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**THE ROLE OF ADMINISTRATIVE LEADERSHIP IN ENHANCING
PUBLIC MANAGEMENT OF HIGHER EDUCATION IN PALESTINE
РОЛЬ АДМІНІСТРАТИВНОГО КЕРІВНИЦТВА В ПІДСИЛЕННІ
ДЕРЖАВНОГО УПРАВЛІННЯ ВИЩОЮ ОСВІТОЮ В ПАЛЕСТИНІ**

*Summary. Introduction. The educational landscape in Palestine is
intrinsically linked to the region's complex political and social landscape, and the*

leadership of higher education institutions in Palestine has a significant role in addressing issues and promoting organizational excellence in the context of public management. This study investigates the effects of authoritarian, democratic, transformational, and transactional leadership styles on the performance of higher education institutions in Palestine, with a particular focus on the success of the organization, faculty satisfaction, and student performance in the region's unique context. Additionally, it attempts to propose suggestions regarding the adoption of leadership styles that enhance organizational excellence in Palestinian Higher Education, with a focus on improving leadership abilities to cope with socio-political challenges and the unique public administration issues. It is also very important to take into account the war that the Palestinian territories are experiencing.

Goal. This study seeks to achieve the following objectives: to assess the effects of authoritarian, democratic, transformational, and transactional leadership styles on the performance of higher education institutions in Palestine, with regard to organizational success, faculty satisfaction, and student performance in the region's unique context; to propose suggestions on how to improve the leadership style in Palestinian higher education, with the intent of improving the leadership capacity for global competitiveness and the resilience of the organization to socio-political challenges.

Materials and methods. This study employs a qualitative research design, which utilizes a systematic Literature Review of 20 studies published between 2003 and 2022. It concentrates on the different ways of leading and influencing the performance of institutions of higher learning in Palestine and addresses the issues confronting higher education in the country in the context of public administration.

The results. The results suggest a shift towards democratic and transformational leadership styles, which would significantly increase the

performance of institutions and promote a positive organizational culture amidst unique political-social issues. This evolution in leadership behavior is crucial to dealing with social-political issues, enhancing public administration practices, and promoting a culture of resilience and innovation in the educational sector.

This study provides new insight into the effectiveness and adaptability of transformative leadership in the Palestinian educational system, highlighting the importance of leadership style in fostering innovation, motivation, and a shared vision that is tailored to the region's unique problems in public administration.

Prospects. Assessing the quality of governance practices and their impact on the governance of the higher education system could be a good starting point for further research. By addressing gaps in governance and administrative autonomy, higher education institutions will improve their governance capabilities and enhance their ability to respond flexibly and adapt to socio-political challenges. This evolution in leadership and governance practices will help create a sustainable and innovative education sector in Palestine.

Key words: *Palestinian higher education, public administration, transformational leadership, organizational excellence, leadership styles, educational leadership.*

Анотація. *Вступ. Освітній ландшафт Палестини нерозривно пов'язаний зі складним політичним і соціальним ландшафтом регіону, і керівництво вищих навчальних закладів Палестини відіграє значну роль у вирішенні проблем і просуванні організаційної досконалості в контексті державного управління. У цьому дослідженні досліджується вплив авторитарного, демократичного, трансформаційного та транзакційного стилів керівництва на ефективність вищих навчальних закладів у Палестині, приділяючи особливу увагу успіху організації, задоволенню викладачів і*

успішності студентів в унікальному контексті регіону. Крім того, він намагається запропонувати пропозиції щодо прийняття стилів лідерства, які підвищують організаційну досконалість у палестинській вищій освіті, зосереджуючись на вдосконаленні лідерських здібностей для вирішення соціально-політичних викликів та унікальних питань державного управління. Також дуже важливо брати до уваги війну, яку переживають палестинські території.

Мета. Це дослідження має на меті досягти наступних цілей: оцінити вплив авторитарного, демократичного, трансформаційного та транзакційного стилів керівництва на ефективність вищих навчальних закладів у Палестині щодо організаційного успіху, задоволеності викладачів та успішності студентів в унікальному регіоні контекст; запропонувати пропозиції щодо того, як покращити стиль керівництва в палестинській вищій освіті, з наміром покращити лідерський потенціал для глобальної конкурентоспроможності та стійкості організації до соціально-політичних викликів.

Матеріали і методи. У цьому дослідженні використовується систематичний огляд літератури 20 досліджень, опублікованих між 2003 і 2022 роками. Воно зосереджується на різних способах керівництва та впливу на роботу вищих навчальних закладів у Палестині та розглядає проблеми, що постають перед вищою освітою в Палестині в контексті державного управління.

Результати. Результати свідчать про перехід до демократичних та трансформаційних стилів керівництва, які значно підвищують результативність інституцій та сприятимуть позитивній організаційній культурі серед унікальних політико-соціальних проблем. Ця еволюція лідерської поведінки має вирішальне значення для вирішення соціально-

політичних питань, вдосконалення практики державного управління та сприяння культурі стійкості та інновацій в освітньому секторі. Це дослідження дає новий погляд на ефективність і здатність до адаптації трансформаційного лідерства в освітній системі Палестини, підкреслюючи важливість стилю лідерства для сприяння інноваціям, мотивації та спільного бачення, яке адаптовано до унікальних проблем регіону в державному управлінні.

Перспективи. Оцінка якості процедур державного управління та їх впливу на керівництво системою вищої освіти може бути хорошою відправною точкою для подальших досліджень. Усуваючи прогалини в управлінні та адміністративній автономії, вищі навчальні заклади покращать свої можливості державного управління та підвищать свою здатність гнучко реагувати та адаптуватися до соціально-політичних викликів. Ця еволюція в практиках лідерства та державного управління допоможе створити стійкий та інноваційний освітній сектор у Палестині.

***Ключові слова:** палестинська вища освіта, державне управління, трансформаційне лідерство, організаційна досконалість, стилі лідерства, освітнє лідерство.*

Introduction. Higher education development in Palestine is landed on the status quo in the region that is a combination of the politic and socioeconomic complexity. The historical analysis of the national Palestinian movement's creation of educational institutes to the current time shows the education of the Palestinians has passed through harsh eras of instability, material constraints and political and social agitation [21]. The dawn of higher education in this area, manifested in the significant institutions establishment, including the establishment of Technion Institute in 1912, demonstrates the centrality of education as an instrument of the

Palestinians' freedom and existential aspiration at large. This early era bore witness to the sowing of seeds for continuity in the spirit of learning in spite of hardships which lived on to be a source of interest in the succeeding historical periods.

The obstacles for Palestinian higher education have been multilayered including lack of management, financial restrictions and political intrusion, these factors have combined together to hinder its achievement. Nevertheless, the administrative and organizational setups in the higher education Palestinian institutions face a few problems as they attempt to improve the levels of efficiency, effectiveness, productivity, and responsiveness to the dynamic needs and technological innovations in society. Institutional leadership has emerged as a major player in dealing with difficulties that have besieged these organizations, which aim to bolster their operational efficiency and academic excellence. In 1994, the Palestinian Authority founded a ministry, entitled the "Ministry of Higher Education and Scientific Research," which was a statement of the commitment to overcome the obstacles to accessing higher education and was an indication of the emerging role of administration in this key field of education [9].

The administrative leadership is increasingly a key factor at the center of driving organizational excellence in Palestine's tertiary education. Whereas studies suggest that there can be no reforms without the existence of effective leadership, researchers believe that this is responsible for educational quality enhancement, plus to meet the society's ever-changing socioeconomic needs [6]. Moreover, this vague nature of leadership styles, from democratic to authoritarian, reveals a potent understanding of the cultural and socio-cultural life within which Palestinian higher education takes place [10].

This research is focused on finding out how the variety of leadership styles – authoritarian, democratic, transformational, and transactional – influence the performance of higher education institutions in Palestine. It focuses on fully

evaluating the effects of the leadership models on organizational performance, teacher satisfaction, and students' outcomes in the presence of the peculiarities of the socio-political and economic context of the area. Additionally, the study also considers the role of public administration in shaping these leadership styles and how governance structures within higher education institutions impact their ability to adapt to regional challenges. The research explores how leadership approaches, within the scope of public administration, can enhance institutional flexibility and responsiveness to the unique socio-political dynamics, ultimately improving overall performance and outcomes. Considering the constraints to an educational system holding a Palestinian identity, such as insufficient resources and political instability, leadership role becomes as important for educational organizations reach the peak of success, as well as to contribute the global competitiveness and, to pass the tests of adversity. Furthermore, this investigation seeks to identify feasible solutions that can be applied in leading manners and offer students studying at the high education level opportunities that are at the least level of standards in Palestine.

The Palestine higher education industry hurdles the socio-political barriers namely instability of political and reluctance to access resources and adaptation in the world educational standards. The efficiency of administrative leadership styles is important for organizations to attain high level of excellence. This research paper aims to analyze the effect of different leadership models in Palestinian higher education institutions. The analysis will determine the leadership styles relevant to this circumstance that promotes innovation, satisfaction, and organizational success. This study contributes to the body of knowledge and practice through empirical findings and suggesting practical strategies for leadership that facilitate organizational performance in the world of Palestinian higher education. This will,

undoubtedly, ensure institutions forge ahead to overcome the challenges and play a substantial role in the country's development and citizens' welfare.

Analysis of recent research and publications. Recent research highlights the significant impact of leadership styles on the performance of higher education institutions in Palestine. These studies emphasize the importance of adapting leadership practices to the unique socio-political and cultural context of the region.

One common finding is the prevalence of autocratic-consultative leadership styles in Palestinian higher education, as identified by Muna and Khoury [17]. This approach blends authoritative decision-making with consultation, aiming to provide stability while involving subordinates in some aspects of decision-making. However, while this model may be effective in politically unstable contexts, it can limit innovation and inclusivity.

On the other hand, studies by Naser et al. and Awwad highlight the increasing importance of transformational leadership in Palestinian universities [17]. This leadership style focuses on inspiring a shared vision, fostering innovation, and creating a learning-oriented culture. Transformational leadership has been shown to improve faculty satisfaction, student motivation, and organizational adaptability, making it an effective strategy for addressing the challenges faced by Palestinian higher education.

Research by Jamali et al. and Horoub and Zargar underscores the positive relationship between participative and transformational leadership and faculty performance [16]. These leadership styles enhance job satisfaction, foster collaboration, and encourage innovation, contributing to a more supportive and productive academic environment.

In terms of governance, studies by Al Shobaki et al. and Holzer emphasize the role of leadership in improving public administration within higher education [2,3,15]. They suggest that developing leadership skills tailored to the governance

challenges of the region can strengthen institutional effectiveness and resilience in the face of socio-political pressures.

Overall, recent publications point to the need for Palestinian higher education institutions to move towards more participative and transformational leadership styles. These approaches align with the goals of fostering innovation, improving public administration, and building a resilient and adaptive educational sector.

Objectives of the Study. This study seeks to achieve the following objectives: to assess the effects of authoritarian, democratic, transformational, and transactional leadership styles on the performance of higher education institutions in Palestine, with regard to organizational success, faculty satisfaction, and student performance in the region's unique context; to propose suggestions on how to improve the leadership style in Palestinian higher education, with the intent of improving the leadership capacity for global competitiveness and the resilience of the organization to socio-political challenges. The study aims to bridge the gap between leadership development and public administration to foster a more adaptive and responsive higher education sector in Palestine.

Materials and methods. This study employs a qualitative research design, which utilizes a systematic Literature Review of 20 studies published between 2003 and 2022. It concentrates on the different ways of leading and influencing the performance of institutions of higher learning in Palestine and addresses the issues confronting higher education in the country in the context of public administration.

Results. In higher education, as in other industries, leadership is essential for steering organizations towards their strategic goals and promoting a culture of innovation and success. Leadership can be defined as the act of guiding a group of people toward achieving a set of objectives through motivation and coordination, where the leader plays an integral role in driving collective action. While

management focuses on task completion, leadership involves inspiring vision setting and team development to actualize this vision [18].

Leadership becomes an important factor in steering HEIs because they are more complicated organizations to run, and academic work has to be in line with administration according to Hassan et al. (2018). Leadership styles are those that can be seen through the leaders' actions and behavior, ranging from autocratic and directive at one end to participative and collaborative at another, each carrying separate implications on team interaction and organizational performance.

Goleman (2017) later established six main categories of leadership styles, namely authoritative, coaching, affiliative, democratic, pacesetter, and coercive, which point out adaptability and flexibility required in effective leadership.

Literature in recent years agrees that the adaptability of leadership styles to followers and organizational situations is a quality to be emphasized because it helps to strike a balance by creating trust, credibility, and also a work environment. The balanced approach plays a vital role in improving organizational resilience and ultimately achieving sustainable success.

Leadership excellence is established through competitive positioning and effective problem-solving in the face of challenges and opportunities present in the Palestinian higher education system. The subject of leadership excellence, nonetheless, is represented by its dedication to making a learning culture capable of adaptation that is both regarded as an essential part of the organizational capability and competitiveness improvement.

In Palestine different leadership styles range from authoritative styles that adopt policies in a top down manner, through the consultative styles that involve society in decisions to the participatory transformational styles, that depends on the socio-political background and cultural context. The research of Muna and Khoury showed the prevalence of autocratic-consultative leadership in the Palestinian

executive group [17]. This approach stands not for a leader's total independence of decision-making and, also, for an involvement of subordinates' points of view, consequently, embodies a blend of both authoritarian and participatory elements. The trend depicts the harmony between supervision of authority structures and interpersonal collaboration with team members - a Palestinian special ethos.

Conversely, the sphere of higher education in Palestine bears a marked tendency towards the adoption of transformational leadership styles. The research conducted by Naser et al. has brought to light the fact that leaders can adopt strategic transformation by means of sharing vision and creating an organization with a learning oriented culture [18]. The use of this style, which is to increase motivation and productivity, indirectly expresses that leadership, in this branch of activities, is the essential element for the acceleration of innovation and decision-making for common objectives.

Awwad indicates that transformational leadership has emerged as one of the most influential aspects in educational settings in Palestine. He adds that such leadership type is an important element because it corresponds with goals setting, team inspiration and embrace of changes. Being able to bring in these qualities of transformational leadership will, therefore, be the foundation for building a culture that guarantees the increase in productivity.

It is worth noting that the Palestinian university leaders mainly utilize persuasive autocratic, participative (consultative), or transformational leadership styles. From the perspective of literature, the educational leaders widely use these two leadership principles since they pay great attention to shared vision and learning culture articulation. The noble and noble components of these two paradigms, through which they can make a significant difference to people, as well as drive innovation and performance improvement, are an indication they correlate

perfectly with the prevailing aspiration for organizational excellence that exists among many higher education players in Palestine.

Further in-depth studies on impacts of different leadership styles on academic performance in Palestinian higher education institutions could enforce these underlying dynamics. A research from Jamali, et al. focuses on leadership style, and faculty satisfaction and performance, and the manner the organizational culture moderate the relationship [16]. The findings of the study confirm, the use of participative as well the transformational leadership styles aid in enhancing teachers' performance as well as improving their job satisfaction. These styles not only portray a positive environment for the organization where they induce high academic standards and innovation but also help enable a climate of progress.

It is worth noting that there are a range of administrative leadership styles including autocratic-consultative and transformational found in the Palestinian higher education. Such leadership styles are likewise affected by the socio-politico-cultural context of Palestine which points out the requirement of more flexible and visionary leadership in devising methods to tackle the complexities of the educational domain.

The extent of leadership is mainly embodied within the established models of leadership and the new models that imitate the innovation and development elements. The research findings would be expressed through how different leadership styles contribute to the institutional effectiveness and how they consider the distinctive problems higher education faces in Palestine.

In Palestine, the main different vision of leadership on higher education is usually a mixture between autocratic-consultative styles with some elements of the transformational approach. On the other hand, there seems to be a clear trend towards transformational leadership with the recognition of its advantages and potential for building a common vision and encouraging a culture of continuous

improvement within organizations. The study conducted by Naser et al. also supports the use of transformational leadership to enhance motivation and performance in view of a framework for a learning organization within Palestinian higher education [18]. This reflects an approach that is highlighted in Awwad's article, which sees the importance of transformational leadership as igniting change and questioning tradition, particularly in educational institutions where not only administration matters but also faculty and students' enthusiasm towards collective goals.

As a further exploration of the determinants of organizational success, Al Shobaki et al. analyze leadership excellence, service excellence, and knowledge excellence as critical elements [2]. In their research, they establish that leadership excellence implies acceptance of the learning organization philosophy as well as ensuring that the organization's objectives are aligned with beneficiary needs to achieve a competitive edge in the market position and to make problem-solving more effective. Accordingly, this issue creates a greater understanding of the influence of leadership in driving overall effectiveness and achieving excellence within Palestinian universities.

Holzer and Wilson have argued that public administration should embody the combination of practical skills, artistic sensitivity, and scientific knowledge in order to rethink the nature of leadership in the educational and governmental policy implementation [15]. Some scholars believe that the political instability and resource constraints to which the Palestinian higher education institutions are exposed are caused by the leadership factor. Thus, it can be concluded that the role of leadership is essential in creating an educational environment.

To investigate the impact of leadership styles and institutional performance in Palestinian higher education studies related to the topic under investigation were reviewed (table 1).

Table 1

**Assessing Leadership Styles and Institutional Performance in Palestinian
Higher Education**

Study	Aim	Findings
Hashwehet al. (2003)	Identify deficiencies in leadership tactics for implementing change in higher education.	The findings showed that leadership are highly significant in improving the education in Palestine. However, the study showed that higher education in Palestine needs efficiency enhancement to improve the educational system in Palestine.
Ramahi (2019)	Review the difficulties associated with implementing educational alterations.	The results revealed that teacher leadership were critical in fostering critical thinking and democratic leadership among learners.
Horoub and Zargar (2022)	Assess the effects of empowering leadership styles on the satisfaction of academic staff.	The study found that empowering leadership styles positively impact staff work satisfaction, stressing the importance of leader-member interaction
Alsayed (2012)	Discuss the effects of state oversight of higher education.	A major finding of the study is that, based on fears regarding state control, the withdrawal of donors is very dangerous. This shows how much needs to be done to ensure efficient use of leadership skills.
Taher et al. (2022)	Leadership styles used by school principals were evaluated in the study.	The study revealed a tendency to move toward more democratic leadership styles, especially in consideration of cultural norms.
Algani et al. (2021)	Provide insights into the challenges of governmental control over higher education	The study recommended a comprehensive analysis of the state's management procedures in order to address issues and enhance institutional effectiveness.
Bsharat and Shayeb (2022)	Evaluate the impact of government oversight on the leadership of higher education.	Highlighted the necessity of professional leadership development and training in order to improve the leadership style.
As-Sadeq and Khoury (2006)	Highlight the importance of leadership in addressing financial and educational issues.	The findings underscored the necessity of competent leaders to oversee the complexity of the Palestinian educational sector.
Iter et al. (2015)	Examine the creation and impact of educational development projects	The study revealed that increased educational leadership and quality were facilitated by strategic plans and dedicated networks.
Affouneh et al. (2021)	Encourage initiatives aimed at improving the educational system in Palestine.	The findings showed the sustainability of the Palestine education system and its success in implementing online teaching during the COVID-19 pandemic.

To examine the impact of leadership on fostering organizational excellence in Palestinian higher education studies related to the topic under investigation were reviewed (table 2).

Table 2

Enhancing Leadership for Organizational Excellence in Palestinian Higher Education

Study	Aim	Findings
Algani et al. (2021)	Explore the historical background of Palestinian higher education.	emphasized the necessity of comprehending the evolution of Palestinian higher education in order to address pertinent issues.
Affouneh et al. (2021)	Discuss the Palestinian educational system's resilience.	Suggested the university's triumphant performance during COVID-19 as a role model for online teaching.
Muna&Khoury (2016)	Discuss the styles of leadership in the Palestinian bureaucracy.	The study found a higher frequency of autocratic-style consulting, this suggests that they have limited power sharing.
Naser et al. (2017)	Evaluate the capacity of transformative leadership.	The study highlighted the impact of transformative leadership on improving students' motivation and learning culture.
Elmasry and Bakri (2019)	Discuss the degree to which governmental oversight of higher education is concerned.	Highlighted the importance of proficient leadership in order to promote higher education.
Bsharat and Shayeb (2022)	Evaluate the governing behavior in Palestinian universities.	emphasized the necessity of leadership development programs to augment institutional leadership methods.
As-Sadeq and Khoury (2006)	Highlight the importance of leadership in education and economic management.	Discussed the desperate necessity of effective leaders in the educational sector.
Iter et al. (2015)	Concerned with the educational leadership and quality enhancement initiatives.	Reviewed the beneficial effects of strategic educational initiatives and collaborations.
Alfoqahaa (2015)	Acknowledge the necessity of employing effective leadership methods.	One recommendation provided was that organizations should place more importance on leadership development programs that are designed specifically for the educational sector in Palestine.
Al Hilaa et al. (2017)	Examine the significance of leadership strategies in	The study highlighted the significance of competent leadership for the effectiveness

	improving governance cannot be underestimated and needs keen emphasis.	of public administration in the sphere of education.
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The outcomes regarding leadership styles and institutional performance in Palestinian higher education indicate that the relationship between leadership practices and organizational outcomes is complex. By critically reviewing the literature on the topic, we identify a call for increased efficacy, as well as a fundamental strategic reorientation towards inclusive and participatory leadership models. A combination of such studies clearly outlines the limits of traditional and authoritarian leadership models and now hints at the employment of democratic and transformational ones in the Palestinian educational scene.

The finding reflects a dramatic leadership viewpoint shift toward empowering leadership styles that prioritize innovation, faculty autonomy, and democratic principles. Given that empowering leadership increases employee happiness. Democratic and transformational techniques may enhance organizational atmosphere and work. More school administrators are using democratic leadership techniques to promote a participative and inclusive workplace.

The varied socio-political situation in Palestinian higher education may need leadership flexibility and adaptation. Leaders must actively confront political instability, resource constraints, and foreign pressure while encouraging institutional adaptation and creativity in this tough context. Excessive surveillance and contribution withdrawal might cause disaster. Leadership styles must foster institutional autonomy and flexibility.

The state higher education administration must highlight the issues and revise its management procedures and professional leadership competency systems. These are essential for managing governance and management at tertiary

institutions to ensure leadership tactics improve institutional results and stakeholder satisfaction.

Under COVID-19 conditions, Palestinian educational institutions showed adaptability, highlighting strategic leadership as the foundation of organizational resilience. Success with e-learning indicates a transformational management style centered on objectives, adaptation, and continual progress.

Overall, all studies concur that Palestinian universities must transform leadership procedures. Given Palestine's socio-political challenges, democratic, transformational, and empowering leadership is a strategic necessity to improve institutional efficacy and outcomes for teaching staff and students. These reflections require an evaluative perspective to examine leadership paradigms and advocate for new solutions that fit Palestine's educational context.

The findings concerning leadership styles and their effect on the success of Palestinian higher education demonstrates a balance between traditional and transformational paradigms. The data indicate that a significant impact on organizational performance and faculty satisfaction stems from the quality of leadership, while it also influences the level of student achievement.

The practice of autocratic-consultative leadership proposed by Muna and Khoury would thus serve as a balanced strategy for power-sharing within Palestinian higher education [17]. It may offer reliability and quick implementation, particularly during uncertain times when sociopolitical instability is high, but it can also raise questions of exclusion or narrow perspectives in the decision-making process. On the other hand, emphasis on transformational leadership found by Naser et al. demonstrates a rising need for creative leaders who can foster innovation, motivation, and a collective vision in organizational evolution [18].

In light of numerous research publications from the leadership styles field and Palestinian higher education system, we can assert that leadership plays a significant role in impacting institutional performance, employee engagement with their work, as well as students' outcomes. The transition towards democracy and transformational models suggest a changing understanding of leadership attributes needed to deal with the intricacies within this sector.

On the other hand, this move may just succeed when it is knowledgeable in connection with the sociopolitical conditions that exist and driven by a determination to create better leaders along with a need to be mindful about the mode of governance. In terms of Palestinian higher education adapting to ongoing challenges and future opportunities alike, the leadership practices of institutions will be key determinants of their future direction and success.

Conclusions and prospects for further research. In conclusion, this study argues that Palestinian universities should prioritize transformational leadership to foster innovation, motivation, and a shared vision. This leadership may inspire change and increase organizational performance via collaborative approaches, ultimately improving public administration within these institutions. To address the unique socio-political context of Palestinian higher education, leadership development programs should be tailored to their particular demands. These programs are meant to teach present and future leaders governance and public administration skills, equipping them to navigate the complex political and social landscape. These programs should emphasize democratic and participatory leadership styles to strike a balance between command-and-control and follower participation in decision-making, contributing to more effective public management.

The evaluation of the quality of state management procedures, and their influence on higher education system leadership, can be a good starting point. By

addressing gaps in governance and administrative autonomy, higher education institutions will enhance their public administration capabilities and increase their ability to respond flexibly and adapt to socio-political challenges. This evolution in leadership and public management practices will help create a resilient and innovative educational sector in Palestine.

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