- reviewed journals, books, articles and research works as a longitudinal or time series of mainly 5 years' data (2018 to 2022). To meet the objectives of the study a systematic review with that of a generalization of the existing approaches employed and the research findings figured out the leadership styles in education is different from other sectors as there are many stakeholders in the field which strive for quality leadership, however most importantly the transformational styles of leadership plays a predominate role to others as it encourages both the principal and the staff jointly to set the institution goals and endeavor to meet the performance. At a concluding remark, in this 21st century organizations mostly require a good leadership that characterized by situations, behaviors, transformational and servant leadership styles as these encourage the participation of employees or followers which also encourage ethics and work for mutually success. As a future direction, the author recommended that more of in-depth and field work research which makes a survey of institutional staff, students, parents of students, education bureau and quality or standard control office have to be taken.

Key words: Educational leadership, challenges, 21st century, types of leadership

1. Introduction

1.1 Background

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Education plays an enormous role in personal career, community development and nations growth as it enables a country to get rid of poverty and improves the people way of life. Likewise, for a better education system the quality of leadership has a paramount importance as the theories, styles and real practice of leadership would have a great contribution in constructing a good education system. Though the notion of leadership widely exercised in the community, society, government organizations and institution, the real challenges and problems that arouse on the practical implementation and exercising of leadership is still a daunting tasks for scholars. This is greatly advocated by a well-known academician Burns as “Leadership is one of the most observed and least understood phenomena on earth” (Burns, 1978). Even if leadership has been studied extensively over the years and has taken on greater importance than ever before, still it is one of the most complex and multidimensional phenomena. Nevertheless, due to the complexity of the subject and the real challenges faced in the ground, leadership still continues to generate captivating and confusing debate (Benmira & Agboola, 2021).

This perspective is stretched further and remains the domain of the study when leadership is ineffective, absent, or toxic and the result is that people, organizations, communities, and even entire societies are impacted, sometimes in the most devastating ways. (Gandolfi & Stone 2016, cited in Gandolfi & Stone, 2018). In a similar fashion, the impact of leadership is more exacerbated in education sector as the entire system of the learning environment would be affected by the leadership styles the institution espoused. Despite numerous researches being carried out with respect to leadership the fact that the challenges remains a multifaceted issues demand a more in-depth and field work research in the field. Researchers also pointed out that too many leadership theories are not productive, instead it obstructs the progressive practice and hence deduced that there is no need for leadership theory in consolidation. (Mango, (2018). Hence, due to the complex system of education, presently there is a widespread disagreement in the field and the dominance is normally attributed to the goal of improving educational practices, in which numerous scholars argue now that the field’s central questions concern the role of schools leaders in guiding the educational system towards the goal of achieving social justice. (Heck & Hallinger, 2005). From the above introductory phrases, the author of this article induced that on the implementation of educational leadership there is a daunting challenges and it requires a rigorous research to fill the gaps which eventually this paper strived to address.

1.2 Research objectives

The objectives of the study are:

1. To examine the educational leadership challenges in the 21st century.
2. To point out the role of leadership in promoting education.

1.3 Related works

Since theories are the foundation and milestones to carry out any researches, to achieve the objective of this study it would be imperative to review some related works.

1.4 Theoretical review

1.4.1. The concept of leadership

Despite numerous studies and empirical review have been conducted with regard to leadership, on the real situation exercising leadership wouldn't been a facile task as there is no perfect or ineffectual leadership theories and styles of leadership. Research also revealed that leadership is an infinite and tremendously complex journey along with paradoxes that cannot be captured comprehensively. (Luedi, 2022). However, leadership has become increasingly as a fast-growing topic of interest for both scholars and practitioners from all over the world. (Toma et 'al, 2021).

Based on this introductory remark, definitions of leadership had been appeared in the first three decades of the 20th century (1900 – 1929) which emphasized control and centralization of power with a common theme of domination. (Peter, 2013). In the concept of leadership there are mainly two major themes such as a leader and follower in which whenever there are leaders, followers have to exist that intermingle creates a leadership process in an organization or environments. Based on this introductory remark it will be indispensable to make a review of the leadership theories which portrayed as follows.

Leadership is a technique by means of which someone influences others to perform an objective and directs the organization in a manner that makes it more cohesive and clearer". Thus it is a process and techniques of influencing people or a group in an organization and also involves the protection of identification or culture of an organization to implement the strategies and achieve the goals successfully. (Sifat, 2019). Besides as Binney et al (2006) states leadership is not about knowing the answer; it is the capacity to release the collective intelligence and insights of groups and organizations. Hence, the purpose of leadership involves getting a job done in a certain way and not only doing a job on similar fashion. (Sifat, 2019). According to Kouzes and Posner (2007), leadership is a dynamic process in which leaders mobilize others to get extraordinary things done. To do so, leaders have to engage in five practices; such as model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

From a systematic review of the above notion the researcher perceived that on the process of leadership influencing, inspiring or stimulating others whether they are a good followers or not play a big roles on getting the right track and to this end leaders have to understand, learn, and adapt certain requirements which in turn enable them to properly accomplish their duties.

1.4.2 Theories of leadership

Though the leadership concept of a leader and follower emanated quite a long time till recent period a remarkable theoretical contribution has been forwarded by leadership authors. Based on this conception some of noteworthy theories that adduced by scholar's are chronicled as follows.

i/ Great man theory (1840s)

From its name this theory perceives that leaders are born to become a quality leader and no one ever justify with scientific backup or human behavior characteristics instead it assumes the personalities of leadership are intrinsic, and in some extent this belief still remains as a controversial issue.

ii/ Trait theory (1930's – 1940's)

The Great man theories evolved into the trait theories and this theory assumes leaders are both born or made with different abilities or skills to exercise better leadership roles. Its common characteristics are creativity, intelligence, sense of responsibility and value places on a person and it is assumed that the traits of successful leaders can be either inherited or acquired through training and practice. However, the author of this paper infers the theory has a short coming from psychology point of personalities approach and in practical situation the theory is still debating.

iii/ Behavioral era or theories (1940's – 1950's)

This theory characterizes by delivering a brand-new stand point that specializes in the behaviors of the leaders as opposed to their intellectual, bodily or social traits. It assumes leaders are largely made, not born and it divided leaders into two categories; like, those concerned with the tasks and the people. It assumed that the particular behaviors can be learnt to ensure effective leadership. This article researcher found out that in recent time, this theory is more impressive in leadership development as the skills and behavior characteristics are more important to acquire good leadership.

iv/ Situational era: contingent and situational theories (1960's)

This theory strongly argues that to become a leader there is no single approach instead every leadership style could be created on certain situations and there are certain person who excel on a leadership quality. Hence, scholar's assumed that it is an extension of trait theory.

v/ Style and behavior theory

This theory revealed that certain necessary leadership skill uses to serve as enabler for a leader who performs an act while drawing its parallel with previous capacity of the leader and each individual has a distinct style of leadership with which he/she feels most contented. This theory is also related to two general kinds of behavior which are task and relationships

behavior thus at the end of the day the purpose of these two behaviors are to influence the subordinates to meet organizational goals.

vi/ Process leadership theory

In this theory servant leadership, learning organizations, principal centered leadership and charismatic leadership was noted by the year 1990s and servant leaders focused to the anxieties of the followers and the leader in turn sympathize to take-care of and nurture them.

vii/ New leadership era: transactional and transformational theories (1990s) and others (2000s)

- **Transactional theory**

On this theory it assumed that leaders not only influence followers but leaders are under their influence as well. It shows a discrepancy with regard to the level of leader's action and the nature of the relations with the followers. It is also a serious of agreement between followers and leaders.

- **Transformational theory**

This theory distinguishes from the other by involvement of the followers in the process or activities related to personal factor towards the organization and considered that it engages in interactions with followers based on common values, belief and goals for the benefit of the group.

- **Others theory**

In this theory as the leadership development stretched a shared, collective and collaborative leadership thinking emanated from, and accordingly success in an organization becomes more dependent on leadership practices distributed throughout the organization and coordinated rather than the actions of only a few individuals at the top level which derived to the origin of servant leadership that still is popular as it emphasized the importance and credibility of the followers. Hence, Servant leadership seems to be the most promising and most investigated over the last few years, especially due to the holistic approach and broad focus adopted compared to the other philosophies, as well as to its important role in affecting individual and team level outcomes, such as organizational commitment, organizational citizenship behavior, job performance and job satisfaction. (Benmira & Agboola, 2021, Canavesi & Minelli, 2021, Khan et' al., 2016, Peter, 2013 and Sifat, 2019).

With respect to leadership theories implication to an education, though each theory has a great contribution in teaching-learning environment; the major scholar's finding in relation to

education indicated that a Great-man theory is important as it teaches for a greatness of people in which would able to learn the potential, capacity, skills and knowledge's of some born and talented people. Likewise, in educational institutions/schools the management is using Trait-theory in recruitment process for school director, principal, supervisor, head teachers and other personnel. In situational leadership theories, the role of school leadership, the institution system and specifically the leadership role of the teacher are different on yielding many followers and managing a student that used to bring out the best and smart students. In transactional leadership, there is a contractual relationship between leaders and followers on setting reward system which uses for both improvements in education performance and students records. With regard to transformational leadership, almost all institutions are now a days able to set their vision, mission and objectives in order to inspire all the staff and employee. This leadership theory is productive in education sector as it makes interpersonal relationship, stimulates creativeness in teachers, academic staff and students.

From the above notion the researcher discerned that each theoretical development has had a great impact still on exercising leadership and especially the new leadership era; such as transactional and transformational theories are prominent however since organizations leaders couldn't get success on their individual contribution solely, they exhorted to look from the perspective of customers and followers in which emanated the essence of servant leadership and at present time this theory is more popular and takes as a domain in the field of study. This view is also stretched by Canavesi and Minelli (2021) as the interpretation of servant leadership prevailing in literature is positive, due to the promising attitudinal, behavioral and performance outcomes that it can produce on followers.

1.4. 3 Theoretical review of leadership styles

To get more knowledge about the contemporary challenges in leadership, it is also important to look the leadership styles that are exercised in day to day activities as in the real world it is common to hear about the leadership styles that leaders are pursuing and thereby everyone argue and make a debate still about it. Though the notable scholar Taylor classified leadership in an organization into autocratic, transitional and participative emergent forms, recent theories are more stretched by numerous researchers which elaborated as follows:

i/ Authoritarian (Autocratic) leadership

It is highly concentrated on commands by the leader and manages of the followers. There is a clear division between the leader and the members and characterized by clear expectations to be done, how it should be done and the leaders make decisions independently with little or no inputs from the rest of the group.

ii/ Participative (Democratic) leadership

Though it is mostly uncommon on this leadership styles employers invite employees to take part and participate on giving inputs and thereby leaders make their decisions.

iii/ Delegative (Laissez faire) leadership

From its name indicates that this leadership styles are attributed to passive action of leaders and allow for groups to make their own decision. It also stimulates employees to be productive as it normally focuses on subordinate achievements.

iv/ Transformational leadership

“This type of leadership style is typically recognized as the single best style.” It is also characterized by encouraging the talent of followers, positive changes in teams, energetic behavior, emotionally intelligent, energetic, enthusiastic and helping teams to achieve their organizational goals. (Sifat, 2019). According to Agarwal and Gupta (2021) on creating an attraction for friendly image, trustworthy and humane leader and also a positive psychological atmosphere in the organization, transformational leadership styles are more preferable in decision making.

At current time despite organization is pursuing each or a blend of these leadership styles, the systematic review and practical exposures of this article author posed that, the transformational leadership style is a more preferred approach in educational institutions as it strengthen the relationship between staff, encourages the contribution of individuals and stimulate the followers to actively participate on the success an institution performance.

Hence, it is acknowledged that the leadership styles in the 21st century are a continuation of leading theories and based on this perception despite the practical application of such leadership styles have been imperiled in an organization it would be vital to look for a new form of leadership styles. In this regard, despite the recent research that carried out to a new way of leadership styles are not exhaustive, as stated in the other theories section above and most scholars also recognized that in sustaining the relationship and interaction between a leader and a follower the servant leadership style is more suitable in the sphere of the study. It is also remarked that servant leadership works from a purely moral perspective which uses for a success of an organization. (Gandolfi and Stone, 2018).

From leadership theories and leadership styles stated above coupled with plenty of research carried out in the field, even if none of them able to sort out the right choice, the researcher extrapolates there are no perfect theories that best suited to leadership in an organization but the best schema is that customizing the theories to the real situations of an organization and synthesizing it to a success of an organization is more vital.

The nature of rapidly changing circumstances in the world nowadays urge a different leadership approaches, as Lazarus et ‘al., (2019) states the distinctive situation in the 21st century requires any organization if wants to move ahead shall do proper planning and working on staff empowerment that the skills and knowledge acquired enable them fit into the knowledge-driven new global economy. Besides, in this increasingly complex world in which society is also changing rapidly the leadership style requires collaboration, participation, delegation and distribution of leadership. (Knights et ‘al, 2021). Besides, the current

leadership styles demand more of flexible style approaches that equipped with turbulent environments. In this context, as Mucharraz (2016) pointed out the fundamental change in the recent years is a transition from transactional theories to transformational approaches that incorporated positive psychological approaches, servant leadership, and values based leadership models.

In addition as Peter (2013) stated presently the style and behavior theory is easily applied and ongoing at all level of organizations as managers are continually engaged in task and behavior relationships which underpinned by training and development programs to influence the followers that in turn used to meet objectives. The writer of this article also perceived that the style and behavior theory is more acceptable that intertwined with transformational leadership styles as both stimulates the participation of the followers or teams to achievement of organizational objectives. In line with this, the leadership styles in present time also demand a good leadership competencies, as Knights et ‘al., (2021) pointed out there are 8 Integral Competencies of Leadership (8ICOL); such as, personal preferences, self-awareness, self-management, social awareness, relationship management, personal conscience, self-determination and lastly intellect and logic.

From the above conception the author of this research deduced that as the 8 Integral Competencies of Leadership are more related to situational theory, the leadership styles in the present time would be affected by both controllable and uncontrollable factors, organizational and personal behaviors which in turn intertwisting with the dynamic situation and would be an indispensable move in the leadership process.

2.1.4 Educational leadership challenges in the 21st century

Since education affects all the physical, mental and psycho-social life areas of human beings, it can be considered as a driving force in the journey of human to achieve the better future. (Kiral, 2020). In this 21st century leadership, educational leaders confront with plenty of social, economic and political pressures to cope with day-to-day real situations in education. These also relates to competition in the global market, change the nature of work and technology. Hence, educational leaders in the 21st century must change their personalities and have to align their individual leadership style that shall reflect the needs and expectations of the organization.

Although the basic dogma of leadership is to influence an individual, groups or organization employees to achieve common goals, in real situation it is not uncommon to confront challenges in leadership process. For instance, the failure in leading a country politics, inability to lead a certain groups, community or class and most importantly the incapability of leading an organization are all attributed to present challenge in leadership. Taking this as an introductory remark some of the notable research findings with regard to challenges in leadership are stated as follows. Contemporary leadership challenges in an education portraits

school leaders have to possess more of managerial roles than actually engage in pedagogical issues. (Dorcza and Freund, 2017).

Besides, according to Kalu (2018) the major findings pointed out that for the leadership challenges is that though delegated there is an inability of subordinates to report for the leader, high expectations by subordinates from the leader and unclear attitude of subordinates towards the leader. The other Google scholar's (n.d.) identifies there are 6 top leadership challenges in the world; such as, honing effectiveness, inspiring others, developing employees, leading a team, guiding change and managing stakeholders.

The world is facing a dismaying challenges ahead that includes demand for good leaders, manpower quality, low employability due to poor skills, deep-rooted mindset, managing aspirations, engagement level of employees and its heights of engagement, factors influencing satisfaction and contribution of employees in career development opportunities & training, (Sharma, 2015). Scholars explicated that at time of crisis and challenges in an organization the transformational leadership styles have more righteousness as by encouraging and motivating employees, transformational leaders always strive to work for common goal and success of an organization which in turn enable them to overcome the limitations or challenges. (Antonopoulou et' al., 2020).

However, still now there is a controversy regarding to leadership traits, in this respect as Hunt et 'al (2019) reveals it appears that dialogues regarding leaders turn up in virtually every facet of society. Arguments ensue as to whether someone is a leader and what traits make the individual a leader. Some suggest a leader is born to lead. Others suggest a leader becomes one through experience. Still others suggest that there is no such thing as a leader, and a leader is the perpetuation of a fiction. Hence, the author of this article bring about the point that the argument to educational leadership is still get up as pursuing which leadership styles or traits of leadership is a controversial issue. This point is well noted by Gandolfi et' al., (2017) that the widely disparate views on leadership contribute and attributed to a lack of clarity on leadership styles.

Though the above scholars argued about what traits a leader has to possess, the writer of this article has a standpoint that a leader shall not be out of the usual leadership traits as either born, made or develop through experience in which the situational theories are more dominant in present challenges of leadership. Empirical research also revealed that beside corrupt practices ethical failures in leadership is one of the challenges nowadays which ascribed by the individual antecedents of ethical leadership failures that encompass lack of ethical awareness, irresponsibility, egocentricity, ignorance, uncontrolled access to organizational resources and poor leadership skills. (Benlahcenea and Ramdan, 2019).

To overcome the challenges organizations have to set individual and common goals, delegating or cascading to others, maximizing the unique value, getting role clearly, strengthen team alignment and collaboration requires. This demands a quality of good leadership and according to Plecas et 'al (2018) a good leadership requires certain attributes; like, behaviors, aspirations, skills, information commitments, communication commitments and sustainability

commitments in which these components have to blend with inner core factors of leadership such as character, integrity, ethics and value. When this quality of leadership blended with transformational leadership styles, educational institutions would be able to overcome the present challenges as transformational leadership styles are more opted for the situation which also comprises four dimensions; such as, intellectual stimulation, individualized consideration, charisma or idealized influence and lastly inspirational motivation in which all pay a great attention with interaction of a follower. (Bass cited, in Mwesigwa et al., 2020).

The importance of school leadership more pleading in this century, as Townsend (2011) pointed out student outcomes are measured by the role of leadership in the institution as the role of the principal is changing rapidly and seems to be becoming increasingly complex in which the change in a society towards a more knowledge-based way of looking at the world has been accompanied by changing paradigms of leadership which ranges from organizational leadership towards a strong focus on instructional leadership that measured by competence, skills and characteristics that also lead to future capability. Cambridge assessment on international education (n.d.) implies the diversity of views about leadership results some prominent perspectives; like, instructional leadership which focuses on the school's business – teaching, learning, pupils' progress and achievements; transformational leadership relates to the commitment of colleagues, leading change and improving performance; moral leadership which emphasize the importance of values, vision and ethical leadership; participative leadership stresses the importance of including colleagues, shared decision making and social capita; managerial leadership focuses on the importance of defining functions, tasks and behaviors, and contingencies leadership which highlights how leaders respond to the particular organizational circumstances and challenges they face and encounter over time.

Though each perspectives demand an intensive study by itself and also scholar's pointed out that instructional leadership has more result in education system, the writer of this paper perceived that it still arguably whether an institutions to use instructional leadership or transformational leadership as this part remain the domain of the study.

In addition, at this dynamic world the traditional way of leadership styles have no more a point of discussion in an organization instead it requires a new approach to leadership such as visionary, architect, coach and catalyst. ((Lurie and Tegelberg, 2019). Thus, at this point the importance of transformational leadership is more advocated by scholars, and correspondingly according to Ibrahim and Al-Mashhadany (2012) "Educational leaders are expected to adopt transformational leadership to predict organizational learning and change". This leadership styles therefore characterized by setting direction, shared vision, compelled goals, designating, trusting, caring work, learning culture, developing the institutional conditions (structures, processes, culture) that enable to hold a high performance and also developing collaborative decision-making structures that engages parents and the community in school improvement.

Hence, from a systematic review of scholars contribution, the author of this research adjudged that at these uncertain, turbulent and complex environments, institutions and people are not looking for a traditional way of leadership traits and style of leadership, instead the

situation urges to look educational leadership that encourage the involvement of employees and staff without a discretion, the leaders more act as a servant of the mass, the leaders must take part as a role model from start of designing the vision or plan to a better implementation process in which these steps are in reality still lacking attention and shall be addressed in the future.

2. Method

The research adopted for this research was a systematic review of theoretical and empirical data's of specifically 38 peer- reviewed journals, books, articles and research works since a qualitative research approach with that of an exploratory research design more appropriate for this type of study. Specifically, in this systematic study, it pursued a clear step of identifying the problem and to address the research objectives the author used to search and appraise the existing literatures, analyzed and synthesized the data, reported the result and eventually able to put forward a recommendation. Accordingly, in this theoretical and empirical review of the study the research is executed with longitudinal or time series of mainly 5 years data (2018 to 2022) which used for the researcher to systematically examine the educational leadership and able to synthesize with relevant best theories.

3. Results

Research finding annotated that a good leadership plays a great role at time of crisis, or insistence of requiring strategic foresight or when competition is stiff in this dynamic environments. This has underpinned by McKimm et 'al., (2022) as leadership was a key factor for organizational success, as effective leaders promote a positive culture and climate—a necessity in uncertain and difficult times. Regarding to leadership traits and styles organizations pursuing, the study found out that though there was much dialogue in line with leadership traits, the real practices proved that each theory has been customized with the context of real situations. Hence, recent finding in educational leadership indicates the instructional, transactional and transformational theories are more prominent as it results in a good productivity in students, stimulates the effort of teachers, and encourages the interactions between a leader and follower on emphasizing the common values, belief and goals. Besides, the result of the study also pinpointed that the servant leadership styles are more popular nowadays as it works in recognizing the efforts of employees, creates a good moral which is ethical and strives also to better serve the customers need.

In addition to that, scholar's also reveal in this digital area more of skilled and knowledgeable leadership styles require that stimulates employees as a knowledge driven work force and digital leaders make a significant change in organizational culture and strategy making process and that is why digital leadership can be considered a strategic factor that influences the wellbeing of internal human resources.

4. Discussion

Despite plenty of readers are at least familiar with the basic foundation of leadership theories, the factual situation in educational leadership urge for the academicians to undergo an extensive research in the field as still some ancient theories; like, the Great-man, Trait

theory, Behavioral, Situational, Style and behavior theories have an impact and being used as a role model in present generation. Hence, the success of an institution is mainly dependent on the leadership style that the leader uses to influence the employees or staff and bring about employee satisfaction and performance. Because the leader not only focuses on noting labor productivity but also emphasizing the human factor as employees are encouraged to have positive emotions, improve job satisfaction, and increase loyalty. (Kelly and MacDonald, 2019).

Though as a rule of thumb the real practice of leadership in an institution differs in context, customizing the leadership traits and styles would be an indispensable task for the success of an organization, in this regard despite being no right or wrong decision on selecting the leadership traits or style of leadership, most research finding related to education deduced that the instructional, transformational, moral, ethical or participatory leadership are well enough for the success of an institution as it reinforces the interaction between leaders and staff. However, since quite numerous numbers of researches have undertaken for the past decays, most of the finding gave an emphasis to participatory, transformational or servant leadership, likewise scholar's proposed that in most organizations study the transformational leadership outstripped from the other styles of leadership. This reasoning is also propped up by Hai et'al., (2022) as transformational leadership style is considered the preferred style to increase the level of leadership implemented by increasing employee commitment. The writer of this article also came across that this point of discussion is more related to a notable management philosophy of Management by Objectives (MBO) in which when the employee, institution staff, teachers and/or students take part in goal or objective setting process, they would own a sense of ownership and endeavor for a mutual success.

5. Conclusion and Suggestions

Cognizant of the fact that the study that has been undertaken regarding leadership theories, styles and the challenges in this contemporary time remain unequalled espousal as the people living and working styles are highly determined by the pursuant of leadership. This is also underpinned by researchers that while there is much dispute with regard to what leadership actually is, the one commonality that can be found across virtually all of the existing leadership literature is that leadership is important. (Gandolfi and Stone, 2018).

Thus, the domain of this theoretical review of the educational leadership challenges revealed that there is still a debating issue in customizing the leadership traits or styles of leadership to the real situation of an organization despite research being carried out states the style and behavior, instructional leadership, transformational or servant leadership is often persisting presently. This is considered a paramount topic currently as the leadership challenges are more unexcelled issues that demand an intensive research. Based on this notion to address the research objectives of the educational leadership challenges in the 21st century mostly ascribed

by the inability of an institution to identify and customize the best theories to its real implication as some researches recommend the instructional, transformational, ethical, moral or participative leadership more important in productivity of an institution.

Besides, the research finding sorted out that the role of leadership in promoting education has to be purely attributed to a good leadership of the principals, dean's, presidents, superintendent or management staff that characterized by situations and behaviors, aspirations, skills, information commitments, communication commitments, sustainability commitments, good character, integrity, ethics and value. More so, when these qualities of leadership shall able to meld with instructional, transformational or whichever leadership styles that more opted to an institution and has to be intertwined with the role and contribution of the followers or employees which eventually use for the leaders and institution to overcome the present challenges in leadership.

As a future direction the author of this article proposed that an intensive and more of field work research; specifically, a case study of educational institutions require since research carried out so far has a limitation on pointing out which leadership traits, styles or perspectives of leadership are more preferable in education systems.

Declaration of Conflicting Interests and Ethics

The author declares no conflict of interest.

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