Exploring Sustainable Leadership Practices In Higher Education Institutions: A Comprehensive Review

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ARTICLE INFO	ABSTRACT
	This paper explores the concept of sustainable leadership within higher education institutions, focusing on theoretical frameworks and practical applications. It delves into the integration of learning and leadership, emphasizing the importance of balancing economic, social, and environmental factors. Various models of sustainable leadership, including those proposed by Kantabutra and Saratun, Lambert, and Hargreaves and Fink, are discussed, highlighting key principles such as capacity building, diversity, conservation, strategic distribution, building objectives, and innovation. The paper emphasizes the significance of incorporating sustainable leadership practices into institutional culture and decision-making processes to ensure long-term success and competitive advantage. It concludes by emphasizing the gradual process of implementing sustainable leadership and the need for organizations to prioritize its adoption for sustained effectiveness and impact.
	Keywords: Sustainability, Leadership, Sustainable leadership

Introduction

The concept of sustainable leadership, which emerged during the 2000s, is characterized by the fundamental integration of learning and leadership. This integration serves as a cornerstone for sustainable leadership, representing its essence and facilitating educational change (Lee, 2017). However, some researchers focused on a leader's personal, physical qualities and behaviour, whereas others focused on the interactions between a leader and his or her subordinates and other researchers present which circumstances influence the actions of leaders towards the organization (Taşçı & Titrek, 2019). Furthermore, sustainable leadership, which begins with the characteristics of the individual, demonstrates an understanding that these traits extend to bigger levels, such as organizations and society. In other words, sustainable leaders are those who maintain the equilibrium between the economic, social, and environmental sectors (Visser & Courtice, 2011). In other words, it has been noticed that numerous types of leadership theories have arisen in accordance with each period, place, position, time, and condition in the course of human history (Taşçı & Titrek, 2019). In addition, sustainable leaders engage and motivate subordinates, define the working environment, and link subordinate requirements to those of the organization, so enhancing the sustainable performance of employees and the organization as a whole (Gjerde & Ladegård, 2019). However, the greatest challenge facing university administrators is ensuring the future viability of higher education institutions, primarily because it requires a concerted effort to maintain the institution's pride, staff efficacy, and efficiency in upholding global education standards (Ali, Ayodele, & Ibrahim, 2019).

Many leaders in higher education institutions may possess a limited understanding of sustainable leadership practices and their potential benefits due to a lack of awareness (Aung & Hallinger, 2022). To enhance understanding and knowledge, it is recommended to organize training sessions and awareness programs aimed at educating leaders about sustainable leadership practices and their significant contributions towards achieving the institution's sustainability objectives (Savage, Tapics, Evarts, Wilson, & Tirone, 2015).

Inaddtion, the process of incorporating sustainable leadership practices into the institutional culture necessitates substantial effort and coordinated endeavors (Liao, 2022). There is a clear gap, lack of understanding about sustainable leadership implementation, its characteristics, values, ideologies, and effects on learning outcomes (Sharma, 2019). Our main focus during the study was on performing a comprehensive literature analysis to uncover areas where previous research had gaps, specifically in terms of how faculty leaders apply sustainable leadership practices.

To cultivate sustainability within the institution, it is imperative to develop comprehensive strategies and policies that articulate explicit sustainability goals aligned with the institution's mission and values. Moreover, sustainable leadership principles should be seamlessly integrated into strategic plans and decision-making processes. However, leaders guide organizations toward sustainability through adaptive learning, which helps address conflicts and complexities stemming from social, economic, and environmental factors. To address sustainability challenges, which include the leader's perspective, behavior, and the context in which leader-follower relationships are formed, these leaders should have competencies in systems thinking and demonstrate innovative thinking (Leal Filho et al., 2020). Sustainable leadership in higher education, which can be described through two main themes: the qualities that leaders should possess and their commitment to sustainability, including questioning established norms. Additionally, it emphasizes the need for global educators. The "institutional middle" in sustainability leadership underscores the importance of universities addressing knowledge transmission to raise political awareness regarding sustainable development and nation-building (Salihu, Nayel, & Rabiatul-Adawiah, 2020).

The status quo of' sustainable leadership' clarifies the path he might traverse professionally and emotionally after discovering himself with the aid of a new idea, as defined by the concept of philosophical leadership (Hategan & Hategan, 2021). According to Ferdig (2007) agrees with this perspective and emphasizes the importance of leaders prioritizing actions that extend beyond their own personal interests. However, based on Avery and Bergsteiner (2011 a,b) the concept of sustainable leadership can be described as a perspective on leadership characterized by its humanistic approach.

Sustainable leadership provides educational institutions with a competitive advantage (Hallinger & Suriyankietkaew, 2018). However, sustainable leadership brings opportunities to organizations in the shape of innovation, continuous improvement, sustained competitive edge, and long-term success (Iqbal, Ahmad, & Halim, 2020). Many educational organizations view sustainable leadership as an opportunity for more innovation and a successful strategy for long-term success, continuous improvement, and sustained competitive advantage (Al-Zawahreh, Khasawneh, & Al-Jaradat, 2019). Recently, the concept of sustainable leadership has arisen in the literature.

Sustainable leadership differs from traditional leadership in that it focuses a considerably greater emphasis on long-term prosperity than on short-term profitability. It highlights the leader's responsibility in supporting outcome production and ensuring that such outcomes are created continuously (Lee, 2017). The outcomes emphasises a full shift in thinking that begins with a fundamental challenge to the conventional dependence on senior administrators as "agents of change" for sustainability leadership, to a new perspective on leadership as a shared learning process, that is, sustainability leadership as a "subject of change" with importance given to a communal, inclusive, and dialogical process focused on crucial concerns of sustainability (Kolenick, 2017). Sustainable leadership enables leaders to increase their knowledge and skills in the management of human resources and organizational resources, and gives invaluable chances for educational leaders to network and support one another in achieving not only present but also future organizational objectives (Silalaiy, Ratanaolarn, & Thaveesuk, 2018).

Method

Through this research, the positive and important effects of sustainable leadership as a shared learning process have been identified, and a successful method for long-term success, continuous development, and sustained competitive advantage has been provided. Thus, such leadership has the ability to significantly promote organizational growth and improvement (Silalaiy et al., 2018). Sustainable leadership has been used in a variety of situations and contexts. Lambert (2011, 2012), Kantabutra and Saratun's (2013) explore sustainable leadership in the education sector using an organizational level of analysis. Furthermore, Hargreaves and Fink (2004), Lambert (2011), Kantabutra and Saratun (2013), and B. Davies (2007) using an organizational level of analysis, research on sustainable leadership in the educational sector. Several underlying concerns must be examined across the various frameworks. This perspective emphasises the significance of fostering a collaborative through shared values, visions, and convictions. However, these demonstrates that the foundation of sustainable leadership can be learned and shared. There are a number of underlying concerns that must be investigated across all frameworks. Individuals and organizational processes are the two categories that divide the topics. There are opportunities for leaders and people to grow within the individual parts, including succession planning.

Sustainable leadership in higher education refers to the practice of guiding organizations with an emphasis on long-term planning and vision. When sustainable practices are integrated into the organizational culture, decision-making procedures, and overall strategic direction, it goes beyond conventional leadership methods.

Leaders in higher education who prioritize sustainability often emphasize the importance of long-term planning and a forward-thinking mindset.
In order to ensure the institution's ongoing relevance, it is important to guarantee its resilience and carefully consider the potential impact of decisions on future generations.

a.) Kantabutra and Saratun (2013)
The framework contributes to various benefits, including enhanced brand and reputation integrity, increased employee satisfaction, robust financial operations ensuring organizations' short-term survival, improved long-term value for owners and shareholders, and greater long-term value for a wide range of stakeholders (Kantabutra & Saratun, 2013).

Table 1. Sustainable leadership Framework For Higher Education Institutions

Name	Summary
Aim at a long-term view	Educational leaders should maintain a long-term perspective and strive to strike a balance between immediate and long-term viewpoints.
People development	Institutions prioritize specific skills and develop their staff's capabilities through in-house and other training methods that strongly support employees' ongoing development.
A strong institutional culture	A university should build a strong culture of shared values. This culture guides staff on how to behave and encourages performance in accordance with expectations.
Innovation	Innovation plays a crucial role in driving both scientific advancements and economic growth. Disruptive innovation specifically focuses on making changes to product designs.
Social, environmental commitment	A commitment to social and environmental issues is a foundational element of an organization. Educational organizations often prioritize these commitments, influenced by their leaders who set the right example and inspire moral behavior in others.
Morality behavior	Educational institutions that operate transparently, ethical methods can maintain the trust of stakeholders. Morality and ethical behavior could promote university sustainability in increasingly diversified ways.

Sources: Adapted from (Kantabutra and Saratun 2013)

The sort of capitalist activity in a particular region affects the relative ease or difficulty of implementing sustainable practices. The six tangible leadership characteristics are commonly known as the practices of leadership sustainability (Kantabutra & Saratun, 2013). In addition, these methods produce a well-maintained organization, utilise minimal resources, and enhance the performance and reputation of the organization. (Kantabutra & Avery, 2011).
This leadership practise hierarchy, however, is comprised of deliberate directives for encouraging sustainability. The flow of these behaviours occurs at all levels, not just from top to bottom and conversely (Rehman, Sami, Haroon, & Irfan, 2019).

b.)   Lambert (2011)
Lambert (2011) proposed a framework for sustainable leadership that emphasizes the importance of ethical and responsible decision-making in organizational leadership. Lambert (2011) highlights the significance of the social aspect of the link in sustainable leadership that enhances the follower's position due to its significance in stakeholder management (Minelgait, Edvardsson, tangej, & Stankeviius, 2019). Its mentioned that, "*If sustainable leadership is to have any measureable impact on the organisation, it needs commitment from all elvels of the organistion to create a cultre in which leadership skills can be developed"(*Gerard et al, 2017:p14)

Table 2 . Sustainable Leadership Framework

Name	Summary
Builds capacity of staff	Provides opportunities for personnel to develop leadership and management capabilities and learn best practices.
Strategic Distribution	It empowers personnel at every level to engage in leadership initiatives that drive long-term advancement.
Consolidates	It aims to meet the community's learning requirements through collaborative efforts.
Builds long-term objective from shortterm goals	Assists in aligning the organization's long-term goals with the short-term objectives set by funding agencies.
Diversity	By embracing diversity, we can gain insights and promote social cohesion and inclusion.
Conserves	Honour the past and draw lessons from it in order to build a better future.

Sources: Adapted from (Lambert, 2011)

Sustainable leadership as a strategy for enhancing learning organization. It was suggested that Lambert's (2011) framework of sustainable leadership would serve as a more applicable model for the secondary education sector. Lambert (2011) formulated a sustainability leadership model, intricately tailored to this specific context. The conceptualization of this model was influenced by the frameworks proposed by Hargreaves and Fink (2004) as well as Davies (2007). This model was utilised in field research to determine its validity, whether such a tool helps enhance educational leadership potential, and to what extent its parts are being implemented. Lambert's framework highlights the significance of sustainability and responsible leadership for the organization's long-term success and stakeholder well-being. please rephrase the sentence into academic sentence. Lambert's model of sustainable leadership is a valuable resource for leaders who want to create and sustain successful organizations.

c.) Hargreaves and Fink (2006)
Hargreaves and Fink's (2006) model of sustainable leadership based on a model of sustainable leadership, educational institutions' leadership capabilities were enhanced. Hargreaves and Fink's (2006) provide a model for the development of sustainable organizations based on seven principles. Some attributes are not influenced by the level of education (primary, secondary, post-compulsory), as evidenced by an analysis of established models. Consequently, sustainable leaders must exercise extreme caution when making decisions that affect the interests of a large number of individuals within organisations, and they must make every effort to preserve organizational fairness. For example, "doing the right thing" is a crucial aspect of long-term leadership (Lee, 2017).

Table 3 : Hargreaves and Fink Seven-Principle Approach to Sustainable Leadership

Name	Summary
Depth	Leadership is defined by caring for others and a passion for learning. Deep learning surpasses narrow accomplishments and superficial assessments
Length	It ensures that the most valuable aspects of existence continue to exist and advance under successive leaders.
Breadth	It thrives and relies on the collective leadership of multiple individuals, rather than being solely dependent on one person in a superior position.
Justice	It refrains from attracting the most exceptional pupils or instructors from neighboring establishments, nor does it thrive by detrimentally affecting others. On the contrary, it actively engages in collaboration.
Diversity	Acquire knowledge and understanding from a range of different backgrounds, promoting the integration and unity of society.
Resourcefulness	Identify, acknowledge, and cultivate exceptional abilities at the beginning stages of a person's professional journey.
Conservation	Embrace the wisdom of the past to forge a more promising future.

Sources: Adapted from (Hargreaves and Fink 2006)

According to Hargreaves and Fink (2006), sustainable leaders are concerned with the organisation's long-term success and guarantee that their employees are constantly learning.

It shows a leader's sustainable performance and effectiveness towards educational institutions. Leaders' performance is sustained and lifelong education in the institutions (Hargreaves and Fink, 2006). Sustainable leadership approaches include employee appreciation, a shared vision, social responsibility, and amicable labour relations, and also substantially increase long-term performance (Avery & Bergsteiner, 2011 a,b). Nevertheless, according to Hargreaves & Fink (2006), persistent performance establish sustainable content or values, design and develop effective leadership, transfer leadership skills, promote social justice, create a variety of situations to support creativity, and determine which historic values and practices merit preservation. However, Hargreaves and Fink (2006) highlighted the fact that sustainable leaders are proactive in tackling the issue of social justice. In addition to instructing a leader's successors, leadership succession necessitates disseminating leadership throughout the institution's professional community.

Results

Through this research, the positive and important effects of sustainable leadership as a shared learning process have been identified, and a successful method for long-term success, continuous development, and sustained competitive advantage has been provided. Thus, such leadership has the ability to significantly promote organizational growth and improvement (Silalaiy et al., 2018). Sustainable leadership has been used in a variety of situations and contexts. Lambert (2011, 2012), Kantabutra and Saratun's (2013) explore sustainable leadership in the education sector using an organizational level of analysis. Furthermore, Hargreaves and Fink (2004), Lambert (2011), Kantabutra and Saratun (2013), and B. Davies (2007) using an organizational level of analysis, research on sustainable leadership in the educational sector. Several underlying concerns must be examined across the various frameworks. This perspective emphasises the significance of fostering a collaborative through shared values, visions, and convictions. However, these demonstrates that the foundation of sustainable leadership can be learned and shared. There are a number of underlying concerns that must be investigated across all frameworks. Individuals and organizational processes are the two categories that divide the topics. There are opportunities for leaders and people to grow within the individual parts, including succession planning.

Sustainable leadership in higher education refers to the practice of guiding organizations with an emphasis on long-term planning and vision. When sustainable practices are integrated into the organizational culture, decision-making procedures, and overall strategic direction, it goes beyond conventional leadership methods. Leaders in higher education who prioritize sustainability often emphasize the importance of long-term planning and a forward-thinking mindset. In order to ensure the institution's ongoing relevance, it is important to guarantee its resilience and carefully consider the potential impact of decisions on future generations

Sustainable Leadership Practices
Capacity Building
In order to foster long-term leadership practices, organizations actively participate in capacity building efforts at both the organizational and social levels. The concept of capacity building encompasses the transformation of employees' attitudes and behaviors, along with the provision of vital skills and mentality, all with the purpose of attaining sustainable development in the organization (Iqbal & Ahmad, 2021). In order to achieve sustainable leadership, it is crucial to have a deep understanding of how it fosters both creativity and adaptability. These qualities are necessary to effectively meet the new objectives that are associated with sustainable development. In fact, linked emphasis on human resource management, capacity building, education, training, and higher education emphasises the importance of leadership in helping individuals adopt sustainable practices. It focuses on increasing capacity at the organisational (like professional development and training) and societal (like education, higher education, and student) levels. This demonstrates how important capacity building is to implementing the shift to sustainability (Avery & Bergsteiner, 2011 a,b). Building an organization's capacity involves changing the attitudes and behaviors of employees. It also includes developing new leaders who have the necessary knowledge and skills to achieve sustainable development goals (Dalati, Raudeliūnienė, & Davidavičienė, 2017). Building capacity and promoting sustainable change are the two main goals of sustainable leadership. In line with a focus on long-term outcomes, continual capacity building is combined with vision articulation (Dalati et al., 2017).Thus, sustainable leadership involves promoting change within institutions, especially in higher education.

Efforts to enhance leadership and management skills are more effective when they focus on providing opportunities and motivation for staff to develop their abilities, rather than relying solely on capacity building through work shadowing.

Diversity
Diversity is an essential element that promotes social and broad understanding, as it allows us to learn from a variety of cultures. Sustainable leadership fosters the growth of diverse teaching and learning by promoting networking and cohesion among its constituents, which in turn advances the cause and facilitates the acquisition of knowledge (Dalati et al., 2017). Inaddtion, The development of a social environment characterized by diversity results in the formation of numerous cohesive and interwoven layers, each

contributing to the overall fabric of the community. The act of preservation, which emphasizes the fundamental elements of the past and strives to further its progress, is crucial in constructing a more promising future (Lambert, 2020).Learn from diversity, creating social inclusion and cohesion (Hargreaves & Fink, 2004). According to Dalati et al. (2017),the organization staff's responses regarding the diversity principles within the institution reveal that the institution is more focused on creating a social environment consisting of many different layers, which are coherent and integrated with each other. However, there seems to be a lesser emphasis on providing all employees with opportunities to work in other departments within the organization.According to Hargreaves and Fink (2006) diversity is fundamental and should be integrated into the sustainable leadership model for general further education colleges. The mission of further education is increasingly about student welfare as much as it is about education.

Conservation

According to Hargreaves and Fink's (2006) the concept of conservation better encompasses the principles of continuous improvement, emphasizing the preservation of the past to inform the institution's future developments.Conservation that stay on the fundamentals of the past and work on its development to create a better future (Lambert, 2012). Thus, a leader who is sustainable wants to keep the important values that support both the ethical leadership and also responsible leadership. Some elements that they normally contain are honesty, openness; responsibility and also to the social as well as environmental duty. The long-term orientation thus defines conservation in the sustainable leadership. Leaders are advised to shun the quick wins that endanger the future sustainability of any organization.

Strategic Distribution

It facilitates the involvement of individuals at all levels of the organization in leadership. Activities leading to enduring progress are consistently valued, ensuring that aspiring leaders feel empowered and motivated to pursue strategic goals (Lambert, 2011). In the planning process, it is essential that power and decision-making are not confined to a select few (Dalati et al., 2017). Strategic distribution define the roles and responsibilities related to sustainability at every level of the organization, including the executive team, managers, and employees. Ensure the integration of sustainability in the strategic planning processes, aligning short-term actions with long-term sustainability goals.

Building Objectives

Create a long-term objective from the shortlisted goals and foster alignment between the organization's long-term objectives and the objectives imposed by funding agencies when addressing targets (Lambert, 2020). As mentioned by Davies (2009), There needs to be a balance between short and long-term objectives, with a clear link between the two: short-term objectives should directly contribute to the implementation of long-term goals. Furthermore, general further education institutions should scrutinize how their short-term goals function as building blocks towards the vision of long-term objectives for the organization. Develop a strategic plan aligned with the institution's vision, mission, and values. Categorize short-term goals under academic excellence, support them with research papers demonstrating community engagement, and establish long-term goals for financial sustainability. It is crucial to clearly define the institution's mission and values so that faculty, staff, and students can collaborate towards a common purpose. Ensure that the mission and values incorporate a commitment to sustainability, social accountability, and integrity.

Innovation

Innovation practice is achieved through leadership within the workplace. Leadership, innovation, and creativity represent active manifestations within the growing sectors of research. Inaddtion, discovering the benefits of embracing sustainability concepts, organizations can enhance innovation and gain a competitive edge (M. Davies, 2019). Sustainable leadership, coupled with employee innovation, plays a crucial role. Establish a culture that fosters creativity, innovation, and thinking outside the box. It is essential to recognize and reward innovative initiatives from faculty, staff, and students.

Conclusion

In conclusion, this paper delves into the theoretical frameworks surrounding sustainable leadership and synthesizes key aspects influencing it, both internally and externally. It provides a coherent understanding of these concepts for analysis. The implications are significant, particularly in operationalizing sustainable leadership in practice, as organizational culture and leadership approaches undergo transformation. While sustainable leadership offers substantial advantages, its implementation is a gradual process, requiring a shift towards sustainable practices and culture. Although leadership can be shared and distributed among various stakeholders, sustainable leadership practices are often initiated and modeled by institutional leaders. In the context of higher education, principals or academic leaders are expected to adopt a blended leadership approach one that integrates strategic, instructional, and sustainable elements to drive holistic and long-term improvement. Such an approach not only fosters a culture of collaboration and innovation but also ensures the continuity and adaptability of leadership practices across the institution(Mohamed et al., 2020). Sustainable leadership functions encompass the critical responsibility of institutional leaders, such as faculty leaders' or academic heads to cultivate and articulate a shared vision and establish clear institutional goals.

Within the framework of sustainable leadership practices in higher education institutions, this includes motivating and supporting academic staff in fulfilling their professional roles while actively promoting ongoing professional learning and capacity building(Muthiah et al., 2021). Therefore, organizations must prioritize the adoption of sustainable leadership practices to ensure long-term effectiveness and impact

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