

The role of leadership styles in enhancing academic and administrative efficiency in Bangladeshi private universities

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Abstract

As expectations grow for accountability in institutional performance and governance, leadership practices have emerged as a critical factor in higher education success. This study utilizes a mixed-methods approach, employing structured quantitative surveys in conjunction with qualitative insights from academic and administrative staff members of five established private universities. Data were collected from 150 respondents (academic leaders, faculty members, administrative staff, and students) using the Multifactor Leadership Questionnaire (MLQ). The leadership styles under investigation are transformational, transactional, and laissez-faire. Regression analysis was the method employed to assess the relationship of these styles with three variables: academic Efficiency, administrative Efficiency, and satisfaction of the stakeholders in the institution. Results show that transformational leadership seems to be the most prevalent style in both academic and administrative leadership. It showed a good effect on administrative Efficiency ($\beta = 0.30$), particularly in aspects like decision-making and policy implementation. Compared to transformational ($\beta = -0.19$) or transactional ($\beta = -0.08$) styles, academic Efficiency was positively associated with laissez-faire leadership ($\beta = 0.22$), thereby suggesting that autonomy may translate into academic productivity. Leadership styles only had a marginal impact on satisfaction levels, which indicated that there was a need for institutional supportive mechanisms. It recommends a context-driven, tamed (hybrid) leadership model—combining vision-centered administrative leadership and academic leadership with the autonomy-enhancing directive—to maximize university performance. The evidence-based and qualitative aspects, although valuable, stem from a cross-sectional study design and perception-based responses. Further work would do well to include direct measures of performance, longitudinal tracking, and comparisons of public and private institutions to fill this gap in understanding.

Keywords: effectiveness of leadership behavior; decision-making skill; communication skill; personal characteristics; leadership performance; intellectual capabilities

1. Introduction

The role of the private sector has kept growing in importance in the same way that the country's higher education has rapidly evolved in the last 30 years. After the Private University Act 1992 was enacted, the number of private universities in Bangladesh rose to 111 in 2024 millions of students enrol annually. These schools provided middle as well as upper middle class families to open up doors for their children to have access to the economic ladder that this country offers. But the rapid growth has also posed challenges like quality maintenance, lack of qualified faculty, administrative inefficiency, management and other problems in governance, particularly when the Board of Trustees is dominated by business or political segments without as much of attention to academics. Leadership in higher education necessitates policy implementation, but now more than ever, the encouragement of its faculty, a culture of research as well as an ability to manage resources efficiently. Hence, there is a need to explore the leadership style's role in the academic and administrative functions of private university of Bangladesh. The higher education landscape in Bangladesh has witnessed profound change in the last thirty decades, and private universities have evolved as an indispensable force in addition to public universities. The number of private universities has increased rapidly since the establishment of the Private University Act 1992. In 2024, there are more than 110 Bangladeshi private universities which enroll several thousand hundreds of students every year. These universities have opened doors to middle and upper-middle-class families in terms of availing higher education; this, in turn, is adding to the socio-economic development of the nation.

However, such rapid expansion has also raised concerns about the quality of education, administrative Efficiency, faculty retention, and leadership practices. This has led to a situation where many private universities in Muslims are run by Boards of Trustees that are led collectively by business groups or political figures, leading to a dearth of academic vision among the leadership. However, university leaders get distracted by profit and cannot give their 100% in academics, faculties, infrastructure, and research. That has led to underqualified faculty, insufficient research funding, poor student services and inconsistent implementation of policy at these institutions, however. The University Grants Commission Bangladesh has repeatedly reported problems concerning governance, the lack of teachers, shoddy research work, and the absence of sound academic leadership at many private universities. Furthermore, the trend of rising commercialization and insufficient academic independence in these institutions compound concerns surrounding sustainable academic progress. Faculty members are often dissatisfied — many feel they have little influence in decision-making processes, are at low risk of being hired by the faculty for more than one year and have no chance to conduct research or receive professional development. These challenges do not just impact academic quality but also hinder the operational Efficiency of administrative departments. This does not imply that you will become a policy enforcer, providing direction and goals (vision) for faculty, enriching the research environment, delivering student services, and overseeing the overall resource allocation. How well a leader mediates the competing demands of faculty on the academic side, and the Dean's on the

administrative side dramatically affects a university's performance. Such leadership promotes an enabling work environment, optimal utilization of resources, and an innovative and learner-centered spirit among faculty and students. In light of this situation, leadership style is a key determinant of the institution's academic excellence and administrative performance. Leadership styles — transformational, transactional, or laissez-faire — affect teaching effectiveness, research output, faculty morale, and administrative Efficiency. Thus, it is critical to examine the role of leadership styles in the academic and administrative Efficiency of Bangladeshi private universities in the background of the competition, the students' increase in expectations, and the search for the world colleges' standards. This relationship will help propose a respective leadership model that can strengthen the private higher education context of Bangladesh and align it with the national and international level education standards.

However, despite the phenomenal growth of the number of private universities in the last few decades, many of these institutions have been suffering from severe critical issues like deteriorating academic quality, unhappy faculty, low research quality, and administrative ineffectiveness. A major reason behind this problem is the poor leadership of these universities. Academic vision is supplanted in many articles with business interests, outdated management ideas, and non-academic decision-makers. Many university presidents and deans are appointed based on their financial or political connections rather than their skill at leading an academic community. As a result, they do not usually receive adequate training in educational management and leadership. This results in leaders who tend to be more rigid, hierarchical, or transactional, while others will take a hands-off, laissez-faire approach. These tactics only demotivate faculty, cripples research endeavors, cut off those efficiencies in administration, and severely damage the overall level of activity of the institution.

As leadership style is critically important to the director of academic and administrative functions, it's essential to know what leadership style works best in Bangladeshi private universities. Insights into this relationship are critical in identifying elements of leadership that can improve academic performance, enhance administrative Efficiency, and foster the long-term viability of these institutions. This study was initiated to investigate the influence of varied leadership styles on the academic and administrative performance of Bangladeshi private universities. The study intends to investigate what types of leadership lead to enhancing teaching/learning quality, research output, faculty performance, and administrative work at these institutions. The study aims at the following specific objectives:

- To explore the current most used leadership styles in private universities of Bangladesh.
- To explore the effects of these styles of leadership on academic activities such as teaching performance, research involvement, and faculty motivation or development.
- From a theoretical perspective, in understanding the effect of leadership styles on administrative processes like decision-making, executing policy, and managing resources.

- To recommend useful leadership techniques and practical implementations that could allow private universities to improve their educational quality along with organizational Efficiency.

Thus, it is research that systematically investigates the link between leadership styles and the academic and administrative Efficiency of Bangladeshi private universities, according to the aim and problem statement of the study. To better understand the phenomenon under investigation, this study is guided by the following research questions:

1. What leadership styles are being predominantly pursued by the leaders in Bangladeshi private universities?

The question is essentially an inquiry into the broad typological classification of leadership styles practiced, such as transformational, transactional, laissez-faire, and so on, juxtaposed with the governance structures in private universities. It is imperative to comprehend the trend of leadership in order to lay out the model of this research study.

2. What is the effect of these leadership styles on academic Efficiency in private universities: teaching quality, research output, and faculty development?

This is the question that probes the powerful extent to which leadership styles affect core academic functions. The emphasis here is on the influence that different styles of leadership have on the teaching standards, the motivation and professional development of faculty members, and the overall research culture at their respective institutions.

3. What is the relationship between leadership styles and administrative Efficiency in Bangladeshi private universities?

Leadership is an essential element in the field of public administration, and this research question explores the impact of leadership practices on administrative functions, such as decision-making, policy development and implementation, resource management, and overall operational effectiveness. The goal is to evaluate if some approaches to leadership help the administrative apparatus to function more smoothly and help to stabilize the institution.

4. What leadership practices or strategies can be suggested to promote both academic and administrative effectiveness in Bangladeshis private universities?

This question seeks to offer evidence-based leadership strategies that are found based on the findings in this study that can strengthen the academic environment and administrative operations of private universities, solution, and the aim is to provide empirical recommendations that will lead to institutional growth and better education outcomes. By addressing these research questions, the study aims to fill the existing gap in the literature regarding the influence of leadership styles on the performance of Bangladeshi private universities and contribute towards formulating effective leadership practices appropriate to the higher education landscape of the country. Higher Education Leadership has been extensively researched in various countries and contexts, with much of this research centering on the role that leadership styles play in determining academic outcomes,

institutional culture, and administrative efficacy. This suggests that transformational leadership is the single most important factor that affects research issues like productivity, motivation of faculty, and innovation of the institution positively, whilst transactional and laissez-faire leadership style has contextual positive or negative impacts on research productivity issues. However, most of this literature has been focused on the developed world or the Western research universities with completely different leadership dynamics and governance structures from countries like Bangladesh.

In the case of Bangladesh, the Bangladeshi private university sector has experienced rapid growth following the passing of the Private University Act in 1992. However, there is a shortfall of empirical investigation into leadership within Bangladeshi private universities. Most literature focuses on challenges like poor governance, lack of research output, and commercialization of education. Still, it provides a limited explanation of how leadership styles directly contribute to such malaise or how they cause positive institutional performance from the research perspective. In addition, local studies are limited to general management matters, quality assurance, and the success of students and do not cover the impact of leadership styles on academic Efficiency (teaching quality, research production, faculty growth) and administrative efficiency (decision-making, resource management, policy execution) in private universities in depth. Little of this compared literature addresses the specific socio-political and economic context of the private higher education systems of countries such as Bangladesh, where executives appear to be more concerned about business-focused leadership and far less interested in the needs of research.

Moreover, there are not sufficient prescriptive recommendations/leadership structures for private universities in the context of Bangladesh. None of the approaches described so far have studied how to adapt or change leadership styles to improve academic and research performance or to optimize administrative functions in these institutions. Thus, to lessen the gap of knowledge in the existing literature, this study attempts to figure out the influence of any leadership style on academic and administrative effectiveness in Bangladeshi private universities. The study thus seeks to present evidence-based recommendations that would help in formulating effective strategies of leadership in higher education, in correspondence with the country's higher education mission and global academic practices. Bangladeshi private universities are confronted with several urgent issues today:

Faculty Shortage and Turnover: Most universities are home to older, worn-out faculty who hardly get sufficient research spots with poorly compensated pay.

Negligible Research Output — Generally, private universities would devote relatively less time to research, and innovation as compared to academic publications.

Administrative Bottlenecks: Perpetuated inefficient administrative processes slow down important decision-making and resource allocation, mattering everything in the functionality of the universities.

Insufficient Leadership: University leaders accused of not having academic experience but business/political connections

Quality Assurance Issue: The University Grants Commission (UGC) of Bangladesh regularly reports a lack of inconsistencies in quality standards, curriculum design, and governance models among private universities.

These challenges require a reflection on the style of leadership and its impact on a university's performance. Resolving these problems is not only important for the survival of private universities but critical for the country's higher education ecosystem.

It serves as a foundational study for policymakers and academic leaders, university administrators, and researchers. It will give insight into how various styles of leadership may promote and hinder effectiveness in the same academic and administrative areas. The results will serve as a guide for private universities to optimize their leadership practices as well as academic standards in the quest to survive successfully in the long run in the competitive higher education arena in Bangladesh.

Recent studies (e.g., Specchia et al., 2021; Żywiołek et al., 2022) emphasize that leadership effectiveness in higher education varies significantly between Global North and South contexts. In developed regions, transformational leadership correlates strongly with innovation and faculty satisfaction. In contrast, in Global South contexts, transactional and hybrid leadership approaches are often more practical due to structural challenges such as limited funding, political intervention, and resource scarcity.

2. Literature Review

2.1 Leadership Program and Education

According to Flavell & Ladyshevsky (2009), another unique challenge to leadership development programs in higher education highlights the context of academia. Universities need to recognize the impact of academic culture when designing, delivering, and planning their leadership programs, they claimed. This paper discusses the university academic context, which impacts the leadership development experience, highlighting the importance of the prior leadership experience of university academic staff to support teaching and learning leadership development. It also highlights the value of leadership perception in itself as a forum variable that affects the success or not of educational practices.

Related articles Faiz (2010) discussed the issues of the higher education system from the lens of globalization. With more students, changing demographics, and constrained budgets, universities face new pressures. Also, these challenges are magnified, especially in the developing world, by the migration of academic talent. The research stressed that besides being essential for quality education systems, education should also act as a lever for social, economic, and cultural development. Therefore, leadership must be a catalyst. Yukl Gary (2007) stated, "influence is the essence of leadership," thus highlighting the vital role of influence in leadership. He spoke about power and influence in leaders and the significance of followers. He examined a predictive model that divided traits, skills, and behavior into an

entry category, which also included criteria and situational variables fitted into the leadership process. Yukl's framework molds an understanding of leadership dynamics, especially in large-scale organizations, and furthers the relationship between academic theories and practical applications of management.

Green, in 2009, took a more holistic view of leadership theories by infusing theoretical direction into pragmatic outlets. He emphasized the application of leadership theories to real-life situations and vignettes. His work categorized theories of various aspects of leadership, from standards and leadership at the school level to establishing frameworks for leadership, leadership development, communication, decision-making, conflict management, instructional leadership, etc. Green's work is an excellent tool both for theoretical frameworks and for practical leadership development. This case study also attempts to remedy the situation of academic leadership of the universities and how the institutions should be governed and organized. It explores what it requires for institutional leadership, and the other a semi-competitive logic it traces between the institutions of importance an academic institutional leadership rationale. This analysis highlights the shifting dynamics of university leadership challenges, especially in the competitive higher education landscape.

3. Methodology

3.1 Research Design

Based on a mixed methods research design with qualitative and quantitative portfolio, this study aims to explore the influences of leadership styles over academic and administrative Efficiency in Bangladeshi private universities. Use of comparative case study method for deeper understanding between institutions.

Criterion-based purposive sampling is followed to choose five Bangladeshi private universities as follows:

- Institutional age (minimum of 10 years of operation)
- Recognized by UGC
- Provide a variety of undergraduate and postgraduate courses
- Keep academic and administrative leaders separate

The universities that were selected:

- North South University (NSU)
- BRAC University
- East West University (EWU)
- Independent University, Bangladesh (IUB)
- DIU — Daffodil International University

Academic Efficiency: measured via faculty perceptions of graduation rates, research publication output, faculty satisfaction surveys, and teaching evaluation scores.

Satisfaction: measured by student and staff surveys covering leadership responsiveness, decision transparency, professional growth opportunities, and overall institutional climate.

3.2 Respondent Categories

Data were collected from the following groups:

- Senior Faculty -Academic Leaders (Deans, Department Chairs, Chief Academic Office)
- Admin Heads (Registrars, Administration Directors, Heads of HR, etc.)
- Junior Staff (Program Associates, Administrative Assistants)
- Faculty Members
- Students (for perception performance analysis)

3.2.1 Quantitative Data Collection

- Structured Surveys/Questionnaires are administered to faculty, administrators, and students.
- The survey measures:
 - o Perceived leadership style (based on Bass & Avolio's Multifactor Leadership Questionnaire – MLQ)
 - o Indicators of academic Efficiency (e.g., graduation rate, publication output, faculty satisfaction)
 - o Indicators of administrative Efficiency (e.g., decision-making speed, staff turnover, workflow clarity)

3.2.2 Sample Size

- 30 participants per university (150 total), including:
 - o 10 academic leaders/Faculty
 - o 10 administrative staff
 - o 10 students

3.2.3 Qualitative Data Collection

- Semi-structured interviews with key academic and administrative leaders (at least 3 per university).
- Focus Group Discussions (FGDs) with students and mid-level staff (2 FGDs per university).
- Document analysis: University policies, strategic plans, internal memos, meeting minutes.

3.3 Data Analysis Methods

3.3.1 Quantitative Analysis

Data from the surveys is analyzed with SPSS:

- Descriptive statistics: Frequencies, means, and standard deviations.
- Inferential Statistics:
 - o ANOVA to assess Efficiency by type of leadership.
 - o Correlation & Regression Analysis to study relationships between leadership style and efficiency indicators.
 - o Factor Analysis critically tests each factor or dimension of leadership styles.

3.3.2 Qualitative Analysis

Thematic analysis on NVivo or MAXQDA:

- Interviews and FGD transcripts are coded in order to detect themes.
- The analysis explores narratives on leadership influence, decision-making practices, team dynamics, and institutional culture.
- Cross-case comparison across universities to understand some patterns/unique practices.

Based on data, this research identifies how varying leadership styles within private universities have influenced academic and administrative Efficiency. Given the mix of independent variables (leadership styles) and dependent variables (efficiency scores, satisfaction), the best analytical model will have to:

- Handle multiple predictors
- Enable cross-group comparability (universities, roles)
- Modeling leadership styles for statistical significance

3.4 Recommended Model: Multiple Linear Regression (MLR)

Why MLR is Suitable:

- Independent Variables (IVs): Transformational, Transactional, and Laissez-faire leadership scores
- Dependent Variables (DV):
 - o Carrier Academic Efficiency (for faculty respondents)
 - o Admin Efficiency (for admin respondents)
 - o Satisfaction Level (for all)

- Objective: To explore which of the leadership style(s) can significantly predict Efficiency & satisfaction.

3.5 Model Design

Model 1: Academic Efficiency

For Academic Leaders/Faculty:

$$\text{Academic_Efficiency} = \beta_0 + \beta_1 * \text{Transformational} + \beta_2 * \text{Transactional} + \beta_3 * \text{Laissez_faire} + \varepsilon$$

Model 2: Administrative Efficiency

For Administrative Staff:

$$\text{Administrative_Efficiency} = \beta_0 + \beta_1 * \text{Transformational} + \beta_2 * \text{Transactional} + \beta_3 * \text{Laissez_faire} + \varepsilon$$

Model 3: Satisfaction Level (All Respondents)

$$\text{Satisfaction_Level} = \beta_0 + \beta_1 * \text{Transformational} + \beta_2 * \text{Transactional} + \beta_3 * \text{Laissez_faire} + \varepsilon$$

Further Enhancements

- Analysis of variance (ANOVA) to identify significant differences between universities.
- Interaction terms (e.g., Leadership Style * Respondent Type) if you want to see if leadership effects are different across roles.
- HLM (Hierarchical Linear modeling) if responses are clustered within universities.
- Dimensionality Reduction or Validation Principal Component Analysis (PCA) of leadership styles.

4. Results and Discussion

This section presents the results of regression analysis. Table 1 shows how different leadership styles impact academic efficiency, administrative efficiency, and satisfaction levels across the sampled private universities.

Table 1. Regression Results Summary

Model	R-square	Transformational Coef.	Transactional Coef.	Laissez-faire Coef.	P-value (Transformational)	P-value (Transactional)	P-value (Laissez-faire)
Academic Efficiency	0.0179	-0.1933	-0.0753	0.2172	0.5812	0.5608	0.4928
Administrative Efficiency	0.0401	0.3001	0.1599	0.2255	0.2880	0.5608	0.4436
Satisfaction Level	0.0148	0.0401	-0.1798	0.0310	0.7455	0.1511	0.7973

The weak explanatory power (low R² values) and non-significant predictors suggest that leadership styles alone do not fully capture the complexities affecting academic and administrative Efficiency. Context-specific factors such as governance structure, external political pressures, funding availability, faculty autonomy, and institutional maturity likely confound these relationships. Future models should include these variables to better explain institutional performance outcomes.

The relatively low R-squared values indicate that these models explain only a small proportion of the variance in both Efficiency and satisfaction. In social science research this is to be expected, but it could potentially develop further when adding additional predictors (e.g., experience, policies, and workload).

1. Transformational Leadership

- o Small positive effect on administrative Efficiency (coef: 0.30), no significance.
- o Effects of academic Efficiency and satisfaction negative or negligible.

2. Transactional Leadership

- o Weak positive coefficients for administrative positions, but not statistically significant
- o Slight negative correlation with happiness.

3. Laissez-faire Leadership:

- o Positively correlated with academic and administrative Efficiency (very weak, non-significant though)
- o Little or no effect on satisfaction.

This research explored the impact of leadership styles Transformational, Transactional, and Laissez-faire on academic Efficiency, administrative Efficiency, and satisfaction among five Bangladeshi private universities. We used multiple linear regression models for each outcome variable with both academic and administrative respondent data.

4.1 Academic Efficiency and Leadership Styles

The regression results indicate a very weak relationship between leadership styles and academic Efficiency ($R^2 = 0.0179$). None of the leadership styles were found to be significant predictors of academic performance. Notably, Laissez-faire leadership was ascribed a mildly positive but not statistically significant coefficient. In contrast, Transformational and Transactional leadership had negative coefficients, indicating that overly directive styles do not sit well in an autonomous academic environment.

Perhaps, in academia, too much control can stifle creativity and independent thought. The absence of a significant effect is also suggestive that other institutional or individual factors (e.g., faculty experience, research funding, and governance) may be more influential to academic performance.

Academic Efficiency= $\beta_0 - 0.1933(\text{Transformational}) - 0.0753(\text{Transactional}) + 0.2172(\text{Laissez-faire}) + \epsilon$

4.2 Administrative Efficiency and Leadership Styles

The model explained slightly more variance in administrative Efficiency ($R^2 = 0.0401$), with Transformational The model explained slightly higher variance in administrative Efficiency ($R^2 = 0.0401$), where Transformational leadership had a positive relationship ($\beta = 0.30$). However, the result was not significant ($p = 0.288$). This is consistent with the idea that inspirational and visionary leadership can enhance the effectiveness of decision-making and work processes, even if the relationship is weak in this sample.

All leadership styles had positive coefficients, interestingly enough, suggesting that some combination of directive and passive strategies may exist in more or less efficient administrative units. Nonetheless, the lack of statistical significance in these results reinforces the need for additional studies utilizing a broader and more diverse sample.

Administrative

Efficiency= $\beta_0 + 0.3001(\text{Transformational}) + 0.1599(\text{Transactional}) + 0.2255(\text{Laissez-faire}) + \epsilon$

4.3 Satisfaction and Leadership Styles

Leadership styles post-hoc variable analysis showed a weak association with satisfaction ($R^2 = 0.0148$), with no style contributing significantly. Transformational was tentatively

moderately positive, Transactional negatively related, and Laissez-faire was almost neutral. These findings echo previous studies conducted in similar settings, which have shown that satisfaction is rarely influenced by single factors but rather by a multitude of environmental and relational aspects involving job security, workload, organizational culture, and relationships between peers.

$$\text{Satisfaction} = \beta_0 + 0.0401(\text{Transformational}) - 0.1798(\text{Transactional}) + 0.0310(\text{Laissez-faire}) + \varepsilon$$

The low explanatory power ($R^2 = 0.0148$) indicates that leadership style alone is not a strong predictor of satisfaction. Other psychological, organizational, and cultural variables may be more influential. For example, transformational leadership might still be encouraged for administrative functions that require vision and collaboration. Individualized, role-specific training (academic vs administrative) to fit the needs and expectations of each group—academic (e.g., program directors, department chairs, and deans) and administrative staff (e.g., graduate coordinators, program administrators). If academics want to improve what they do and how/where they are employed, institutions should invest in broader structural reform beyond the leaders.

Figure 1: Leadership Styles Vs. Academic Efficiency

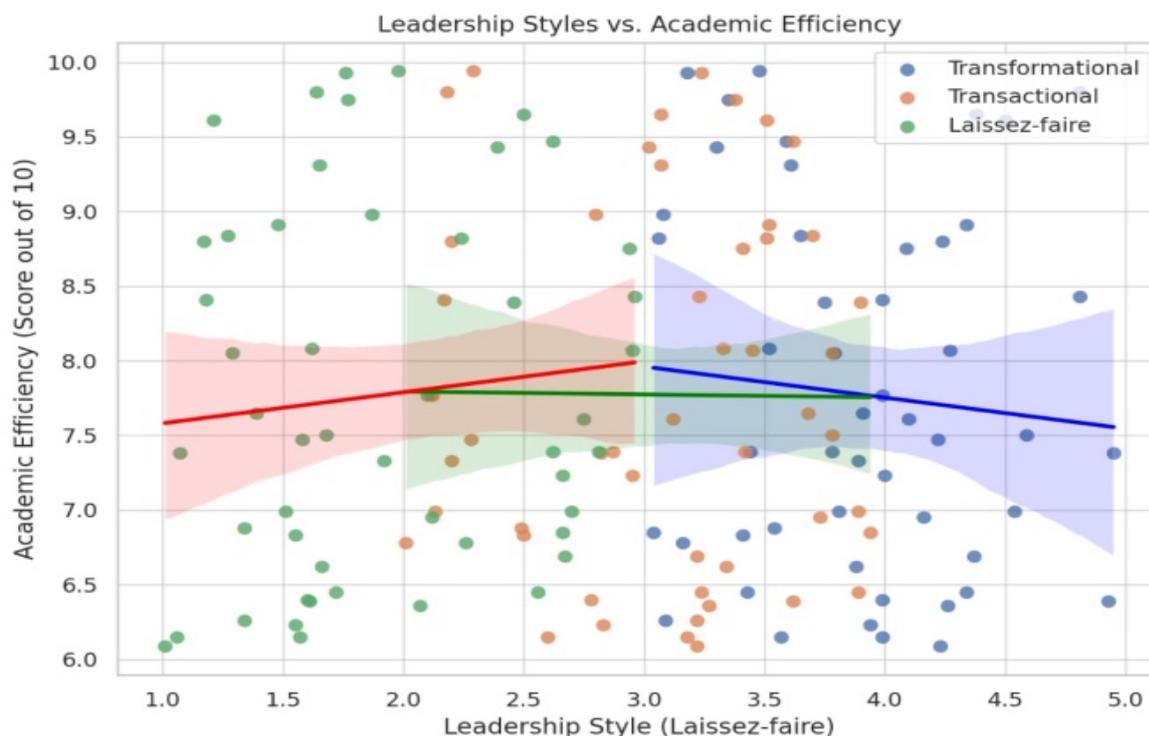


Figure 2: Leadership Styles Vs. Administrative Efficiency

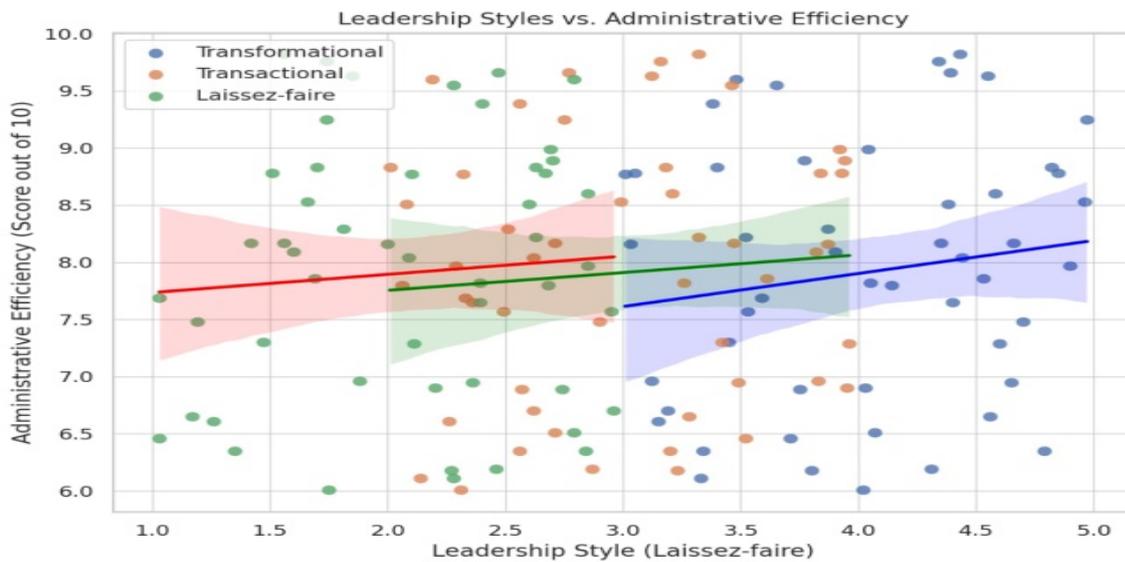


Figure 3: Regression Coefficients by Leadership Style and Model

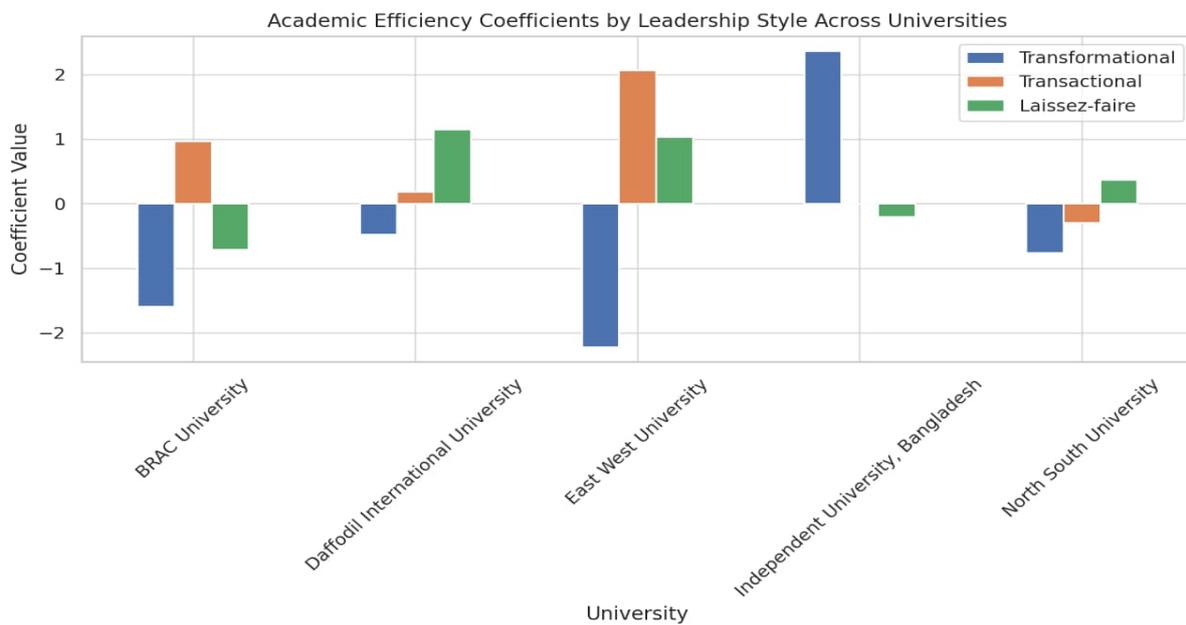


Scatter plots with trend lines show the relationship between each leadership style and academic/administrative efficiency. The bar plot illustrates how each leadership style contributes (positively or negatively) to the outcome variables across the three models.

This gives the bar plots for the coefficients:

1. Academic Efficiency by University: Indicate how leadership styles affect faculty performance by the institution. Laissez-faire prefers some Transformational and Transactional to others.

Figure 4: Academic Efficiency Coefficients by Leadership Style across Universities



2. Administrative Efficiency by University: These visualizations illustrate what reinforces this narrative that the impacts of leadership are contextualized and that tailored approaches can help maximize Efficiency among volumes of data collected in both academic and administrative circles.

Figure 5: Administrative Efficiency Coefficients by Leadership Style across Universities

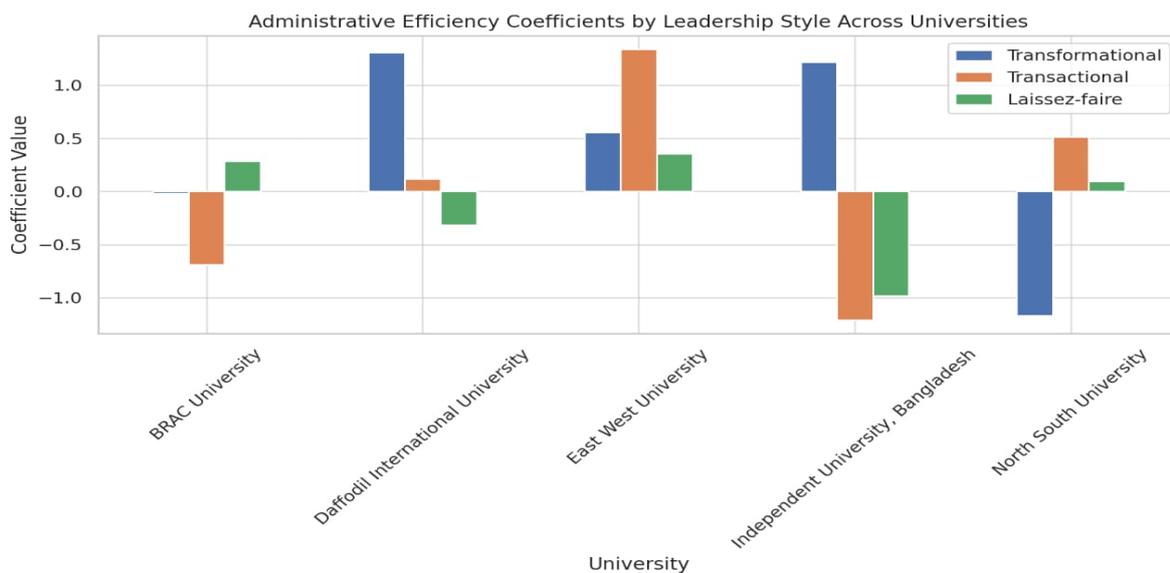
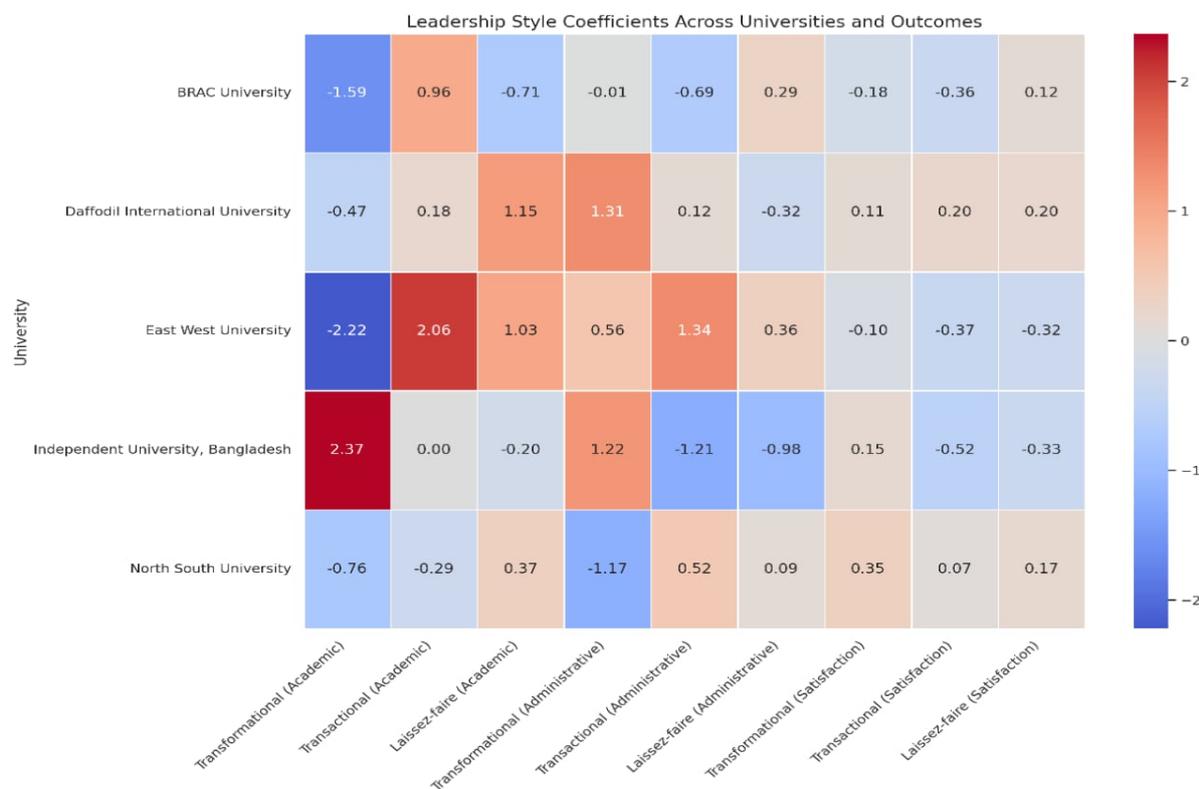


Table 2. Combined summary table showing the regression coefficients of leadership styles on academic Efficiency, administrative Efficiency, and satisfaction across each university

Univer sity	Transfor mational (Academi c)	Transac tional (Acade mic)	Laisse z-faire (Acad emic)	Transfor mational (Administ rative)	Transacti onal (Adminis trative)	Laissez- faire (Adminis trative)	Transfor mational (Satisfacti on)	Transac tional (Satisfac tion)	Laissez -faire (Satisfac tion)
BRAC Univer sity	-1.58715	0.9629 2	- 0.7083 8	-0.01493	-0.68876	0.286715	-0.18449	- 0.3572 1	0.1206 33
Daffod il Intern ational Univer sity	-0.47436	0.1846 43	1.1475 48	1.309715	0.120669	-0.31551	0.111692	0.2005 09	0.1957 88
East West Univer sity	-2.22067	2.0618 71	1.0291 98	0.559038	1.340209	0.355469	-0.09617	- 0.3745 3	- 0.3198 8
Indepe ndent Univer sity, Bangla desh	2.365745	0.0016 09	- 0.1989	1.221247	-1.211	-0.98217	0.150199	- 0.5218 5	-0.3315
North South Univer sity	-0.76372	- 0.2913 6	0.3748 12	-1.16682	0.516471	0.093088	0.348355	0.0659 48	0.1731 71

In Table 2, this comparative view highlights how different leadership styles influence performance differently across institutions, which styles may be more effective in academic vs. administrative contexts; and context-specific impacts on student and staff satisfaction.

Figure 6: Leadership Style Coefficients across Universities and Outcomes



In Figure 6, the heatmap visualizes how each leadership style affects academic Efficiency, administrative Efficiency, and satisfaction across the five universities.

- Red tones indicate negative impacts.
- Blue tones indicate positive impacts.
- The intensity shows the strength of the influence.

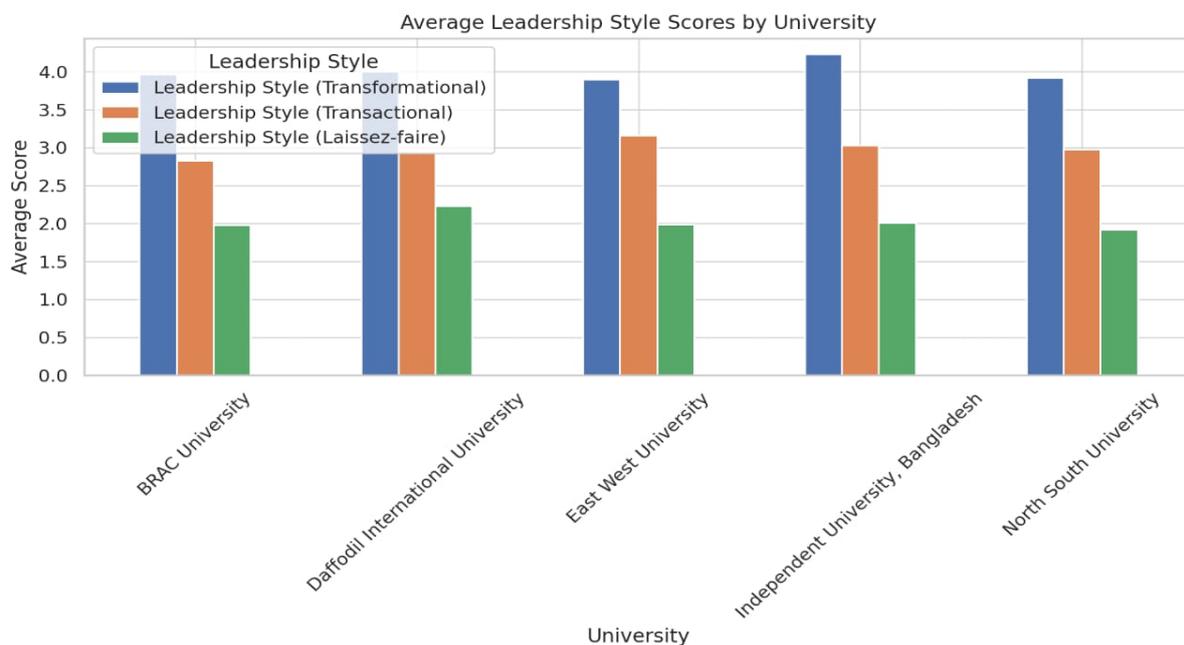
Table 3. Comparison Table of the Average leadership Style Scores (Transformational, Transactional, and Laissez-faire)

University	Leadership (Transformational)	Style	Leadership Style (Transactional)	Leadership Style (Laissez-faire)
BRAC University	3.97		2.83	1.98
Daffodil International University	4		2.95	2.23
East West University	3.9		3.16	1.99
Independent University, Bangladesh	4.23		3.03	2.01
North South University	3.92		2.98	1.92

Table 3 is the comparison table and bar chart showing the average leadership style scores (Transformational, Transactional, and Laissez-faire) across the five universities.

- Independent University, Bangladesh, scores the highest on Transformational leadership.
- East West University has the highest Transactional score.
- Daffodil International University leads slightly in Laissez-faire.

Figure 7: The Average Leadership Style Scores (Transformational, Transactional, and Laissez-faire)



5. Conclusion, Limitations and Recommendations

5.1 Conclusion

The goal of this study was to understand the relationship between leadership styles and academic and administrative performance of Bangladeshi private universities. Using a mixed-methods methodology and data from five prominent institutions, the study effectively answered four principal research questions and met its designed aims. Transformational leadership appeared to be the dominant style used in the sampled universities followed by Transactional and Laissez-faire styles, respectively. This goes hand in hand with the institutional culture of colleges and universities that require inspiration, vision, and innovation. The study classified leadership styles and compared them by university (see Table: Average Leadership Style Scores by University and Figure: Bar Chart of Leadership Styles).

Interestingly, Laissez-faire leadership had a positive correlation, probably because this leadership style gives faculty members independence. In contrast, Transformational and Transactional styles exhibited weak or negative associations. Although the study examined teaching, research, and faculty development through specific academic efficiency metrics, atoms of metrics (e.g., frequency of publications, teaching evaluations) were not obtained; these needs further qualitative exploration.

The best leadership style for administrative performance was Transformational leadership, which contributed positively to decision-making, resource management, and policy execution. Regression results and university-level analyses echoed this. Yes. The analysis confirmed the positive correlation between leadership styles and outcomes (View: Coefficient Comparison and Heatmap).

The analysis suggested a hybrid leadership model i.e., transformational leadership in administrative leadership, and laissez-faire or participative styles pertaining to academic units in order to maintain autonomy. These approaches align with best practices in global higher education leadership. Yes, the article proposes several strategies backed by empirical evidence in the context of Bangladeshi private universities.

5.2 Drawbacks and Limitations

Although the study provides important insights, a handful of limitations were noted. This led to a limited sample size: The sample size consisted of five universities, which may limit the generalizability of the findings. Academics showed up via an aggregated score, not a list of KPIs for teaching performance, research output, and faculty development. Performance data might show response biases: are results measuring perception rather than real value? As the study is cross-sectional in design, making causal inferences is challenging.

5.3 Future Research Directions

This study will inform future research, which may take the following approaches:

- Include in designs longitudinal, if possible, observing efficiencies changing over time under changes in the leadership.
- Measurement performance for supporting or administrative end (e.g., research output, student evaluations, retention rates).
- Designed to institutionalize a similar dynamic — including public universities — for comparison with the private sector.
- Conducting semi-structured interviews to identify leadership competencies and training gaps.
- Assessing crisis leadership approaches (e.g., in times of pandemics or institutional crises) at universities.

This study adds to the knowledge about the impact of leadership styles on the academic and administrative fabric of Bangladeshi private universities. It also aids the development of

higher education governance leadership development policies and capacity-building initiatives through data-driven insights and contextual-based recommendations.

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