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ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

HOLISTIC APPROACH TO THE EFFECTIVENESS OF LEADERSHIP IN

HIGHER EDUCATION: A THEORETICAL STUDY

THESIS

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DEDICATION

I hereby declare with the respect that the study "Holistic Approach to Effectiveness of Leadership in Higher Education: Theoretical Study", which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (…/…/2020)

Sivar Omer ALI

This thesis is dedicated to:

My parents & my brothers Suren and Las.

FOREWORD

First, I would like to express my endless gratitude to God for being who I am right now and helping me to find patience, strength within myself to complete this thesis.

I would also like to thank my family not only for encouraging me to go abroad for a master's degree but also for teaching me to chase my dreams and never give up.

My brother Suren, all of this would not be possible without your help.

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Prof. Dr. AYSU INSEL is not only professional in her field, but a person with a great heart that keeps encouraging me.

Finally, I would like to acknowledge the important contribution of Istanbul Aydin University to my life, not only from an academic perspective but helping to meet great people that inspire, challenge, support and motivate me.

August, 2020   Sivar Omer ALI

HOLISTIC APPROACH TO EFFECTIVENESS OF LEADERSHIP IN HIGHER EDUCATION: THEORETICAL STUDY

ABSTRACT

Education provides private life for the individual along with social qualities, ethics, and discipline. Education is the right of the person and consumer service; thus, it is the government's responsibility to pay attention, plan, and spend on it. However, with the publication of the famous author (Smith, 1776), he discussed that " An investigation into the existence and effects of nations ' wealth"

Furthermore to the consumption benefits of education, other benefits can be gotten that increase in wealth of society and long-term invention can be provided by education, where education has a different return when the individual is financed and a return financed by the governments, as an investment, creating a new outlook for education was helped by society, and it was a start to launch new studies on savings besides the profit on education investment.

Higher education provides the job marketplace with human capital. The component is highly trained and specialized in various fields and is qualified and the ability in transformation adaptation.

Hence the higher education value is in the outputs, not only in measurable conditions (the degree holders' numbers), the consistency of such harvests (Human Capital Skilled) consideration to the worth of its output, which reflects the quality of the educational process.

Higher education institutions have long been regarded as a black box (what happens inside them is unknown), but in the 21st century, these foundations have become operating on the principle of trading and are looking for a profit in an environment characterized by strong competition, which necessitated attention and

care to the quality of its services and therefore quality. Achieving this quality requires special factors, whether financial, material, or human.

By providing an outline for leadership in higher education, embracing the importance of values-based leadership, and uttering the same leadership values as adopted by some of the world's most successful leaders, 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 peruse to assume greater liability for drawing in with the authority writing and mixing the grant of administration and the grant of learning and educating.

YÜKSEK ÖĞRETİMDE LİDERLİĞİN ETKİNLİĞİNE BÜTÜNCÜL BİR YAKLAŞIM: TEORİK BİR ÇALIŞMA

ÖZET

Eğitim, sosyal nitelikler, etik ve disiplinin yanı sıra bireye özel yaşam sağlar. Eğitim, kişinin ve tüketici hizmetinin hakkıdır; Bu nedenle, buna dikkat etmek, plan yapmak ve harcama yapmak hükümetin sorumluluğundadır. Bununla birlikte, ünlü yazarın (Smith, 1776) yayınlanmasıyla "Ulusların servetinin varlığı ve etkileri üzerine bir soruşturma" tartışıldı.

Ayrıca, eğitimin tüketim faydalarına, toplumun zenginliğinde ve uzun vadeli icattaki artışın, bireyin finanse edildiği zaman eğitimin farklı bir getirisi ve hükümetler tarafından finanse edildiği bir getirinin olduğu eğitim ile sağlanabileceği başka faydalar da elde edilebilir. eğitim için yeni bir görünüm yaratan bir yatırım toplum tarafından desteklendi ve eğitim yatırımından elde edilen kârın yanı sıra tasarruflar üzerine yeni çalışmalar başlatmaya başlandı.

Yükseköğretim, iş piyasasına insan sermayesi sağlar. Bileşen, çeşitli alanlarda son derece eğitimli ve uzmanlaşmıştır ve kalifiye ve dönüşüm adaptasyon yeteneği.

Bu nedenle, yüksek eğitim değeri çıktılarda, sadece ölçülebilir koşullarda (derece sahiplerinin sayıları) değil, bu tür hasatların (İnsan Sermayesi Becerikli), eğitim sürecinin kalitesine karşılık gelen çıktısının değerine uygunluğunu göz önünde bulundurur.

Yükseköğretim kurumları uzun zamandır bir kara kutu olarak kabul edilmektedir (içlerinde ne olduğu bilinmemektedir), ancak 21. yüzyılda bu vakıflar ticaret prensibi ile faaliyete geçmiştir ve güçlü rekabet ile karakterize bir ortamda kâr elde etmek için, bu da hizmetlerinin kalitesine ve dolayısıyla kalitesine dikkat ve özen gösterilmesini gerektiriyordu. Bu kaliteye ulaşmak finansal, maddi ya da insan için özel faktörler gerektirir.

Yüksek öğretimde liderlik için bir taslak sunarak, değerlere dayalı liderliğin önemini benimseyerek ve üniversite profesörünün liderliğinin restore edilmiş ve genişletilmiş algısını geliştirmek için çok önemli olan dünyanın en başarılı liderlerinden bazılarının benimsediği aynı liderlik değerlerini kullanarak rolü.

Bu çalışma, idare ve inisiyatif ilerlemesi ile başa çıkmak için çeşitli anlayışları, perspektifleri ve epistemolojik yolları araştırmakta ve yönetim yetkisini yazma ve karıştırma ve öğrenme ve öğretme hibesi ile yetki vermek için daha fazla sorumluluk değerlendirmek için hareket etmeyi incelemektedir.

Anahtar Kelimeler: Holizm, Bütünsel Yaklaşım, Liderlik, Yükseköğretim, Disiplinlerarası Yaklaşım

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ABBREVIATIONS

AAC&U   : Association of American Colleges and Universities

ACE   : American Council on Education

EG   : Exempli Gratia

GDI   : Gender Development Index

GEM   : Gender Empowerment Measure

GGG   : Global Gender Gap

GGI   : Gender Gap Index

GII   : Gender Inequality Index

HE   : Higher Education

IT   : Information Technology

NACADA   : National Academic Advising Association

UNESCO   : The United Nations Educational Scientific and Cultural Organization

USA   : The United States of America

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I. INTRODUCTION

A. Statement of the Case

Higher education leadership is essential to the success of students in promoting the growth of skills such as the ability to engage in interpersonal relationships, the fulfillment of major and career goals, and the promotion of student self-exploration (NACADA, 2006). Academic leaders are a catalyst for improving the student learning climate, as they help students manage their personal growth and provide a link to the resources of the faculty, education, and campus, as well as resources beyond the university community (Spratley, 2020). In addition to academic counselors, educators, and prospective employers, they all play a related role in recognizing student growth through leadership education. It is necessary to better understand the role of academic counselors in helping students build leadership skills if they are to become educated, active members of society.

The pedagogical method of promoting the learning of leadership in an attempt to develop human potential guided by the theory of leadership and science. It respects and requires instruction as well as co-curricular educational contexts (Andenoro, et al., 2013). Holistic approach in higher education leadership seeks to empower students to improve their self-efficacy as leaders and to understand how they can make a difference, by understanding one 's self-better and working with others, students can become informed and productive members of society.

Over the second half-century, the conventional aim and community role of HE have been challenged by new pressures (The National Task Force, 2012). One might claim that the aim of HE appears to be to obtain new understanding and to prepare one for the labor force. On the other hand, one would also suggest that HE institutions would strive for more suitable impacts on the culture of the nation. That challenge has created continual problems about the public role and purpose of HE in the 21st century (Abowitz, 2008; Brighouse & Mcpherson, 2015; Dungy, 2012; Levine, 2014; Shapiro, 2005).

Universities are in a market shift where they must continuously demonstrate their importance and interest in modern civilization (Bok, 2003; Suspitsyna, 2012). Historically, HE institutions operate to educate students on public service life, advance knowledge through research, and build leaders for various public service areas (ACE, 1949). In rapidly changing environments, today's labor market needs highly skilled workers at all levels to cope with rapid industrialization (Ramley, 2014b). HE institutions need to redefine and redesign college curricula, pedagogy, to meet current societal needs. And appraisal policies to ensure that all graduates have the requisite skills and competences to add to the global economy and to engage in democracy effectively (Fein, 2014; Kirst & Stevens, 2015).

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. 87% of firms favor recruiting college graduates who have completed a senior project. Though 97% of the good jobs generated since 2010 have been going to college graduates (Carnevale et.al, 2015), more than half of employers continue to report having difficulty seeking eligible job opening applicants, and more than one third suggests new graduates are unrehearsed for job searches (Carnevale et al., 2014; Carnevale et.al, 2013; Fischer, 2014; McKinsey & Company, 2015).

When research institutions and students do not have priorities aligned and plan to complete a bachelor's degree, then dissatisfaction on both sides is possible. On the one hand, educators and staff may be frustrated if students in their interaction with learning activities do not go beyond the minimum requirements. On the other hand, students who balk at learning outcomes which have little vocational connection. On the one hand, educators and staff may be dissatisfied if students do not go beyond their minimum learning task requirements. Therefore, new empirical work that allows a detailed distinction between educational providers and college students on the economic and social benefits of completing HE will ' add value ' to institutions trying to be successful (Watson, 2014). 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.

The central to an organization's success is effective leadership. Many studies have declared the constructive impacts of the enhancement of leadership on organizational variables' selection such as performance, commitment, and satisfaction of the followers. The development of leadership in HE is still an under-investigated area of application and research. 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 HE 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. HE 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. Achieving this quality requires the provision of special factors, whether financial, material, or human.

Given that (the teaching staff is one of the most important factors affecting the educational process, the competence) of the teaching staff member determines the quality of the educational process. The quality of HE is among the topics raised across the world, as developed countries have developed plans and models for their evaluation, but the countries on the path to growth are still not late and differentiated. Worldwide HE faces immense challenges — the dramatic rise of institutions for profit, rapidly increasing perceptions about what programs colleges and universities should provide, and a diverse society that requires even more skills and capabilities from college graduates. The importance of education and HE in particular and its role in providing individuals with the knowledge, skills, and capabilities that qualify

them to enter the workforce and the important role that a faculty member plays in preparing these students to become active individuals in society, has led to an interest in the quality of educational service and the quality of a member the faculty as one of the most important inputs to the educational process, by knowing and measuring its competencies.

The importance and role of the faculty member lie in what is common and theoretically known that the faculty member plays a role in the quality of HE. Nevertheless, today's universities are expected to provide students with the expertise, skills, and ethical responsibility to meet the future needs of society's workforce and fully participate in the new global economy (Spellings Commission, 2006).

B. Main Purpose of the Study, Aim of Study

The purposes of this research include:

1. The primary purpose of this study is to ensure academic success through process improvements.

2. How to develop every person's intellectual, emotional, social, physical, artistic, creative, and spiritual potentials.

3. To understand what expertise is required for leadership in academic development.

4. Contributing suggested solutions for creating and assessing the influence of effective leadership in the HE system.

5. To comprehend what is the leadership style with a positive impact on the performance of HE institutions.

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. Smuts (1926), describes holism as "It is rooted in progress and a perfect guide for human development and the actualization of personality". Webster (1999), describes holism as "a concept that the universe and in particular living nature is accurately seen in terms of wholesale interaction (as with live species) that are, further than the pure number of simple atoms".

Holism's influence originates from the approach in which the use of all phrases tends to be interconnected which causes many difficulties due to the resulting analysis that may tend to collide with the assumption that definitions are stable in general. With expanding the components separately, the number of its components will also increase (Balle, 1994). Holism is the clue that the whole assets of a specified system are not able to be declared or clarified by its element fragments individually, but "the system as a total declares an important was how the portions perform". 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).

To comprehend holism well, it can be able to be contrasted together with reductionism toward highpoint key differences. Reductionism is the opposite of holism, which defines the breakdown into straight forward parts of something complicated. Reductionism is used in the profession in medicine as a fundamental basis to identify illness, considering the biology of the infection and not the behavioral components or psychology of the disease (Brigandt, 2008). Reductionism does not take into consideration the total elements of the whole and thus does not have a clear comprehension of a person's background. According to the reductionism method, everything is nothing more than the sum of its components (Balle, 1994:

30). In the past by studying sub-problems of an individual, reductionism was applied effectively to the various situations "self-contained situations without mentioning any other aspects of the issue" (Rafferty, 2007: 4).

Reductionist observation and systems are the foundation for many of well-advanced zones of modern science, including physics, chemistry, and cell biology. Yet, it is less clear that sociology or economics is built on psychology, as some reductionists would claim (Romero, 2005). Dobson (2003: 3) says that unless the underlying issues can be "expressed in simple mathematics" then reductionism is not useful and "local sub-optimization on a very restricted set of 'clear' aims" (Hammer, 1995: 555). A case that can be taken as of the reductive use is the elimination of multi-cellular living creatures from social groups, next to cells, bits, atoms, and lastly to the tiniest segments, the particulate elements (Andersen, 2001). Holism holds that everything known to mankind is linked to the rest. Anything that does exist is connected in an environment of interrelationship and sense, and any transition or potential affects everything else.

Miller (2000), on behalf of analytical and practical objectives, has recognized a few degrees of completeness: -

- The Whole Individual

Which is the key degree of completeness, which all holistic teachers perform? The individual is seen as a fundamental human being with a few basic components: enthusiastic, scholarly, societal, physical, tasteful, and profound. These components assume a crucial job in the process of learning. Even though customarily, the intellectual angle has been supported, holistic instruction perceives the significance of parity amongst the mentioned components. Holistic educators do not think of the pupil as a brain to be trained, yet more so as a whole (Miller, 2000) and (Nava, 2001).

- Wholeness in Community

Right now, of completeness, the focus is on the nature of human relationships. Within the framework of human cooperation, the college, the city, or even the family may be involved in the network. At the point, once wholeness training functions alongside the college as a unique situation, they turn it into a vibrant network of learning, after that the significance is obtained across the

association with others. Figuring out in what way to establish suitable social connections is a target of training (Miller 2000; Nava, 2001).

- Society Wholeness

It refers primarily to a nation's monetary measurement and ideological, also to the objectives we are pushing on ourselves like a general public. This is an essential component of comprehensive instruction, given the present circumstance of society: packed with the misuse's overall estimation, command, achievement, also rivalry. the perfect of boundless financial development has brought about individuals nailing their expectations for joy to the utilization of items and pointless delights. The holistic approach in education recognizes this societal catastrophe and the necessity to teach individuals to share democracy and become a citizen of the world (Rudge, 2008).

- The Planet as a Whole

The planet which we live in is the fourth pillar of our lives and the process of learning. Generally, the planet was not considered because it was not seen as a setting for all including teachers Gaia is the planet: a mind-boggling and harmonious life form of energetic procedures, and coordinated entire that is successful and managing oneself, where human social orders just as financial, radical, and social frameworks, are reliant subsystems. The entire procedures of learning happen in a worldwide setting that has to be paid attention to holistic instructors perceive the earth emergency and, in this manner, teach for worldwide mindfulness and admiration designed for the environment (Miller, 2000).

- The Cosmos Holistic

That is the fifth and final sense of our life and education. It is our true and genuine source of identity, the main whole, the whole context which provides sensation to our being – the metaphysical aspect of human life. Inside holistic philosophy, the route to the universe is the most important answer to the serious crisis facing humanity now, as the person is in contact with his university and with the regular individual religious beliefs. It overcomes fragmentation and idealism, also nature and the whole presence are joint and develop awareness to its real spirit. It is inside this perspective that unconditional freedom, universal love, harmony, unity, and kindness grow. The basic sense of the universe con can be known through

straightforward understanding (Nava, 2001).

1. Holistic Approach in Health

The holism term is not something new to the healthcare field, holism in western medicine is still becoming noticeable. Holism in health includes the whole being body, soul, and mind admitting that it is beyond just a total of the components. Walker and Avant (2005) methodology were revealed to direct the practice of nursing to provide patients with more comprehensive treatment. Features of the idea are absolute, mind, body, spirit, balanced, and whole, knowledge, intention, relationships, and understanding have been explored. Moreover, healing, peace, and wellness consequence concepts were identified. Lastly, a debate on how the holistic theory improves the nurse's care (Koopsen & Young, 2009).

Without triggering the whole body, it is impossible to trigger a cell, because the body functions as a complete unit. In the healthcare industry, the same concept can be applied, which could mean that the entire healthcare parts are considered more satisfying and accurate when what is being considered is dealt with in its original state rather than in parts. An example can be given, when someone is diagnosed with a specific disease is admitted to a health care facility, medication is assumed to be entirely necessary. In any situation, suffering or sorrow affects the entire body in a specific part of the body (Freeman, 2005: 154). After using the medication, it is carried in the blood to cure the place of pain, although this affects the entire body. Therefore, no part of the human body can be isolated regardless of whether it is the part or organ most affected by the disease. When a person is mentally deluded, it affects the whole body. If the stomach is disturbed, the entire body is assumed to be ill or unhealthy.

2. Holistic Approach in Ecology

The Greek word "Oikos", which means "domestic," while "logos" means "research" is the origin of the term of Ecology. Consequently, the environmental house study covers the whole creatures inside it and the whole operational processes making the home fit for human habitation. Ecology can be defined as the science of " home life" together with stress on the "sequence of species ' interactions with their atmosphere," (Webster, 2020).

Ecology is a prominent and highly valuable methodology toward holism, it attempts in involving the views of physics, biology, chemistry, and economy in each area. The complication develops with the zone so that it is required to decrease the features of the view in other ways, for instance to a particular period. Reaching the 21st century, concerns related to the environment are again at the foreground, as individual exploitation of the planet remains to increase. Using a medical analogy, to prevent not on the cures, and ecology, as illustrated, may make a significant contribution to development prevention and ecosystem health (Barrett, 2001). Ecology is constructed based on a holistic point of view which views all things in nature as jointly mutually dependent beings. Even if ecology is still deeply rooted in biology, it appeared as an essentially new type of biology, an integrative mastery which connects biological and physical procedures and shapes to link the natural sciences with social sciences (Odum, 1977).

3. Holistic Approach in Science

In the 2nd half of the 1900s, holism aimed at learning about processes and their performance, such as the sciences of complexity theory and chaos. Systems in psychology, sociology, or biology are often so complicated that their actions seem "new" or "growing": it cannot be concluded from the assets of the parts on their own. The nature of engineering and systemic science processes blocks the capability to expect their actions. Yet, predicting these phenomena correctly is desirable because there are several engineering and science avenues which can profit from this, for instance: science of knowledge (Nakamori, 2003), engineering service systems (Tien & Berg, 2003), and the complicated physical systems engineering, for example, active wing morphing, (Boria et al., 2009).

Wolfram (1984) has presented such cases with straightforward cellular robots, in most instances, their action is equally simple, but on odd cases extremely changeable. Complexity theory is a modern successor of systems philosophy. It involves mutually holistic as well as computational, interactive methods in the direction of comprehending complicated adaptive systems and, mainly in the latter, methods are opposed to reduction methods. Cybernetics is a discipline that tests an organization's abstract principles in complex systems (Heylighen et al., 1999). Which aims to increase the capacity to understand which evaluate circumstances which are extremely complex (Montejo, 1995: 160). Various density branches and

institutes have jumped up to around the globe. The Santa Fe Institute where researchers join forces to utilize a multidisciplinary approach to real-world problems is perhaps the most famous of them.

4. Holistic Approach in Social Science

Durkheim (1973) developed the notion of holism and was opposed to the idea that civilization was nothing but a modest group of people. A contrast of "holism" and "individualism" as two separate types of societies was done by (Dumont, 1987). Modern people are living in an individualistic society, while for example, prehistoric Greek civilization may be eligible like a "holistic," because of this in the whole of society, the person obtained identity according to (Dumont, 1987). Consequently, the person was willing to sacrifice himself or herself for his family, since his or her life without the polis had no significance whatsoever. Bohm (1986) and Sanduk (2009) via plasma physics, imagine society. Human activity within a community can lead to a continuous model from a physical point of view. Sanduk (2009) according to him the concept of plasma fluidity (ionized gas) derives from its free dynamic charges' interaction, because of free interactive people, society can behave like a fluid. This fluid paradigm can describe many social incidents such as social unpredictability, viscosity, distribution, the movement so that society acts as an intellectual fluid.

5. Holistic Approach in Education

Holistic education is an educational theory built on the assumption that everyone wants sense, identity, and aim in lifetime via community networks to the natural world and humanitarian principles like empathy and reconciliation. Holism in education requests to bring people forward and inherent respect a deep desire for life and learning (Miller, 1992). No doubt holistic approach in education is education for the 21st century, aimed at advancing globally conscious individuals, harmony, an image of peace, and brainpower (Nava, 2001).

Holistic education is an approach designed to prepare people to overcome any challenges they might encounter in their lives and academic careers. Learning about oneself is the most important theory behind holistic education, health development and positive societal lifestyles, emotional and social growth, strength, experience greatness, and truth. Physically, psychologically, and emotionally, affects the whole total effect of child learning. As holistic education's main purpose is to "develop the

incentives found in human progress." (Rudge, 2008).

Holistic education often declares that its aim is to, 1) bring up the whole kid (the whole pieces of the child), 2) teach students as a whole (not just an assembly of portions), and 3) a whole contains the child as one of the parts (civilization, the human race, the atmosphere, heavenly whole) (Forbes, 2003). Holistic education has its origins documented which says the all-encompassing perfect is followed back to original societies. When all is said in done, the indigenous individual and natives consider the cosmos as mixed through importance and holistic teachers try to earn a sense of meaning and purpose in education (Miller, 2005).

The concept of comprehensive consistency comes from the Greek idea of holon, which considers it to be made up of organized wholes that cannot be reduced in sections. (Lee, 1997). Holism in education reflects the need to develop academically as well as survive in the modern world, teaching human beings the joy of living in trial and success. Socrates can be seen as a thorough teacher, as he encouraged everyone to audit their own lives: "know thyself." (Miller, 2007). The holistic concept emerged in the 1980s as a lively and cohesive intellectual movement and was articulated by thinkers in diverse fields. While the approach to education was more humanistic than holistic, it offered some basis for holistic education. Rousseau (1975) the child was essentially good and claimed that the child's soul was allowed to unfold following its instinctive form. The conception of the infant as safe is a fundamental assumption of holistic education, contrary to the religious conviction that children are born in initial evil (Miller, 2007). The holistic instructor calls attention to six significant speculations or perspectives supporting modern holistic training: perennial philosophy indigenous views of the universe, philosophy of life, ecological outlook, the theory of systems, and feminist thinking (Nacagawa, 2000).

Perennial Philosophy, among other contemporary holistic educators, has driven the practice of John Miller, Parker Palmer (Nacagawa, 2000). Perennial theory typically accepts multiple dimensions of nature. Huxley (1968) says the perennial philosophy is concerned primarily with the only, fundamental divine truth of the manifold world of things and life and thoughts. The primary topics of the perpetual way of thinking are divine truth, harmony, unity, and multiple aspects of existence through detailed instruction. (Miller, 2007).

Indigenous (or aboriginal) worldviews from all over the world are burdened with reverence for nature, the earth, the cosmos, and the spirit. All things considered, they reinforce the natural interconnections (Nakagawa, 2000). Life philosophy, for some holistic educators the notion of "life" has a core significance. (Miller, 1997: 88) refers to the word "life-centered education" to describe "spiritually embedded [holistic] education". The Life right now both a supernatural and inalienable standard of the grandiose world. This direction of holistic instruction imagines training as a vital piece of the more prominent process of life; that is, instruction is an indication of life and simultaneously a van in the administration of rejoining human existence with the basic life.

Life logic recognizes that there is a fundamental force of life or a general cycle of life. This force of life "makes and composes all beings in the universe. This perceives that we are concerned with the creation of life and the universe at a deep and important stage. (Miller, 1991). The theory of systems is a philosophical attempt to investigate complex, cosmological models of the infinite universe. Also, frameworks theory often perceives the interaction of all aspects from a natural perspective, yet its analysis of the topic relies on "systemic interpretations of the universe's complex structure" or on the celestial environment (Nacagava, 2001). This structural worldview is present in Clark's ' holistic philosophy ' (Miller, 1990), a model based on ' multiple levels of wholeness; ' in Clark's ' integrated curriculum ', a foundational educational plan based on "system thinking;" also, in crafted by hardly any different researchers, most eminently Thomas Berry and Atsu'hiko Yoshida on holistic teaching. And lastly, in the area of holistic education feminist thoughts also had an influence, especially the thoughts verbalized by Eisler and Noddings. Her thoughts on caring relationships were Noddings ' most important work to comprehensive instruction.

Noddings (1992) suggested a care-focused instruction including the maintenance of care relationships at school, that incorporates: thinking about oneself, for the inward hover, for removed others, for creatures, the earth and plants, and for the universe of thoughts. Eisler (2000) planned an instruction model, which she called "organization training. Her "association training model" incorporates subjects, for example, popularity based and libertarian structure; equivalent rights to females and guys; regard; quiet compromise; compassion; mindful; peacefulness; shared

obligation; and associations with the earth.

6. Holistic Approach in Higher Education

Forbes (2003), recommended that "the word ' Ultimacy ' best summarizes the purpose of holistic education." In which ultimacy refers to, (1) the highest state of being a human being should aim for, either as a process of progress (e.g. education), as a snapshot of life that is the best however just once in a while felt by anybody (e.g. blessing), or on the other hand as a period of life that is basic in the populace yet typically uncommon in a specific person's life (e.g., Maslow's mountain-knowledge); and (2) a concern or dedication which is the best that a person can try (e.g., to be in service of something holy).

Additionally, called illumination or association with astronomical congruity, is a typical topic all through comprehensive writing. It is the most noteworthy capability of the understudy who is engaged with a holistic instructive procedure (Nielson, 2008). Forbes advocates the "Ultimacy" theme and by his work, "provides clarity as to the methodological coherence of what separates comprehensive education from mainstream educational approaches" (Martin, 2004).

Holistic teachers know they have a different perspective on improvement which holds that individuals will normally go towards the great, and that progress comprises to a great extent of developing, revealing, or finding what is regular or natural in the kid (Grimes, 2007). For the methodological reason just, holism in higher education has established four key elements of 21st-century learning. UNESCO has additionally demonstrated the equivalent 4 columns, although with slight contrasts (Nava, 2001).

- Learning to learn

This begins with figuring out how to inquire. To solicit is a characteristic demonstration from awareness as it continued looking for information. Its genuine reason for existing is not such a great amount of inquiry to be responded to and to be discovered. Owing to learn means involving understanding assigns in the application of skills, for example, focusing, tuning in, seeing, and creating interest, instinct, and inventiveness. Figuring out how to learn implies being able in directing and assuming liability to possess understanding, for staying up with the latest, for realizing where to search for information. It is especially logical mindfulness (Nava,

2001).

- Learning to do

This implies figuring out how to change society through knowledge, dependable activity. To figure out how to do this is to learn a call and to do a profitable job. Find how to adapt to the work requirements and the ability to work within a community. In addition to the critical use of knowledge to identify problems and to make level choices in the development of quality products and companies. Learning to do implies realizing how to accept hazards just as step up to the plate (Schreiner, 2005).

In any case, this cornerstone of learning indicates what students understood or learned in rehearsals, it is firmly linked to professional specialist training and preparatory work skills. ' To understand how to do ' requires new kinds of skills, more action than intellectual. Information and innovation become possible for human characteristics and interactions. (UNESCO, 1996).

- Learning to live together

This implies figuring out how to live capably, regarding and helping others, and, when all is said in done, alongside all the living organisms on this earth. Education should conquer partiality, fanaticism, discrimination, oppression, and stereotypes, and such prompts encounter and conflict. The basic rule of this learning theory is a connection, that is to say, knowledge about the life system (Nava 2001).

This dimension indicates guidance in two correlative ways: on one hand, disclosure of others and on the other, life-long experience of common purposes. Explicitly, it recommends enhancing characteristics such as knowledge and perception of oneself and others, Assessment of decent human diversity and identification with similarities, also the connection, all things considered; compassion and agreeable social conduct in mindful and sharing, regard of others and their societies and worth frameworks, the ability to experience others and settling clashes through the exchange, and competency in moving in the direction of basic goals (UNESCO, 1996).

- Learning to be

Figuring out how to imply the disclosure of genuine human instinct, and experience with the substance of oneself, which goes past the clairvoyant mechanical assembly of considerations and feeling. It is figuring out how to have a place with the entirety. It is the revelation of our all-inclusive measurement, where certifiable human qualities, not singular human qualities, live. It is the disclosure of one's claim being, and the internal astuteness accomplished through self-information.

All-encompassing instruction extraordinarily supports this learning, by perceiving the person as an essentially profound being looking for importance (Nava, 2001). 'Figuring out how to be' may hence be deciphered in one path as figuring out how to be human, through securing of information, abilities, and qualities helpful for character improvement in its learned person, good, social, and physical measurements. This infers an educational program targeting developing characteristics of creative mind and inventiveness; procuring all-around shared human qualities; creating parts of an individual's latent capacity: memory, thinking, stylish sense, physical limit and correspondence/social abilities; creating basic reasoning and practicing free judgment; and creating individual duty and obligation (Schreiner, 2005).

B. Transdisciplinary Approach

Trans in the Latin language means "across, over, beyond", and the transdisciplinary term was first used by Jean Piaget in 1970, which is a research technique that crosses multiple disciplinary frontiers aiming to build a holistic approach. To interconnect a new knowledge and deeper understanding, a transdisciplinary approach integrates the perspective of multiple disciplines of the problem.

A transdisciplinary team brings together all subjects into one organized whole (McGregor, 2004). Transdisciplinary philosophy influences individuals to think around, beyond, and through academic disciplines to embrace all kinds of learning about a concept, question, or subject. A transdisciplinary perspective forces one to consider a meta-level perspective by going outside the limits imposed in interdisciplinary thinking by the related academic fields (Tharp and Zalewski, 2001).

III. COMPETENCIES FOR THE EFFECTIVENESS OF LEADERSHIP IN HIGHER EDUCATION

A. 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). Adair (2007) defines leadership as ' transforming a dream into reality ', according to him as the main task of the leader is to meet the team's needs. According to him, a leader is efficient where the leader adds to the team or organizational performance. Clegg and Birch (2002: 4) see people as the main concern of leaders and focus clearly on the challenge and the need to fulfill it. They find out that a leader accomplishes a goal through the goodwill and support of others (Clegg & Birch, 2002: 4).

Leadership goes beyond the "command" model and telling others what to do and expecting them to do it. "Leadership establishes values and changes them, while administration and management function within a culture" (Schein, 2004: 11). Leadership influences the culture, while, simultaneously, the culture influences leadership. Moreover, you cannot change the culture without changing the leadership and vice versa. Scarnati (1999: 194) claims the necessity to adapt quickly to a rapidly modifying business environment as one of a leader's main characteristics. Avery (2006) argues that much of our current organizational failures can be due to focusing on too little leadership and too much management. Attempting to impact, monitor, and coordinate using conventional management in dynamic, fast-paced, changing conditions paradigm will not work according to her opinion. Instead, Avery (2006: 24) calls for leaders who 'Give a strong vision of the future, establish a road map, and inspire followers to understand the vision. More particularly, acknowledging the emotional commitment of followers is taken into account by these leaders. In other words, leadership is primarily centered on people and not centered on performance.

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). Branson et al. (2016: 155), the essence of trans relational leadership "moving others, the organization and the leader to higher levels of leadership functioning". But such leadership knowledge and awareness need to be explicitly learned, as it can't be automatically and unquestionably modeled given that it does not exist in the world of business or elsewhere for that matter.

Leaders of today need emotional intelligence to perform incompatibly once similarity flops, tactile when emotions are raw, not logical when flags of reason are raw, advantageously against verbal weak self-interest, and entertaining when goal and purpose are set to fail (Bolman & Deal, 2008: 435). " The only method to understand fully why a question or item emerges and continues is to understand the sections of the whole" (Capra, 1996: 30). Balle (1994) mentions that systems thinking displays the relationships instead of the components themselves and sees patterns rather than events. Engel et al (2003) claim that to define the laws for which it is responsible "collective structure order", which is crucial that components are including the "characteristics of the system". Those who served in the company have been regarded as production and benefit factors in the past, a different perspective is now needed. Leaders cautiously develop and skillfully managing the human resources within the organization through focusing on skills, psychological, empowerment, commitments, relationships, interaction, teamwork, confidence, flexibility, and contribution (Wheatley, 2007).

1. Qualities of Leadership

a. Flexibility

Flexibility is an elusive term lacking enough theoretical clarification (Furaker & Hakannson et al, 2007: 1). Flexibility also is known as a ' temperamental characteristic ' in the psychological literature (Rusalov & Biryukov, 1993: 461), also as " changeable adaptability" (Fleming, 1981: 111). Throughout the science field, flexibility character is referred to as versatility, and is used as a metric for the "susceptibility to the external force of a dynamic system" (Marhl & Perc, 2006: 823).

Quey (2004) defines flexibility as "the organization's capacity to adopt new technologies and adapt to changing conditions". Zaccaro et al. (1991: 321) describes "the capacity and ability to respond to correspondingly different situational requirements in very different ways".

b. Teamwork

Teamwork can be characterized as a complex social interaction, with the cooperation of a group of people (or working together) to accomplish a goal. The teamwork contributes to the integration of the team members ' expertise, abilities, and attitudes (Sargeant et al., 2008). Dysfunctional teams lacking unity block task execution, decreasing production, boost group tension, reduce satisfaction in jobs, and lead to team non-attendance (Carver and Candela, 2008; Duffield et al., 2008).

c. Knowledge

Simonton (1984), Simonton (1988), Simonton (1990) charismatic leaders have found a rather unique array of career experiences that provides the knowledge necessary to resolve the obstacles confronting various areas. One explanation of why knowledge is required is often underestimated is because it is usually mystified with information. Knowledge systematically arranges key facts and definitions about the characteristics of territory-based items (Fleishman & Mumford, 1989).

Research that equates learners and specialists inside a discipline show that specialists naturally are having more definitions or schemes offered, these are based on the underlying factors which allow them to more accurately diagnose and assess the consequences of the different pieces of information (Anderson, 1993; Chi et al., 1982; Halff et al., 1986; Salthouse, 1987).

d. Being creative

Mumford & Hunter (2005) & Woodman, et al. (1993) suggest that leadership is essential to cultivate creativity among employees. Earlier studies into many frameworks have been developed in the relationship between employee leadership and creativity through which leaders can influence creativity, such as the framework, tools, and psychological conditions to inspire workers to engage in the inventive progression, and show innovation (Carmeli et al., 2010; Reiter-Palmon & Illies, 2004).

Studies have proved that leaders can offer subordinates guidance, structure and direction granting more effective innovative solving problems (Redmond et al., 1993). Since creativity happens when there are novel and complex problems, frequently vague and weakly organized, leaders can set expectations and direct their followers towards specific goals (Carmeli & Schaubroeck, 2007; Farris, 1972; Mumford et al., 2009; Reiter et al., 2004).

e. Creativity in solving problems

Osborn (1953) was the first who implemented creativity in solving problems, his book has covered further than 60 years of research and growth (Functional Creativity). Puccio et al. (2011) describe the present form of creativity in solving difficulties is known as Thinking Skills Model, seven stages are involved (evaluate the condition, explore the ambition, articulate the problems, explore ideas, formulate approaches, explore acceptance and draft a proposal). Every stage requires different effective cognitive abilities, and each move has a balance between divergent thinking, the hunt for many original options, the selection, and the development of the most favorable choices.

f. Being open-minded

Openness can be seen as the ability to deliberately look for realities in contrast to one's favorite principles and as well as concepts and to consider this proof in an objective and full manner (Baker & Sinkula, 1999; Cegarra-Navarro & Sánchez-Polo, 2011; Mitchell et al., 2009; Sinkula et al., 1997). Leading role expresses one another's own opinions directly in an open-minded debate, take note of each other's views and concerns, and seeking to incorporate their suggestions into new agreements that are appropriate to everyone. Being open to those of others with their views and open to new solutions to put an end to the disagreement. Indication recommends that these dimensions of transparency enhance and simultaneously create open-minded debate (Johnson, 2015; Tjosvold, 1990a; Tjosvold et al., 1992; Tjosvold & Halco, 1992).

g. Developing others

Leadership encourages individuals' progress and has a profound awareness of individual personalities and promoting a considerate teaching style that builds self-esteem. The aspects of development could begin with the leader's organizational

ability to dispose of others with benevolence. Greenleaf (1970), Dennis and Bocarnea (2005), Page and Wong (2000), and Covey (2006) each argued that the leader is constantly compassionate and respectful toward others. Greenleaf (1970) and Spears (1998) have said that a leader is concerned with the emotion of the follower by soothing it and listening to it.

Spears (1998), Laub (1999), Page and Wong, 2000, and Liden et al. (2008) confirm that the leader builds the subordinates and supports them to evolve for success. Greenleaf (1970) mentioned that efficient leaders are extremely faithful to the profession and individual development of those around them.

2. Styles and Forms of Leadership

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.

a. Autocratic leadership

Autocratic leaders have full command and power on their members, and this is one of the most serious forms of leadership. (Bass, 1990; Lewin et al., 1939; Vroom & Yetton, 1973; Yukl, 1999) they describe this type of leadership as not resolving community socio-emotional aspects like group unity and community promotion as a practical societal power (Bass, 1990; Cartwright & Zander, 1968; Hackman, 1990), even if circumstances minimize such harmful impacts (Foels et al, 2000).

b. Bureaucratic leadership

Bureaucratic leadership is all about complying bylaws as well as regulations. Weber (1947) defines hierarchical, rules-coordinated, bureaucratic, and departmentalized. Thompson (1967), Jaques (1989), structurally, bureaucracy is divided into roles of construction (e.g., line work), structural tasks (e.g., middle management), and tasks of the executive (e.g., top management, strategic).

c. Transactional leadership

Leadership in transactional form concentrates on the interactions between principals and adherents (Bass 1985; 1990; 2000; 2008; Burns, 1978). These trades

assist leaders with completing their objectives what's more accomplish the necessary undertakings, proceed with the current condition of association, support followers by guaranteed agreement, manage adherents ' acts to accomplish the objectives set. Additionally, encouraging adherents to satisfy their circumstance, decrease worker disappointment, and focus on regular hierarchical objectives like improved quality, client care, lower expenses, and more execution (Sadeghi & Pihie, 2012).

d. Transformational leadership

Burns (1978) identified this type of leader as "any individual who raises the degree of mindfulness among supporters of the significance and estimation of the ideal outcomes and the strategies used to accomplish those outcomes". Four elements of this kind of leadership have developed over time, such components include idealized power, motivation for inspiration, stimulation of the mind, and individual consideration. The transformational leader shows every one of these four parts to changing degrees to accomplish wanted hierarchical outcomes through its adherents (Bass 1985; 1990; 2000; Bass & Riggio, 2006). Leadership in transformational form is one of the present most normal administration styles and can be applied to a wide scope of business openings.

e. Laissez-faire leadership

A French expression which signifies "leave it to be," free enterprise pioneers allow their group to work alone. Lewin et al. (1939) leaders of laissez-faire exist in the flesh although in leadership they are missing. The laissez-faire leadership has been described in more modern definitions as "marked by a general failure to take charge of the management" (Eagly et al., 2003: 571). And as "leaders who escape making decisions, refuse to act and are absent when necessary" (Piccolo et al., 2012: 569).

Such leaders are characterized as keeping a low profile and as not seeking to "rock the boat" (Puni et al., 2014). This type of leader would resist commanding or instructing her or her subordinates unless it is appropriate or required. This lack of communication can lead to conflicting roles and uncertainty of the role of the members of the working group (Johlke & Duham, 2001; Skogstad et al., 2007), which can cause domestic struggles among members (Einarsen, 1999).

f. Democratic leadership

Due to their incompatibility, this type of leadership frequently contrasts with the dictatorial form (Eagly & Johnson, 1990). Leaders of this form are also known as sharing leaders because of their shared responsibility support and are characterized as sharing responsibilities with dependents (Mullins, 1999). Leaders who use this example challenge the opinions of their subordinates (Kushalappas & Pakkeerappa, 2014), are more supportive and friendlier (Luthar, 1996; Wilson et al., 1994), and are open to passing on information to assistants (Bhatti et al, 2012).

B. Higher Education

HE institutions have long been promoting teaching undergraduate students a wide range of disciplinary and broad skills to lead responsible, productive, and creative lives in a revolutionizing world (Haigh & Clifford, 2011; Rossi, 2014). High Society requires the educational establishments to guarantee that all college students acquire discipline-specific skills (e.g., information, obligation, attribute) also common skills (e.g., interaction, writing, empathy, acceptance) and outlooks (e.g., manners, principles, interest) since they work toward a university degree.

Such competences, also referred to as the higher education's social benefits, including problem-solving skills, communication skills, intrapersonal skills, and critical thinking skills (Menges & Austin, 2001). According to current research, HE is not just about gaining academic skills, and applied abilities, giving the idea that employers and colleges want something special (Craig, 2015).

1. The Aim of HE Establishments: Previous and Current

According to history, 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). In the 19th century, John Dewey underlined the importance of HE in maintaining our way of life when he declared, "Democracy must be born anew each generation and education is its midwife" (Dewey, 2008:139). He assumed, in particular, that knowledge will motivate regular citizens to take part in a life together and support themselves and civilization (Ramley, 2014a).

Newman (1976) defines HE 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." To specify, Congregationalists have all formed Harvard, Dartmouth, and Yale to prepare individuals for public servants and ministers.

Harvard, William, and Mary College were created to prepare clergy for civil service in the Anglican Church (Brubacher & Rudy, 2008: 19). Precisely, "many colleges in this nation had only one objective: to educate an affluent group of young men about professions and leadership positions in society." (Bok, 2013: 28). HE 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 21st-century citizenship (Benson & Boyd, 2015).

Newman and Dewey see HE as a venue for socialization and nation-building, higher education's public and personal benefits also reach beyond people to society and from the economic and social spheres. At Present, a large number of studies around the world have shown that individuals graduating from higher education benefit both economically and socially (Spellings, 2006).

Higher-average earnings are more likely for college graduates with a college degree and are less likely to face deprivation than individuals without a higher education degree. Individuals completing a higher education program benefit greatly from social/personal advantages, such as increased cognitive skills, the desire to return and take part in community service activities, and the capacity to focus on activities relating to work (Baum & Payea, 2013). To know the discrepancy between the social benefits and economic of HE, the below table is built to classify ideas the public also personal advantages of higher education.

Table 1: Societal and economic incentives for college graduation (Chan, 2016)

Societal Benefits (Public)	Individual Benefits (Private)
Advanced Knowledge and higher cognitive skills	Advanced knowledge
Greater productivity and higher tax payments	Improved health and life expectancy
Increased quality of civic life	Higher salaries and work benefits
Reduced crime rates	Increased personal status
Decreased reliance on governmental financial support	Greater rates of employment
Greater appreciate for diversity	Personal and professional mobility
Social cohesion	Better consumer decision-making
Increased charitable giving	Improved working conditions
Increased community service	Improved ability to adapt to new technologies
More likely to vote	Less likely to experience poverty
More likely to donate blood	More likely to attend graduate school
Lesss likely to smoke	More likely to raise children with higher IQ

As indicated in Table 1, HE can improve individuals' and countries ' life quality. Generally, individuals with a college degree are more likely to have a higher standard of living and more wellness and to have a positive and involved presence in their societies. Studies showed that people with university graduates are better armed to think visibly, and research also found that those graduating from higher education gain non-cognitive skills that have a positive impact on the job market. (Hackman et al., 2006).

Not only do individuals who complete college benefit from the economic benefits set out in Table I, but from the social (not economically) advantages of HE too. Therefore, universities and colleges follow numerous objectives, hiring scholars

and students as human capital and providing student services also classroom education that changes the purpose of HE (Heaney, 2015).

2. Rival Wants & Objectives of HE: Challenges & Chances

Universities have sought several challenging objectives since the Colonial Period, such as political equality, community productivity, and community mobility, with not only uniting aim or goal declaration (Labaree, 1997). The long-standing disconnections between the key objectives and goals set out in general education frequently stand in the way of concrete paths to learner achievement (AAC&U, 2015b). Most universities in this century are facing tremendous stress from students, maternities, and graduates to justify the intent of HE and to what level a college degree is ' appropriate ' in an age of globalizing awareness for better knowledge (Kennedy, 2014).

Although the request for a college degree around the world will keep on rising, fast increasing teaching costs (Archibald & Feldman, 2014; Doyle, 2012), the existence of not-documented refugee learners (Pérez, 2014), and the meaning of university degree (Abel & Deitz, 2014; Lin, 2016; McCann & Laitinen, 2014). Such myths of modern times guided students, academics, and parents of students to challenge the connection between HE and job (Brennan et al., 1995; Stokes, 2015).

3. Describing "Non-Economic" Advantages in HE

In general, higher education has been suggested to provide many non-economic grants, including socialization and nation-building. 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. The writers decided that higher education's social/private benefits are related to the opportunity of democracy, social accountability, and worldwide involvement.

Lagemann et al., (2010) concluded that the "non-economic" advantages of

HE are for college alumni to achieve several results: multi-ethnical awareness, interpersonal skill, abilities in problem recognition and challenge resolving, a logic of determination, and the self-esteem acting in ways which make a difference. The AAC&U (2015b) summarized few elements in which alumni will mature at the end of their university degree: to be aware of the social and natural worlds understanding, to be motivated by mastering the theoretical and functional competences, and to take responsibility for their activities and democratic standards.

Similarly, Nussbaum (2012) proposed that the non-economic and social profits of HE are information provided for students, proficiencies, and personalities like "being able to think judgmentally; the capability to exceed homegrown reliabilities and to tackle global problems as a ' world citizen '; and, lastly, the ability to understandingly imagine another individual's challenge". Archeologically, during the U.S. Revolutionary Period of 1776-1820, the purpose and role of HE were to improve students' comfort and their expressive, interpersonal, moral, and intelligent skills (Maxwell, 2007; McHenry, 2007; Palmer et al. 2010).

Bennet and Wilezol (2013) stated that a bachelor's certificate purpose is "educating and equipping soul and mind to know what is correct and appropriate in life, preparing students for new labor market requirements, and to deliver advanced learning in different fields and different professions". Similarly, Polanyi (1974: 47) reasoned that the goal of HE is to train people for exploration "who they are, seek their lives for a bigger purpose and leave college as better people". Pascarella and Terenzini (2005) reviewed five fields of higher education's social impact: (a) training and improvements in cognition, (b) psychosocial modifications, (d) mindsets and morals, (e) ethical thinking, and (f) profession and financial effects.

C. 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 et al., 2011; Ramsden, 1998). Administrative laws depend on the people with management obligations, duties, and roles to safeguard strategic targets of the organization that are joined efficiently (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 et al., 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).

There are disputed definitions of leadership that need to be recognized in higher education and taken into account in those discussions, such as: 'leadership such as performance; leadership such as position; leadership such as professional role model; and leadership such as practice;' (Juntrasook, 2014: 22-27). Remarkably, positive cultural change is not just happening in higher education, it is successfully practiced and known as a dynamic education process and not just a case, and unlearning cycle for all (Scott et al., 2008). Leadership in HE can be viewed in different perspectives if we look back in history:

1. Leadership Inside Community Colleges

From the establishment of the first public junior college in Jolliet, Illinois, in 1901 (Cohen & Brawer, 2003) to the establishment of a modern college in the 1960s, the history of public junior college formation provides a somewhat brief history and limited literature of research to draw information from Twombly (1995) studied four different periods of community college leadership, from the 1900s to the 1930s, in which the myth of the "great man" ruled, from the 1940s to the 1950s, in which members sought to become independent of high schools and create their own identities; from the 1960s to the 1970s, in which the current version of the community college was born with the strong, effective leadership needed in those pioneering days, and in the 1980s to 2000s when more attention was paid to resource issues, and business models that stressed productivity and strategic planning were used (Rowley & Sherman, 2001). Vaughan (1986) supplied a summary of 2-year institutes ' leadership.

This presidential portrait highlighted the strengths of community college presidents, comprising honesty, discretion, bravery, and empathy for others. The transition from the early founder to the manager of multitasks includes an emphasis

on communication, organizational reporting, and position reform and a call for accountability (Lewis, 1989).

2. Gender, Race, and Leadership

Females dominate almost 28% of all presidencies in community colleges. Furthermore, women are responsible for 21% in deans of teaching positions (and similarly designated positions such as academic vice president and administrative chief executive) at community colleges (Weisman & Vaughan, 2002). Because the main route to the community academy presidency continues through the provost or senior administrator of academic affairs, the future is likely to be shown by other women heading community colleges.

(DiCroce, 1995; Getskow, 1996; Vaughan 1989a) have recommended habits in which female leaders have the potential to impact society of the community college and boost chances for women in the future: (a) boost the exclusion of systemic assumptions of gender, (b) redefine authority and institutional power structure, (c) endorse policies and procedures related to gender, (d) strengthen college understanding and promote collegial discussion on gender issues and related matters, and (e) having a constructive public policy approach and discuss beyond the local campus.

Vaughan (1989) mentions female and minority presidents have been recognized for having a role in leadership in community college, in this way, the demographic profile of the community college presidents is marked and acknowledged. For instance, in 1991, 89% of community college presidents were males and 11% were minorities. After a decade, this percentage had lifted, as 28% of leaders were women and 14% were people of color (Weisman & Vaughan, 2002).

3. Leadership Across the Organization

New concepts of leadership see leadership as a process in which leaders are not seen as persons in charge of followers but as representatives of a realistic society (Horner, 1997). An example of this kind of leadership is distributed leadership (Gronn, 2000). Rather than dual-based leadership, responsibility for running the college is distributed across the company. Instead of concentrating on the one positional representation of the President, the interdependencies of the relationship

are demonstrated, in which positions change over time. Changing the strict roles over time makes the difference between a leader and follower more subjective (Birnbaum, 1992).

Multidimensional leadership is the result of a team effort or participation at various levels, rather than the ability of a single individual (Peterson, 1997). Helgesen (1995) selected leadership as a network in which the framework but also the changing mechanism is present. The leader at the web's focal point deals with creating the agreement and valuing web pieces—parts that are connection-based. The focus on the learning organization (O'Banion, 1997) encourages new concepts of leadership in which presidents and senior managers should be fine with liquid hierarchical elements that encourage non-stop learning, thorough examination, and creative reactions at all levels of the association (Dever, 1997).

4. Leadership in Teaching and Learning

Leadership is desperately needed at all levels of the organization (Marron & Cunniff, 2014). While Quinlan (2014: 32) stresses that research efforts have largely overlooked the subject of teaching leadership through the specific provision of teaching and learning information for learners. Many academics create effective learning and teaching opportunities for students (as curriculum authors and creative teachers), bringing value to fellow members and organizations as well (Raven 1990).

Discussions continue, as anyone would suspect, about the lack of equality of status between instruction and study (Nunn & Pillay 2014). Remarkably, a performance-based research measure, named the h-index was created in 2005 (Hirsch 2005). This improvement meant that the quality of the study was specifically calculated using this citation index, however, this simplicity led to the 'weighted heaviest' analysis being carried out in assessments (Pillay 2013). Evaluation of teaching leadership effectiveness focused largely on a teacher's teaching philosophy and pedagogical method, classroom practices, instructional training, innovative resources, and evaluation of students and colleagues (Nunn & Pillay 2014). But the evaluation of teaching quality remains elusive (Glassick, 2000). Therefore, it is important to examine ways to implement models of collaborative leadership to promote learning and teaching and to articulate incentives, rewards, and performance-based criteria for promotion and tenure.

IV. CONTRIBUTION TO THE LITERATURE REVIEW

Leadership in higher education matters for advancement and student experience, with motivation, acknowledgment, or legitimacy in culture for the creation of leadership skills in the academic field.

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

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). Before people fulfill higher needs, they must first satisfy the needs at the bottom of the hierarchy (Maslow, 1943). This does not mean that the needs must be completely satisfied before the next need arises (Maslow, 1943).
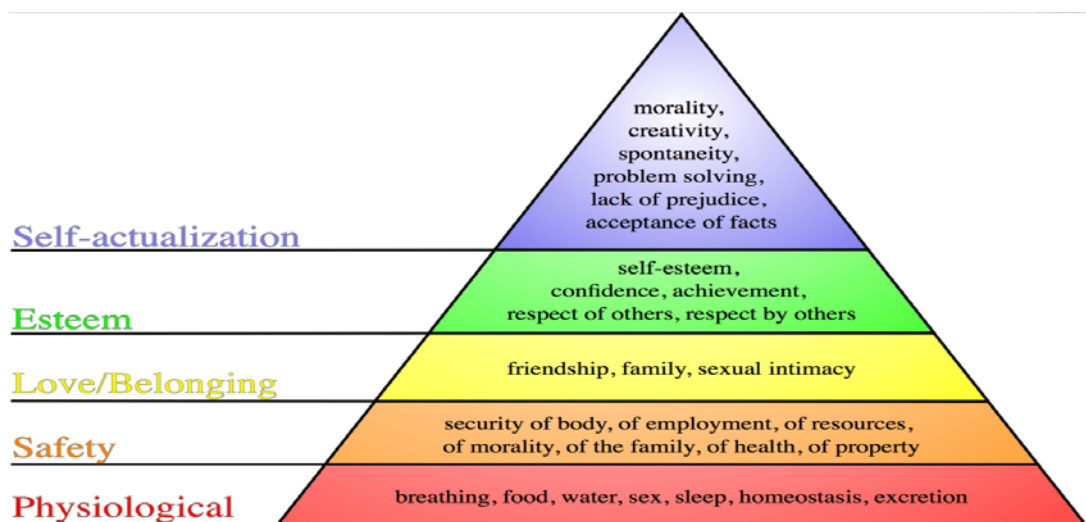

Figure 1: Maslow's Theories (Maslow, 1943)

Source: (http://www.researchhistory.org/2012/06/16/maslows-hierarchy-of-needs/)

McLeod (2018) deals with Maslow's Needs Hierarchy and notes that: Maslow

(1971: 195) claimed that a humanistic approach to education will create people who are ' stronger, safer, and take their own lives into their own hands to a greater extent. By increasing personal concern for one's personal life and a logical set of values to direct one's decision, people would begin to change the world they lived in actively. Maslow (1970a) adopts a holistic approach to education and learning, rather than restricting actions to environmental response. Maslow looks at the complete physical, emotional, social, and intellectual qualities of an individual and how they impact learning.

1. Physiological need suggests if a person is hungry or thirsty or his body is chemically unbalanced, all his resources turn to fix such shortcomings and other needs remain inactive. Maslow found the most significant physiological needs as all other needs are secondary until these needs are met.

2. Safety in Maslow's model (1943) suggested safety refers to accommodation including a sense of ease and familiarity. Without safety, individuals feel anxious and doubtful. Lynch (2001) suggests conducting a student orientation session would allow students to become acquainted with the technology, course structure, and communication resources to improve their likelihood of having a positive and fulfilling course experience. Students who are taught in a safe environment are less likely to engage in risky behavior. Create a safe, supportive climate by providing psychological and counseling services, and violence prevention programs.

3. Love & Belongings in higher education was conceived as the meaning that teachers and peers accepted, respected, involved and encouraged the students, and believing that they are a valuable element of the life and endeavor of the classroom (Thomas, 2012). Though student involvement is a complex set of phenomena and processes at multiple levels (Kahu, 2013). Experience in different forms of identity or belonging (alignment, engagement, and imagination) forms the growth of identity as learner or knower (Wenger 1998, 2009, 2010).

4. Self-Esteem in higher education according to Rogers (1969) showed that when teachers indicate high self-esteem in their daily teaching, high self-esteem will be created in their students. Teachers accept their students as they are (Kohn, 2005; Makri-botsari, 2001). Therefore, as a replacement for

punishing students, a good teacher is empathetic, caring for all students and encouraging students to learn fun (Cohen et al. 2004; Rogers, 1969).

5. Self-actualization was referred to by (Maslow 1943; 1970; Otway & Carnelley, 2013) stresses the value of early skills on personal growth and stability; scaffolding for personal growth was due to early reciprocity of love and respect. Self-actualization needs a development level frequently found in those engaged in lifetime learning (Otway & Carnelley, 2013; Akçay & Akyol, 2014).
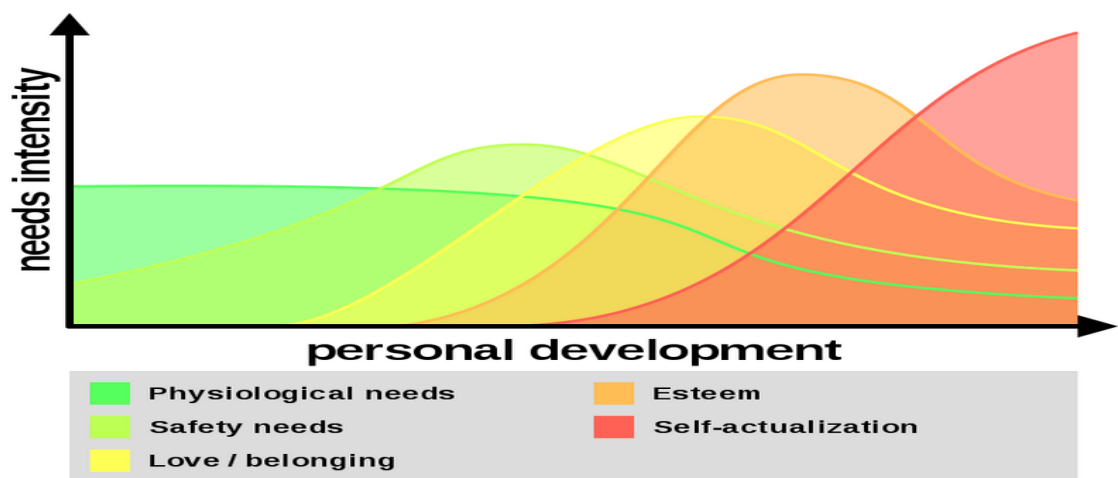
Figure 2: Dynamic Hierarchy of Needs

Source: (https://en.wikipedia.org/wiki/File:Dynamic_hierarchy_of_needs_-_Maslow.svg)

McLeod believes that Maslow's (1962) Pyramid of Needs Philosophy (as shown in Figure 2) has made the main impact on the supervision and teaching of classrooms in schools. McLeod (2018) discusses Maslow's Pyramid of Needs that: applications of Maslow's hierarchy principle to the teacher's (university staff) function is 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. Leadership Boosts Deficiency and Growth Needs

1. 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. The factors of development can be begun with the leader's organizational ability to organize others with compassion.

Table 2: Measurement level stated the aspect of developing others

The Attributes	Authors
Healing and Emotional healing	Spears (1998), Barbuto and Wheeler (2006), Liden et al. (2008), Mahembe and Engelbrecht (2013)
Listening	Greenleaf (1970), Spears (1998)
Love and Caring for others	Greenleaf (1970), Dennis and Bocarnea (2005), Page and Wong (2000), Covey (2006)
Commitment to the growth of people, Helping subordinates grow and succseed and Developing others	Laub (1999), Spears (1998), Page and Wong (2000), Liden et al. (2008)

Source: (Latiff et al., 2017)

2. Showing Integrity and Confidence

Reliability is a 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.

Table 3: Measurement level stated the aspect of proving integrity and confidence

The Attributes	Authors
Awareness	Spears (1998)
Ability to teach	Covey (2006)
Wisdom	Barbuto and Wheeler (2006), Mahembe and Engelbrecht (2013)
Fearlessness	Blanchard and Hodges (2003)
Modelling	Russell and Stone (2002)
Pioneering	Russel and Stone (2002)
Value-driven behaviour	Blanchard and Hodges (2003)

Source: (Latiff et al., 2017)

3. Community Development

Effective leaders must conceive of their roles in relationship terms and culture to shift and transform. 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.

Table 4: Measurement standard for community development

The Attributes	Authors
Building Community	Spears (1998), Laub (1999), Reed et al., (2011)
A sense of community	Blanchard and Hodges (2003)
Creating value for community	Liden et al., (2008)

Source: (Latiff et al., 2017)

4. 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.

Table 5: Measurement level stated dimension of vision development

The Attributes	Authors
Vision	Farling et al. (1999), Russell and Stone (2002), Patterson (2003), Dennis and Bocarnea (2005), Page and Wong (2000), Blanchard and Hodges (2003)
Conceptualization & conceptual skills	Spears (1998), Liden et al. (2008)
Goal setting	Page and Wong (2000)
Foresight	Spears (1998)

Source: (Latiff et al., 2017)

C. Three-Dimensional Thinking

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 as shown in (Figure 3).
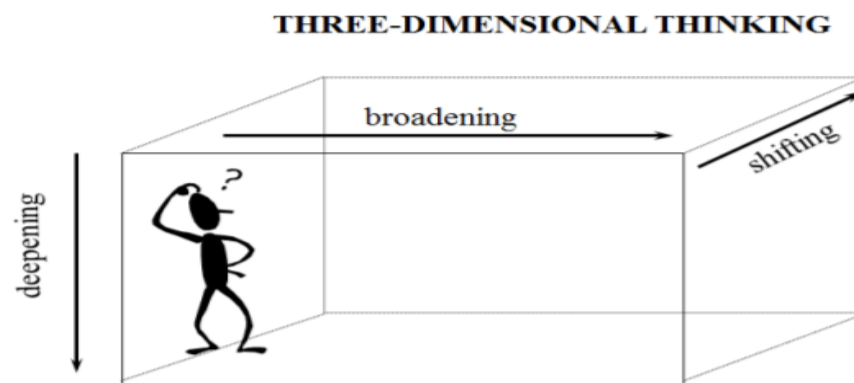

Figure 3: Three-Dimensional Thinking (Gaspersz, 2012)

Source: (http://www.jeffgaspersz.com/content/25338/download/clnt/32427_three-dimensional-thinking.pdf)

- Expanding thinking. We are looking for a range of features and angles relating to a certain question.

- Expanding the idea. We are trying to identify the underlying principles and conclusions of a problem.

- Changing the theory. We interpret the issue in a completely different context from the one it originated in.

D. Impacts of Technology on Student Learning

Technology is considered the mother of civilization, and technology plays a major role in every field of life. Most manual assignments can be automated. It is getting students more excited about studying. In a study under the title of (Student learning in HE through blogging in the classroom) (Garcia et al., 2019). The findings showed that the direction learners interpret studying and educating technology in educational position terms, 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. Increased usage of blogs in learning and teaching activity contributes to higher perceived performance, indicating that blogs should be promoted as a teaching and learning tool inside the United Kingdom and the United States HE. In addition to this result, using technology tools like blogs can boost students' psychological safety, love-belongings, and self-esteem needs, as some students might find it difficult to express themselves in a face to face communication.

E. New Approaches to Learning and Teaching

1. 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). It involves choice in 'how

what, when, and where [individuals] learn: the pace, place, and mode of delivery'
(Higher Education Academy [HEA], 2015). 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.).
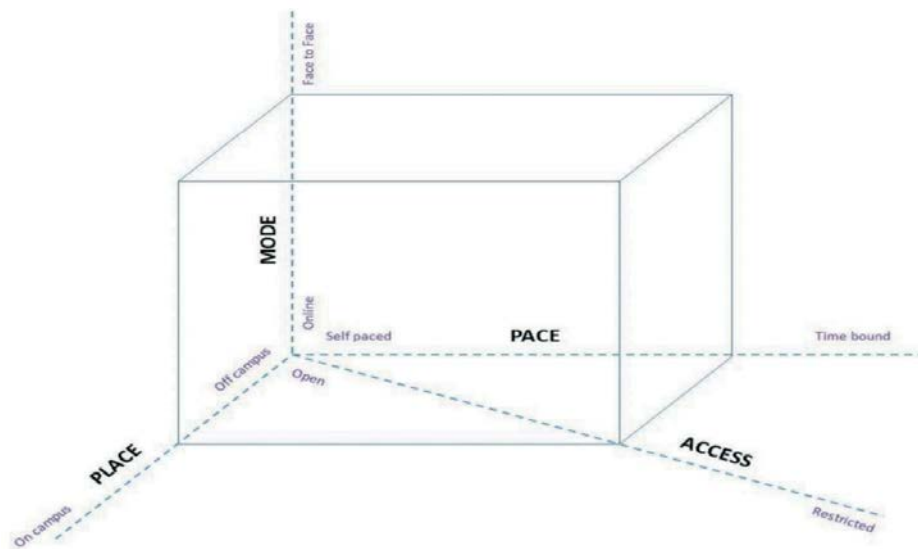
Figure 4: Pedagogical space for flexible learning

Source: (Gordon, 2014)

In research done by (Andrade, Alden-Rivers, 2019), where the topic was
(Developing a framework for sustainable growth of flexible learning opportunities),
several positive outcomes have been achieved since developing the framework of
flexible learning as it's shown in (Table 6).

Table 6: Online course fall-to-fall comparison

	Year 1	Year 2	Year 3
Instructors teaching online	273	325	349
New instructors teaching online	55	46	61
Online course sections	513	587	656
Unique online course	222	255	270

Source: (Andrade, Alden-Rivers, 2019)

The result has shown that the number of faculty online teaching has grown,

and significant numbers of new instructors are teaching online each year. The number of sections and unique courses being offered online has also increased (as shown in Table 6).

2. Ubiquitous Learning

Digital-age learning will occur anywhere and anytime. No limits of room or time. Which means expanding the cycle beyond the classroom walls and the timetable cells. A website is accessible 24/7. Learning that breaks out of these constraints of space and time will be as good or even better than the best standard studying at a school. This should also generate correct mind behaviors for our times, creating lifelong learners who can understanding and exchanging information in their lives, in all ways, and being rooted in them. For instance, Dual Diploma: the platform can be accessed 24/7 from anywhere in the world. 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).

3. Active Knowledge Making

Learners are successful users of information (for example, project-based learning, the use of multiple knowledge sources and research-based information making), less than users of information (as exemplified in the "transmission" pedagogy. Traditional learning of textbooks or e-learning with video or e-textbook distribution in mind). The learners need to be personally involved and responsible. There is support for horizontal (peer-to-peer) relations. Importance moves from cognition / memory to introduction / representation of information. This is also a contribution to Maslow's deficiency needs.

4. Multimodal Meaning

Usage of new technologies in media. Today's learners must be able to use digital media to contrast text, diagrams, tables, and links datasets, video, audio, and other media files. Across all subjects, meaning-making, and information. The new

manufacturing skills and innovations sustain and strengthen representations today.

5. Recursive Feedback

A new wave of assessment methods, including continuous human-mediated computer evaluation from multiple sources perspectives (peers, self, instructors, friends, invited experts, etc.) and input from machines (selected and supplied responses) assessments, the production of natural language). Student research can also be assessed using data mining techniques, which can be analyzed either as individual progress or as comparisons associates around. Students are often given timely feedback or evaluation that is intended for learning (formative evaluation) and not just learning (Summative Evaluation).

6. Joint Intelligence

Peers give formal input to each other, the information available is broad and accessible, and the contributions of knowledge development by peers and sources are recorded and clear. This builds the soft co-operation and communication skills required for a dynamic, diverse environment. It focuses on learning from a social viewpoint action instead of thinking as a single experience.

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 5). In some subjects, there are examples where teaching is done with a clear considerate that it encourages learning, and research-pedagogy across the study-led university education field could be an attractive way for academics to carry out their work, with the exception that both pupils and tutors will benefit.

Pritchard (1998) suggests that the aim of teaching the research university undergraduates is to recreate the information discovery process.
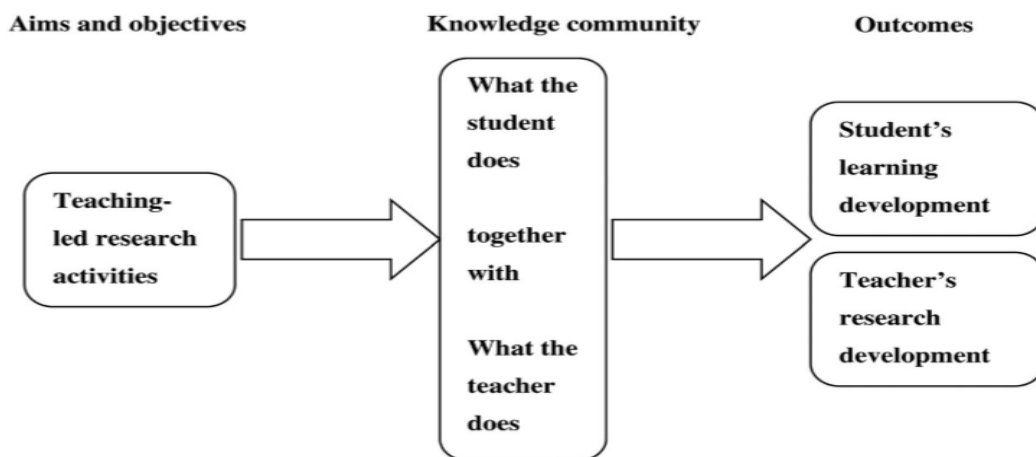
Figure 5: Teaching-led research in an undergraduate knowledge community

Source (Harland, 2016)

Harland (2016) argued 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. Better teaching & research conditions. A possible link between research and transdisciplinary approach to improving coaching exercise via evaluation research, in which scholastics join the jobs of analyst and instructor by inquiring about into their own educating.

G. Gender and Life Satisfaction

The research was done ((E)Quality of Life: A Cross-National Analysis of the Effect of Gender Equality on Life Satisfaction) (Audette et al., 2019). Some consider gender equality to encourage the well-being of society, yet others also say it has deleterious effects on the enacting state. They measured the impact on life satisfaction of four main genders (in)equality indicators: GEM, GDI, GII, and the GGI (or GGG).

The result of the study contributes 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.

Studies show that college graduates have longer life spans, better access to health care, better nutrition and health practices, greater economic stability and security compared to high school graduates, more secure jobs and greater job satisfaction, less reliance on government aid, greater policy awareness, improved community service and leadership, greater self-confidence, and less illegal activity and incarceration.

H. Learning and Innovation Skills in Higher Education

The Flipped Classroom: Is the studying method that was moved outside the school to teach in a classroom. Often teacher-produced video or other tools are used to transfer to the learners so they can learn outside the normal learning time.
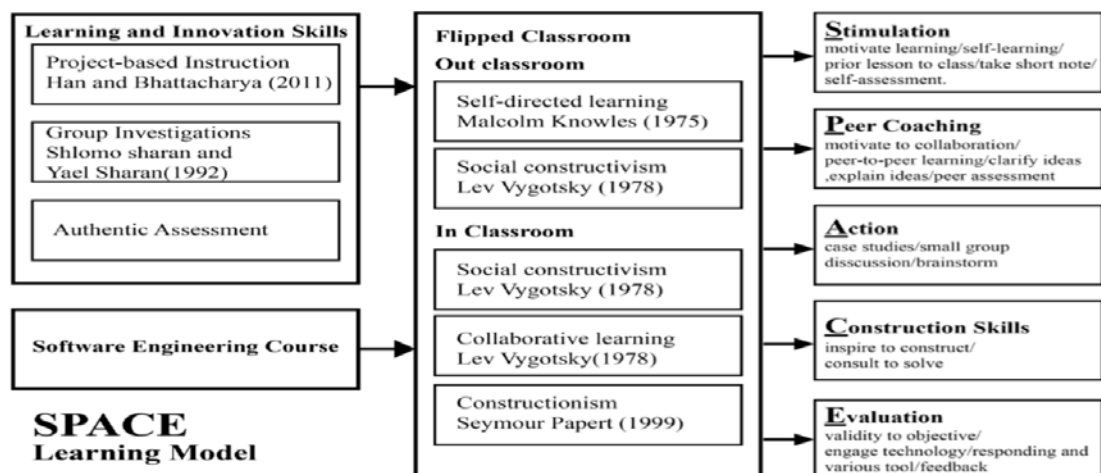
Figure 6: SPACE Learning Model for the Flipped Classroom

Source (Pradubthong et al., 2019)

The model reinforces the pupils so that they can improve their studying abilities and adapt to their real-life situations. Integrating thinking and creativity skills, which helps the learners adapt them to daily life and relate them to other learning abilities. To find guidance for the flipped classroom model to enhance the learning and creativity abilities of undergraduate students, (Pradubthong et al., 2019)

suggested strengthening the learning model by evaluating the issues of the current learning situations of teachers and the level of opinion and behavior of the students to improve the learning process. The researchers then proposed a method for evaluating and modifying the model to education experts. The researchers developed the model following the structured methodology and applied the suggestions of the experts to enhance the learning process to finalize the structure, as shown in the (Figure 6).

It could be inferred that the process involved five phases in instructional management to improve understanding and creativity skills.

SPACE stands for Stimulation, Peer Coaching, Action, Construction Skills, and Evaluation.

- **Stimulation:** Learning outside the classroom enabled the learners to train themselves before joining the learning process.

- **Peer Coaching:** Classroom / Learning outside the classroom emphasizes learners ' capacity.

- **Action:** The phase of the Action focuses on case studies, small group discussions, and brainstorm.

- **Construction Skills:** Well-organized exercises allow students to develop thinking skills and problem-solving skills during class time.

- **Evaluation:** The researchers concentrated on targeting validity, integrating technology, responding to various tools, and feedback during the evaluation process.

Instruction and imagination abilities are getting progressively significant in an exceptionally unpredictable, mechanical world, and the distinguishing proof of training standards and aptitudes is expected to assist understudies with planning for the living and workplaces of the 21st century. This methodology gave strength in the assessment and could diminish tension between students. Use rubrics for scoring encouraged on the proposal to improve understudy results.

İ. Lifelong Learning & Critical Thinking

It's about how we 're connected, and the world around us. They 're about

developing relationships in other ways as well. With that in mind, let 's look at the skills that help everyone — student, instructor, parent, etc.

1. Creativity

A more dynamic global economy than ever before. Innovative goods rely on the capacity of a company to design and deliver them in an esthetically pleasing manner. Creative thinking and innovation capture the interest of customers and ensure their loyalty. In the end, imagination is the universal language in which we will all learn to share our interests and ideas.

2. Problem Solving

The climate is rapidly shifting. When future generations must solve the challenges, we cannot even imagine before. They will face challenges requiring skills to identify a problem, devise a suitable solution, and put it to effective use.

3. Information Management

Essentially, knowledge is all on the Internet and it is alive and rising. Every single day, 2.5 quintillion bytes of data are created online. Useful solutions and products are critical in dealing with this knowledge.

4. Curiosity

The interest drives lifelong learning. There is no learning without curiosity. It shows people falling in love with learning.

5. Reflection

When we learn, we 're learning new skills and information for different uses. None of that information is useful though because we don't understand how it has helped us or others. Beneficial lifelong learning skills must involve learning reflection, as it is what brings true value to learning.

Critical Thinking

Is the capacity to think simply and rationally about what to do or believe? This requires the opportunity to engage in critical and analytical thinking. Anyone who has critical thinking skills will do the following:

- Understand the conceptual linkages between ideas

- Identify, structure and test arguments

- The detection of contradictions and common errors in reasoning

- Solve problems scientifically

- Identify the appropriateness and importance of ideas

- Reflect on whether one's views and values are justified

J. Communication & Dialogue

Garmston and Wellman (1999) describe four ways of talking:

- The conversation is informal, polite, talking about personal and social issues.

- Discussion is talking with a purpose — often a decision to make. At first, the discussion may appear unstructured as people suggest ideas and explore possibilities but as people choose sides, it becomes more organized. It may start to resemble debate.

- The debate is an intense type of discussion, in which the structure decides participants are taking sides and arguing for that side, disproving arguments from the other. Debates are typically organized and formal; they leave no space for debate or to draw on the ideas of others

- Dialogue talk is structurer than conversation, but less formal than discussion or debate. Dialogue includes people in building an understanding of an issue, without the pressure to make decisions or being "right." Dialogue has advantages, the main advantages are the diversity of comments and questions that may emerge from a broad group, the new understandings, and connections that develop and the growing sense of community and shared understanding. Higher education must recognize and appreciate the advantages of a common communication community and make it possible for teachers to participate in formal and open dialogue. The practice of genuine dialog changes the way people speak, respond to, and appreciate each other and that mutual understanding will build a dream for all students of powerful learning.

K. Developing an Educational Partnership

A partnership is formally an agreement where two or more groups work together towards mutual objectives. Partners may include anyone interested in or dedicated to the enriching student, school, and community educational experiences. A good relationship is built on the spirit of confidence and motivation between participants. The five determinants to the effectiveness of the Alliance are:

- Partnership engagement, relationship management depends on smooth interactions and networking between vendors, school administrators, and staff. collaborating and sharing of money, maintaining, and committing a long-lasting educational relationship requires a large amount of capital to absorb. In addition to financial contributions, participants need to devote infrastructure, staff, and other tools to complete collaborative research.

- The students expend additional time and money on studying and working abroad programs. The aim is to learn lessons from their home college that cannot be obtained. Therefore, partnering schools need to discuss the need to offer students new and innovative classes. This way, the standard of the services can be improved and the participation rate of the students consistently increasing.

- Quality and risk management, quality of education, and credibility are key to sustaining a long-term relationship. A high standard of education may gain a better reputation, but it also means a better chance of winning a good partnership. A carefully designed risk management framework for tracking the efficiency of the execution of the agreement should be followed.

- Regional and economic environments, while higher education institutions select global partners, geographical and economic realities are among the lists to be evaluated. For example, studying abroad is the most common international program on campus. Students choose geographic location and nation they want to research globally. Hence, recognizing the cultural, political, and geographic and economic contexts helps organizations to set up adequate programs for their students.

- Colleges must assess and select appropriate cultural and political settings in

targeted nations for the establishment of desirable relationships to give their students secure and beneficial programs. Students pick a place of interest in study abroad. We most frequently choose to live in major and popular towns. The key reason to select known towns for research is to appreciate the quality of life and ease of traveling there. Of these reasons, institutions of higher education have to recognize the location factor and economic climate as a productive partner determinant.

- Change management, the primary aim of offering study programs abroad is to burst the global outlook and cultural experience of their students. This approach lets students understand an entirely foreign learning atmosphere with great experience in the international sector. Practicing an educational partnership may result in organizational changes affecting areas such as organizational structure, implementation of tasks and jobs, people, culture, learning, IT and infrastructure setting, and methods of service delivery. Many partnership programs include education in distance learning. Building a modern IT infrastructure for online learning and social networking purposes will thus be a new paradigm of service delivery for institutions of higher education.

L. Language

Improving the language skills to create a better life for all well-being. Categorizing language learning into five different areas of skill: writing, listening, reading, speaking, and cultural awareness (relatively new is this last). All these competencies are interrelated, but they can evolve and differ in levels. Benefits are building a positive outlook towards other people who are different, and this adds to the hierarchy of Maslow's love / belong. Growing interest and critical thought, rising social and business opportunities. Creativity, and dealing with another culture makes us understand ourselves and others better, four out of five new jobs in the US are created because of foreign trade.

Learning a new language and improving its level also enhances memory and listening skills. Offers a sense of the past, culturally and linguistically. Studying foreign languages teaches and fosters a reverence for other peoples, it fosters an appreciation of language and human existence interrelationships. Foreign languages

are expanding one's worldview, liberalizing one's experiences, and making one more flexible and tolerant. Expanding one's view of the world and reducing people's barriers, barriers creates distrust and fear.

M.   Self-Awareness

Is one of the most critical ways of achieving a harmonious life. Like a muscle that weakens uselessly, a lack of self-consciousness can erode our relationships not only with others but also with ourselves.

- Subjective self-awareness: We 're the origins of all our attitudes and beliefs. Based on our experiences and understanding the universe revolves around us.

- Objective self-awareness: It is the belief we refer to others and some patterns of acceptable behavior. Such similarities in behaviors, attitudes, and characteristics all lead to our self-awareness. The more self-focused a person is, the more self-aware the person becomes.

    Among the skills of self-awareness are:

- Emotional self-awareness – Recognizing one's emotions and their effects,

- Accurate self-assessment – Knowing one's strengths and limits; and,

- Self-confidence – A strong sense of one's self-worth and capabilities.

    Proven benefits of self-awareness include:

- It can make us more optimistic, increase acceptability, and promote positive self-development (Sutton, 2016).

- Self-awareness allows us to see things from others' viewpoints, to exercise self-control, to work creatively and productively, and to feel pride in ourselves and our work as well as general self-esteem (Silvia & O'Brien, 2004).

- It leads to better decision-making (Ridley et al., 1992).

- This can strengthen us in our careers, strengthen our workplace communicators, and boost our self-confidence and work-related well-being (Sutton et al., 2015).

To cultivate self-awareness: -

- Create space and time: daily listen to yourself, stop the digital intrusion, and cut out the isolation. Be present at the moment and pay attention to yourself and your surroundings, instead of getting lost in thinking

- Practice listening, pay attention to the speaker, track body language and feelings, don't specifically assess or analyze.

N. Synergy

Synergy is the interaction of multiple elements that, when combined, produce a total effect greater than the sum of the elements or contributions concerned. Innovation is the result of "creative activity," "creative abilities," "creative education." Knowledge, high technology, and new developments are playing into innovative development. Creative education focuses on improving the person's creative ability, fixing an idea in his/her professional consciousness of implementation by turning awareness and ability into the potential for growth. Synergy is the creative training of science and art. It directs us to study creatively, to become creators themselves and future creators. Effectiveness and perception of knowledge, knowledge sharing happens when a person is eager to help and learning from others how to develop new skills (Sawhney & Prandelli, 2000).

Synergy leads to student-centric, where students think and learn by doing, and serve as a guide when exploring and learning new concepts. Student-centric classroom environments place the interests of the students first and concentrate on the needs, abilities, and learning styles of each student. Among the benefits of synergy are using computing devices, active learning, adaptive learning, students understanding and following the rules and procedures, mutual respect, taking responsibility for their learning, performance-based evaluations, and collaborative learning.

O. Time Management

Time management is the process of planning and exercising deliberate control over the amount of time spent on specific tasks, in particular, to maximize efficiency, productivity, or effectiveness. Some of the most challenging obstacles people face

when managing time are to maintain deliberate control of the time they spend on their tasks. The postponement is one of the big barriers to successful time management. Postponement is the art of doing unnecessary or less important tasks, rather than doing the more important things that you think you need to do. By diving deep into the psychological secrets and learn how to refine our most powerful weapon: our mind, we learn to manage our time, and this can be done through solutions like self-awareness and increasing our consciousness level. And this leads us to believe that time management is a key to success.

Academically, time management is one important obstacle in online courses. Time management is an important college success skill in both face-to-face and online classrooms. Bad time management and fewer study hours are the leading prophets of low academic performance in a typical 4-year university education placing (Beattie et al., 2017). University students with better time management skills also score higher on cognitive assessments and become more successful students (Van Den Hurk, 2006). Scheduling and managing time may motivate students to spend more time on their preparation. By scheduling when to work, students are more likely to spend the scheduled time on their classes instead of rotating tasks. Another potential explanation of the importance of time management and scheduling is that it decreases the probability that students can learn a lot of work in a short time or put off work right before the deadline. A final possible explanation is that time management is an important method for minimizing academic tension and anxiety (Misra and McKean 2000).

V.   CONCLUSION

What students want from the teachers and HE in general, are the cutoff of a hunch, correspondence of information, affiliation, imperativeness, raised necessities, and affirmation of results, constant individual and various leveled dynamic, supporting differences and resemblances. Individuals are unique, so the holistic approach suggests a balanced answer and states that the universal needs for education should be accepted regardless of country, culture, religion; political, social, and economic conditions. 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.

Based on the literature, we may argue that if educational leaders want to be able to actively help and improve their skills and knowledge they need. All skills must include the competencies:

- Creating a common sense of society

- Creating ownership sense

- Defines mutual vison and meaning

- Identify strengths and areas for growth to offer insights

- To motivate and allow capacity building

- Implementing strategies which knowledge sharing with others to ensure system evolution

Throughout my investigations, I have found that the understanding of an educational leader requires:

- Understanding good instruction

- Being familiar with local and foreign influences

- Recognition of technologies which have a positive impact on teaching and learning

- Identification of the elements which support effective leadership

- Knowing approaches that build potential for leadership (Lambert, 2003) and the degree of leadership (Chenoweth and Everhart, 2002).

The educational leader should build some important qualifications for becoming an effective higher education leader. That is to say, he/she should know the climate, "enhancing the student experience", know the key strategic challenges to higher education, know the university, know him/herself, know how to lead and celebrate diversity "and know universities as learning ecologies, know how to manage your credit and know how to communicate, leading results, in a crisis.

Leadership depends on point of view, direction, and the finish of the main procedure, looking to the future (feeling based activity), or focused on working up an approach to be trailed by the relationship for the achievement of its inspirations (key organization). Finally, I think a leader in higher education who wants to influence the teaching and learning process should have the following characteristics listed in Figure 8. So I can claim that a dynamic educational leader should be: using different techniques; flexible; creative and up to date; each one is different and special; show academics and students love them; let them go to the river; offer skills that lead to learning; surprise academics and students; do not focus on him/ herself; respect each one of academics and students; do not allow the students to drink from a bottle, and listen actively and comprehensively to academics and students.

Today's society needs college graduates who are not only intellectual and knowledgeable but also learners who can holistically contribute to their communities.

Also, this study encourages leaders in HE to change strategies in which faculty members mentor college students both academically and professionally, in a way that best aligns with both individual and career motivations. Furthermore, this paper shows how HE leaders can create informal policies that encourage the faculty to develop innovative programs, curricula, and experiences that lead to the development of demonstrable proficiencies, as aligned with 21st-century skills.

Leaders in HE should adopt a broad-based, comprehensive reform of

undergraduate education to ensure that all students understand, pursue, and develop the proficiencies needed for work, life, and responsible citizenship (Chunoo & Osteen, 2016). As far too many students graduate underprepared for twenty-first-century work and citizenship (Finley, 2012), new efforts to serve, support, and graduate a more diverse and changing population is essential for developing students' skills in college and beyond (Holzer, 2015). Future research will explore how both students and presidents perceive the intent of 21st century higher education (Dunek, 2015). Besides, systematic research comparing how different types of institutions-particularly research universities-perceive the overall value of their college degree, and to what degree students with different identities (race, faith, gender) may or may not support them. Policymakers need to better predict social, economic, cultural, and political shifts, all of which are important for addressing the growing gap in skills between educators and undergraduate students, as well as employers and college graduates (Crow & Dabars, 2015).

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.

These leaders consider there to be advancement as fundamental to their capacity to make situations that serve the adapting needs of others, and they look for

chances to learn and think about their encounters through professional development exercises, working together, and perusing. The grant portrayed here should help them in that procedure. 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. Such efforts will be more productive as research gives us a better understanding of how effective leaders make sense and react productively to both external policy initiatives and local needs and priorities, and how these activities blend into the framework of the education system, increasing its overall quality and adding significant value to the learning of the students.

Equality, satisfaction, self-actualization, were paid attention to very much, 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.

Accepting love is a universal language (address the needs of students, build a sense of order, let students know you as a teacher, get to know your students) and ensuring the peaceful education as the holistic power (synergy), which is an interaction or corporation between more elements with a cumulative effect greater than the number of their distinct effects. Academics need to be better prepared to deliver quality learning and teaching outcomes, work together to identify and resolve real-world issues, and lead the practical application of new knowledge to solve problems. But such improvements in higher education do not happen spontaneously-they need to be inspired (Bryman, 2007). Need for holistic informativeness to achieve a shift from quantitative to qualitative growth to achieve a structural transformation of the higher education system. Learning mutually respect, care for each other, and nurturing environment as shown in (Figure 7).

Figure 7: Holistic view for understanding

Source**:(https://europeansting.com/2020/01/18/we-must-move-from-egocentric-to-ecocentric-leadership-to-safeguard-our-planet/)**

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