



RELATIONSHIP BETWEEN SUSTAINABLE LEADERSHIP AND EMPLOYEE PERFORMANCE IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

Today, sustainable leadership has evolved as an effective leadership style for dealing with the issues of sustainable development. Leaders, politicians, and academics are responsible for implementing sustainable development policies and other efforts in their companies via sustainability leadership. Systemic solutions are used to address issues and move institutional policy towards more sustainable organizations. This includes approaches, methodologies and systemic solutions. Institutional leadership in the promotion of sustainable development is critical to the success of higher education institutions (HEI). The study's goal is to find out how Sustainable Leadership affects the productivity of the workforce. Environmental, economic, and social development elements have been shown to be positively correlated with employee performance in studies. Higher education executives and politicians at the national level may benefit from this research's findings on how to ensure the long-term success of their institutions.

Keywords: Leadership, Sustainability, Institutes, Performance, Education.

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INTRODUCTION

Organizational methods for producing and providing value to a variety of stakeholders create both positive and negative externalities. In order to achieve sustainable development, the negative ones might have an impact on the economic, social, and environmental systems (SD). The Principles for Responsible Management Education (PRME) and other charters and initiatives have made Higher Education Institutions (HEIs) believe they can play a significant role in promoting sustainable development. A number of these universities have been

shifting their focus to the development of the institution's role as an advocate of sustainable development, as well as fostering the development of the next generation of leaders who will assume positions of power in businesses, non-profit organizations, or government. For the HEIs to be sustainable leaders, they must become change actors, addressing the requirements of both current and future generations, as well as promoting professionals who are proficient and knowledgeable about SD. University education should be geared at preparing students who can manage a wide range of



businesses, nonprofits, and other sorts of organizations in a responsible approach toward more sustainable social patterns.

Sustainability in Leadership

For today's firms, sustainable growth is a need, and leaders are tasked with making sure it happens. The long-term or institutionalization of a new idea or practise is one way to define sustainability. Sustainable development is discussed in terms of economic, social, ethical, and political aspects. "Sustainable leadership" has been questioned as a consequence of the word 'sustainability' being used in conjunction with leadership. Sustainable leadership is defined as the capacity to retain organisational ideals in a more compelling and efficient way, relying on the reasoning that organisational durability does not appertain to a leader and leadership passes from a leader to another one. Durable leadership isn't dependent on a single leader's talent or drive, but on the ongoing and cumulative efforts of many leaders. This is critical not just for today's society, but also for future generations' survival and long-term viability. There are a number of guiding principles involved in the practise of sustainable leadership because of this.

These principles can be listed as follows-

- Sustainable leadership creates and preserves sustaining learning,
- Sustainable leadership secures success over time,
- Sustainable leadership sustains the leadership of others,
- Sustainable leadership addresses issues of social justice,
- Sustainable leadership develops rather than depletes human and material resources,

- Sustainable leadership develops environmental diversity and capacity,
- Sustainable leadership undertakes activist engagement with the environment.

If an organisation wants to be long-term sustainable, its leaders must be financially, socially, administratively, and culturally self-sustaining. "In accordance with this criterion, we deal with managerial, economic, cultural, and social sustainability in sustainable leadership." Managerial sustainability may be defined as fostering a pleasant work environment and effectively implementing organisational change by providing people with the support they need. Securing a steady economic growth, the ability to invest, and the capacity for innovation are all aspects of achieving economic sustainability. For its part, cultural sustainability is concerned with preserving and transmitting culture to future generations while promoting cultural variety. A last consideration in creating social sustainability is ensuring equitable access to social resources for current and future generations, as well as creating greater room for innovation. There has been a recent uptick in educational institutions' interest in literature on long-term leadership.

I. NEED OF SUSTAINABLE LEADERSHIP IN HIGHER EDUCATION INSTITUTION

Leadership and sustainable development, where the goal is to balance financial/economic and social/ecological objectives, establishes a new paradigm of leadership. "As an alternative to the traditional view of leadership, which holds that a respected leader (or top management team) fulfils a designated role, stands above the people, and knows and determines the best course of action, this new perspective on leadership challenges the assumptions that have long been made." It is considered that sustainability leadership is concerned with



producing both immediate and long-term advantages while enhancing the lives of everyone involved.

- sustainability problems are complicated or even wicked problems, i.e., related to phenomena that cannot be reduced to manageable parts separate from the seamless web they are part of. Hence, Newtonian and mechanistic approaches to problems solving are expected to fail
- anyone can choose to take responsibility to foster more sustainable conditions in workplaces or communities; therefore, anyone can become a leader

- the role of a leader involves co-generation and learning, instead of being a leader over and of other people.

These difficulties and expectations necessitate the need for universities to have leaders who can build plans with a vision of the future, link key-areas, involve stakeholders, inspire people, and make communities stronger by adapting. "As a result, leaders must be aware of the many externalities that their actions have on the systems and surroundings with which they engage and understand how to address them." Furthermore, there is a growing tendency in the literature that discusses the relevance of leaders in top management teams and HEIs (Higher Education Institutions) to sustainable growth that deserves additional investigation.

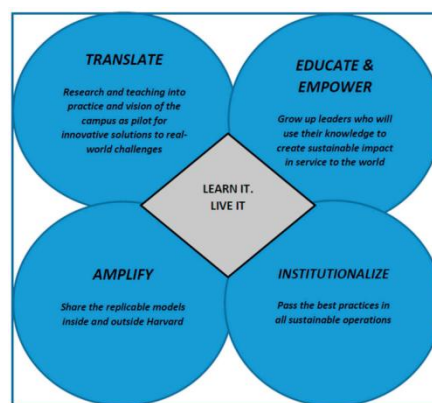


Figure 1: A roadmap of Sustainable leadership in Higher Education Institutes

Sustainability leaders have been shown to have a beneficial impact on both the market and the workplace. It is possible that today's pupils, who have been exposed to a culture of sustainability, may become tomorrow's sustainable leaders. "A more sustainable state may be achieved by an adaptive learning process that helps businesses cope with the complexity and conflicting goals between the social, economic, and environmental dimensions." This means that in order to meet the terrible sustainability issues that they face, these leaders must be capable of systems thinking and creative problem

solving. As a result, colleges should consider student leadership development and empowerment as part of a broader systemic endeavour. Additionally, the leader viewpoint, behaviours, and the setting in which the leader-follower dyad is constructed are all examined in this context.

II. REVIEW OF RELATED STUDIES

Malik, Neesha. (2022) Unprecedented and unknown change may become crucial in generating the need for a long-term leader, even if leadership is a powerful lever for it. Meta-analysis of previous studies on sustainable leadership is used in this study's

conceptual framework. The study's main goal is to investigate what it means to be a sustainable leader and what it means to be a sustainable leader in education. More precisely, the study's goal is to examine how sustainable leadership impacts school progress by comparing the two factors. Literature reviews from journal articles, conference proceedings, books, and internet information relating to the research goals are used in this study's methodology. The present research shows that long-term leadership is not a one-man show, based on an exhaustive analysis of the rich empirical evidence. The key to school success and a precursor of progressive change, in the context of education, is consistent leadership. However, although this study was designed to answer all of the research objectives, more research is needed both empirical and non-empirical in order to reveal other difficulties connected to sustainable leadership and school reform.

Iqbal, Qaisar et al., (2021) To better understand how and when sustainable leadership influences sustainable performance, this study looks at social innovation (SI) as a mediating mechanism and managerial discretion (MD) as a boundary condition based on upper echelon theory. HEIs are critical to achieving sustainable development goals, so this research examines how and when this influences sustainable performance. This research is cross-sectional. A cluster-sampling strategy was used by the authors to gather data from 500 workers of higher education institutions in Pakistan and China. This research had a response rate of 52.63 percent. Because of the complexity of the suggested model, structural equation modelling (SEM) was utilised by the authors to examine the hypothesis. Findings SI has been shown to be a competitive partial mediator between SL and sustainable

performance, according to the empirical data. However, the results of this research do not indicate that SL has a greater favorable impact on SI when MD is high. Employees at Chinese and Pakistani HEIs provided insight on the value of SL and SI in supporting long-term success. It is necessary to perform comparable investigations in other Asian and Western nations before the empirical results can be generalized. What are the practical consequences? Policymakers and higher education administrators may learn from this study's findings on how to ensure that their institutions have long-term success. The existing research shows that SL is successful in accomplishing the social objectives of HEIs via SI. The suggestions made in this research have the potential to have a positive influence on society and ensure that it has a bright future. First of its type investigation on the mediating role of SI in the link between SL and long-term effectiveness. For the first time, empirical data has been gathered to support the deleterious consequences of MD on higher education institutions.

Çayak, Semih. (2021) Many studies have been done lately in the topic of sustainable leadership. This research studied the impact of school administrators' sustainable leadership practises on teachers' organisational commitment and work satisfaction. A total of 338 teachers from three different districts in Istanbul were included in the research. To gather data, researchers turned to three scales: the Sustainable Leadership Index, the Organizational Commitment Index, and the Job Satisfaction Index. Researchers used standard deviation, correlation, and stepwise regression analysis to examine the data gathered in the study. In the study, it was discovered that teachers had a high degree of organisational commitment, work



satisfaction, and views of long-term leadership characteristics in school administrators. Teachers' work satisfaction was shown to be predicted by the sustainable leadership scale's economic sustainability sub-dimension using stepwise regression analysis. Managerial and social sustainability, however, were shown to have a major role in predicting teachers' organisational commitment. The results were analysed in light of previous research, and recommendations were made.

Qaisar Iqbal et al., (2020) Today, sustainable leadership has evolved as an effective leadership style for dealing with the issues of sustainable development. There is a lot of research out there that recommends looking into how sustainable leadership affects sustainable performance. Since sustainable leadership and sustainable performance are linked, this research will examine the role of organisational learning and psychological empowerment as a conditional component. In order to gather data from 369 small medium firms in Malaysia, Indonesia and Brunei Darussalam, the cluster-sampling technique was used. The percentage of people that responded is 41%. The hypothesised hypotheses were experimentally confirmed using structural equation modelling (variance-based) analysis. The moderated-mediation analysis was performed in this research by running PROCESS Macro in SPSS. The results of the study show that a higher degree of psychological empowerment will have a greater indirect influence on sustainable performance via organisational learning. The conclusions and future research directions are also included at the end of the study, based on the current empirical findings. So far, this research has only looked at the relationship between long-term leadership, learning inside the business, and employee empowerment in relation to long-term performance.

Filho et al., (2020) Leaders, politicians, and academics are responsible for implementing sustainable development policies and other efforts in their companies via sustainability leadership. Systemic solutions are used to address issues and move institutional policy towards more sustainable organizations. This includes approaches, methodologies and systemic solutions. Institutional leadership in the promotion of sustainable development is critical to the success of higher education institutions (HEI). There is a dearth of university-based research on sustainable leadership. As a way to fill this void, this article examined the notion of sustainability leadership in the context of literature and empirical research findings. HEI sustainability leaders were profiled in order to better understand their unique traits and the unique problems they face. "Secondary study topics focused on gender problems and the beneficial effects of environmental leadership." The study's empirical component was a survey of university presidents ($n = 50$) from 29 countries who completed an online questionnaire. Based on their participation in the Inter-University Sustainable Development Research Program, the sampling method was designed to be random (IUSDRP). Analyzing the data was done via descriptive statistics, which were appropriate for exploratory research of this kind. Because of the purposive sampling, the participants in high-level management positions were presumed to be knowledgeable and experienced. With a self-evaluation, respondents identified their leadership style and qualities, with inclusive style and systemic thinking being the most prevalent in the sample. For the talents, respondents chose from a list of predetermined possibilities the capacity of innovation to think long term and the ability to handle complexity. Connection to interdisciplinarity, understanding of



organisational contexts, and awareness of global concerns and dilemmas have been cited as key aspects of leadership expertise. Investing in education for sustainable development (ESD), sustainable procurement, and sustainable reporting have been identified as needs for changing university curriculums in a more sustainable direction. The survey also found that the sampled institutions took gender concerns seriously, which is good. The lack of enthusiasm from the university administration and certain members of the academic community, as well as a lack of competence and materials or resources, are some of the obstacles to adopting sustainable leadership. To help leaders of Higher Education Institutions improve their sustainability performance, a list of metrics has been compiled based on empirical findings.

Dash, Snigdha & Indapurkar, Kavita. (2017)

With regard to economic sustainability and long-term stakeholder interactions, sustainable business practises are inescapable in a macro viewpoint. Additionally, leadership approaches that improve employee happiness in a turbulent and resource-constrained environment are included. The goal of this study is to better understand the connection between leadership styles and employee satisfaction with the leader in order to increase overall productivity. The article intends to investigate two alternative leadership styles and how they affect employee happiness and the efficacy of the leaders they supervise. A self-rater version of Bass and Avolio's multifactor leadership questionnaire (MLQ) was used to gauge how satisfied workers were with their leaders, as well as how successful the leaders themselves were, at big Indian banks in the National Capital Region. 404 bank workers in Delhi NCR were surveyed and SPSS 16 was used to use

regression analysis to examine the relationship between leadership styles and leaders' effectiveness and also the happiness of their subordinates. The findings reveal a strong and favorable link.

Suriyankietkaew, S. and C. Avery, G. (2014)

More than 1,150 workers of small and medium-sized businesses (SMEs) in Bangkok, Thailand, were surveyed using a questionnaire based on Avery and Bergsteiner's Sustainable Leadership Model. According to Avery and Bergsteiner's model, embracing sustainable leadership (SL) techniques was a strong predictor of employee satisfaction overall. There was a positive correlation between 20 of the 23 SL practises and employee happiness, with the exception of financial freedom, self-management, and environmental responsibility. The highest level of employee involvement was the biggest indicator of improved employee satisfaction when it came to SL practises. Employee happiness was also linked to activities such as respecting people, ethical behaviour, thoughtful organisational transformation, a clear and shared vision, an enabling culture, and high-quality goods and services. These practises were all linked to employee satisfaction. An area of relevance to both leadership practise and research, this study pioneered research on the SL and managerial practises that positively influence increased employee happiness.

III. METHODOLOGY

Sample of the study

Employees at higher education institutions were the focus of this investigation. "A basic random sample procedure was used to choose the employees." If the population is greater than 3,000, Krejcie and Morgan (1970) said that a minimum sample size of 310 is



sufficient. Additionally, a minimum sample size of 300 was shown to be a good rule of thumb. A total of 500 questionnaires were handed out to students at colleges and universities in an effort to get at least 310 people to participate.

Data Collection Procedure

It was decided to focus on SL (SUSTAINABLE LEADERSHIP) and EP in the higher education sector for this research (employee performance). The data was gathered from the workforce through survey questionnaire. Several steps had to be taken before the participants could be surveyed. University administrators were notified through email that letters of recommendation and requests for lists of staff were on their way. That was followed by sending an introduction and permission letter laying out the study's purpose and collecting data through surveys after receiving official approval from the relevant authorities. In all, the questionnaires were distributed and collected over the course of about 4 months.

IV. ANALYSIS AND RESULTS

Inferential and descriptive statistics were used for analysis when data collection was complete. SPSS version 24 was used for data coding, preliminary data screening, and the descriptive profile. The hypotheses were tested using the structural equation modelling (SEM) approach. In the meanwhile, PLS-SEM was used since the study's primary goal was prediction rather than theory testing. In addition, Hair et al. (2011) found that PLS-SEM may be a 'silver bullet' for estimating theoretical models. This research focuses on PLS-SEM for the evaluation of measurement and structural model using SMART PLS 3 software on the basis of the features and justifications listed above. Researchers assessed all study variables' loadings and cross-loadings prior to evaluating convergent validity, which serves as a pre-requisite for the measurement model. The CV is tested, according to Hair et al. (2010), if the factor loading on all items is more than 0.5

Table 1: Construct reliability, Cronbach's alpha, composite reliability and AVE of all the latent variables

Construct	Items	Loadings	Cronbach's Alpha	Composite reliability	Average variance extracted
Sustainable leadership	SL1	0.931403	0.930571	0.945959	0.693467
	SL2	0.592709			
	SL3	0.931401			
	SL4	0.931395			



	SL5	0.539352			
	SL7	0.86060			
	SL9	0.833654			
	SL10	0.931403			
Employee Performance	EP1	0.871119	0.732245	0.811705	0.522908
	EP2	0.637438			
	EP3	0.71245			
	EP4	0.647204			
	EP7	0.90963			
	EP9	0.970305			
	EP11	0.966695			
	EP13	0.981149			
	EP15	0.826931			
	EP17	0.981314			
	EP19	0.949302			

Correlation Matrix

Correlation matrix was directed to assure the external consistency of the model, based on the correlation between the latent variables the constructs were compared with square root of AVEs. As shown in Table 3 all the correlations between the constructs are lower than square root averages (AVEs).



Table 2: Correlation Matrix

	EP	SL	OC
EP	1		
SL	0.857321	1	

Structural Model for Direct Relationships

Smart PLS 3.0 was used to evaluate the structural model after getting the measurement model. The model's impact size and predictive relevance were studied in order to evaluate the structural model hypothesis testing using path coefficient and T-value.

Direct Relationship Testing

When using path coefficients in a PLS structure model, researchers may examine their direct correlations between variables in the research and their t-values. The primary goal of this study is to evaluate models by looking at the connections between the variables directly and by using a simple model to examine the relationships between those variables.

Table 3: Results of Hypothesis Testing (Direct Effects)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T Statistics (O/STERR)	Findings
SL-> EP	0.823109	0.821205	0.020071	0.020267	27.99036	Supported

Structural Model with Moderation

In the meantime, the R2 value is increased by introducing the moderating variable which is organizational climate between IV's and DV.

Table 4: Results of Moderation Analysis

Path	O	M	SD	S.E	t-Stat	Result
SL * EP	1.41	1.05	1.09	1.11	1.71	Supported



V. CONCLUSION

The purpose of this research is to determine whether or not SL has a good impact on the EP of higher education institution personnel. "As a result, the employee's performance improves as a result of long-term leadership." We looked at the many factors that have an impact on workers' output. According to the results of the route analysis, SL has a large favorable impact on EP. EP has been shown to be strongly predicted by SL. For this reason, the positive correlation between SL and EP suggests a favorable impact on employee well-being as a result of the sense of responsibility of work assistance from supervisors and co-workers. This is in line with the results of a prior researcher. In fact, the supervisor's feedback, fair assessment, information exchange, involvement in problem-solving, forgiveness, and a positive attitude caring and welcoming atmosphere make workers feel obligated and devoted to the organisation. They are compelled to stay with the organisation because they owe it a debt of gratitude for providing them with such a positive work environment. Because the P value is less than 0.05, all of the hypotheses are accepted.

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