

Democratic Leadership as a Driver of Creativity, Engagement, and Performance in UAE Universities

Fatima Mohammed Abdulla Ali Alshehhi

Universiti Teknikal Malaysia Melaka Institute of Technology Management and
Entrepreneurship

Email: p082010002@student.utm.edu.my

Mohamad Zahir Bin Zainudin

Universiti Teknikal Malaysia Melaka , Institute of Technology Management and
Entrepreneurship

Email: mzahir@utm.edu.my

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Abstract

Higher education institutions (HEIs) in the United Arab Emirates (UAE) are under growing pressure to improve organisational performance in line with government policies that prioritise quality, innovation, and the development of human capital. Despite these goals, hierarchical leadership styles are still common at many UAE colleges, which restricts employee involvement, participation, and creativity. To address the lack of attention given to democratic leadership in the context of higher education in the United Arab Emirates, this review paper aims to investigate the role of democratic leadership on job performance through mediating roles of creativity, engagement, and creative conduct. To create a conceptual framework that explains the links between leadership and performance, the review study synthesises current theoretical and empirical studies, drawing on participatory and behavioural leadership views. The results show that democratic leadership improves academic staff members' job performance by encouraging psychological safety, teamwork, creativity, and innovation. The study suggests integrating participatory leadership techniques into leadership development programs and institutional governance. To better understand democratic leadership mechanisms and investigate hybrid leadership approaches in various higher education contexts, future research should use empirical and longitudinal techniques.

Keywords: Democratic, Leadership, Creativity, Engagement, Universities

Introduction

Higher education institutions (HEIs) operate today in a climate shaped by globalization, rapid technological change, and intensified international competition. These pressures have elevated expectations for universities to deliver quality outcomes, innovate in teaching and research, and build institutional capability that remains globally relevant. In the United Arab Emirates (UAE), education is explicitly positioned as a strategic pillar for sustainable development, with policy emphasis on innovation, quality, and human capital advancement under UAE Vision 2031 (Baroudi & Abi Haidar, 2025). Despite this direction, many UAE universities continue to encounter persistent organizational challenges, including uneven leadership effectiveness, limited employee participation in decision-making, and difficulties sustaining high levels of staff engagement and performance (Iqbal et al., 2025; Alowais & Suliman, 2025). These constraints are particularly critical because academic staff performance directly influences core institutional outputs such as teaching quality, research productivity, and service contributions.

Leadership is widely recognized as a central force shaping organizational culture and guiding employee attitudes, motivation, and work behaviours. In higher education, leadership is especially consequential because academic work requires both autonomy and collaboration: staff are expected to meet formal performance standards while also contributing creative solutions to evolving educational and research demands. However, leadership practice within many HEIs—especially where governance is strongly administrative—can become heavily centralized and compliance oriented, reducing opportunities for participation and constraining innovation. In hierarchical contexts, decision-making may be experienced as distant and procedural, increasing disengagement and lowering discretionary effort, which can ultimately suppress institutional adaptability.

Against this background, democratic leadership is proposed as a relevant leadership approach for UAE universities. Democratic leadership emphasizes participation, open dialogue, shared decision-making, mutual respect, and inclusive practices that enable employees to contribute meaningfully to institutional goals (Kılıçoğlu, 2018; Woods, 2005). This approach may be particularly suitable in the UAE's multicultural academic environment, where diverse professional norms and cultural expectations coexist and require leadership that can build alignment and shared ownership (Aydogan et al., 2025). Yet, despite extensive leadership research, democratic leadership remains underexamined in UAE higher education compared with the more common focus on transformational or other dominant leadership styles in educational research (Litz & Scott, 2017; Abuhassira et al., 2024; Fenech et al., 2024). This imbalance leaves an important knowledge gap: how democratic leadership shapes job performance through behavioural mechanisms that matter in universities—especially creativity, engagement, and innovative behaviour.

Accordingly, the objective of this review paper is to synthesize theoretical and empirical literature explaining how democratic leadership influences employees' job performance in UAE HEIs and to clarify the mediating roles of creativity, engagement, and innovative behaviour in this relationship. The expected outcome is a conceptual framework and evidence-informed recommendations that support leadership development and governance practices aligned with national aspirations for educational excellence and institutional sustainability.

Literature Review

Leadership research consistently treats leadership as an influence process through which direction, alignment, and commitment are built to achieve shared goals. In organizational studies, leadership is linked to effectiveness because leaders shape how work is structured, how communication flows, and how employees interpret priorities and expectations. Leadership is also a key mechanism for organizational change, particularly when environments are dynamic and uncertainty is high (Abbas, 2010). In higher education, leadership is both strategic and cultural: it influences not only administrative coordination but also academic values, professional identity, and the conditions that support knowledge production. Leadership therefore becomes a determinant of whether academic staff experience their institution as enabling or constraining, particularly regarding participation in governance, recognition of expertise, and support for innovation.

The higher education context amplifies the importance of leadership because academic work combines professional autonomy with collective responsibility. In universities, performance is not merely task completion; it involves knowledge creation, curriculum improvement, student learning enhancement, and contributions to the institution's public mission. Leadership that supports these outcomes must therefore be able to coordinate formal accountability while also enabling collaboration and creativity. Evidence from educational settings suggests that leadership practices that promote shared learning and collaborative professionalism can shift organizational culture from isolation to collective engagement, which improves institutional functioning (Stephenson et al., 2012). In the UAE context, leadership development is also linked to culturally grounded expectations about decision-making, authority, and community values, and effective leadership selection and development should consider mentorship and professional development as core elements (David & Abukari, 2020). These findings underscore that leadership in education cannot be treated as purely administrative; it is embedded in cultural norms and professional practice. Leadership theory provides several perspectives that clarify why different leadership styles produce different employee outcomes. Classical approaches such as the Great Man theory emphasized innate leadership capability and exceptional individuals (Spector, 2016; Mouton, 2019). Trait approaches similarly emphasized stable attributes, but later research critiqued these views for underestimating context and learned behaviours (Avolio et al., 2009). In response, behavioural leadership theory shifted the focus toward what leaders do—observable behaviours that can be learned, trained, and improved (Dewettinck & Van Ameijde, 2011). This shift is particularly relevant in higher education, where leaders are often promoted through academic ranks and may require leadership development to manage people, culture, and change effectively. Contingency theory further argues that leadership effectiveness depends on situational fit: no single style works universally, and effectiveness varies by task complexity, organizational structure, and follower needs (Fiedler, 2015; Yukl, 2011). For UAE universities, contingency logic is important because HEIs operate within regulatory requirements, accreditation demands, and multicultural workforces, producing situations where both coordination and inclusion are needed. Yet, contingency theory alone does not specify the psychological and behavioural mechanisms through which leadership shapes creativity, engagement, and innovation—outcomes that are central to academic performance. Participative leadership theory offers a more direct path toward understanding democratic leadership. Participative leadership emphasizes employee involvement in decision-making and shared influence, and it is consistently associated with stronger

commitment and better performance because employees experience greater ownership of work processes and institutional outcomes (Chan, 2019; Miao et al., 2013). Democratic leadership overlaps with participative leadership but carries a stronger normative emphasis on inclusion, mutual respect, equity, and shared responsibility. In educational contexts, democratic leadership is grounded in the idea that participation is not simply a technique but a value-based orientation that recognizes the rights and expertise of organizational members (Woods, 2005; Kılıçoğlu, 2018). This value emphasis matters in universities, where staff expect professional recognition and meaningful voice in academic decisions.

Research indicates that democratic leadership can shape organizational culture in ways that support performance. Organizational culture influences shared meanings, behavioural norms, and expectations that guide how work is done; in turn, leadership can reinforce or reshape culture through daily practices and policy choices. Empirical work in Middle Eastern contexts suggests that leadership and culture jointly influence employee performance, and that building supportive cultures requires leadership behaviours aligned with acceptance, diversity, and development (Maamari & Saheb, 2018). UAE-focused evidence similarly suggests that leadership practices in the UAE often blend different styles and may involve both hierarchy and consultation, making it important to understand how participative elements function within existing structures (Sowmya et al., 2018; Venusamy et al., 2020). National culture also influences workplace expectations; frameworks such as Hofstede's cultural analysis highlight that organizational practices cannot be separated from cultural assumptions about authority and participation (Hofstede, 1983). For multicultural UAE universities, democratic leadership may support cohesion by providing structured voice mechanisms that help staff from different backgrounds contribute to shared goals.

This review focuses on three behavioural mechanisms—creativity, engagement, and innovative behaviour—because they connect leadership practices to job performance in knowledge-based institutions. Creativity refers to generating novel and useful ideas, which is essential for academic work such as designing curricula, improving assessment practices, developing research questions, and solving institutional problems. Leadership can enable creativity by providing autonomy, encouraging experimentation, and supporting idea-sharing. Innovation management research highlights that leadership styles influence whether employees feel able to contribute new ideas and whether organizations can translate those ideas into improved practices (The impact of leadership styles on innovation management, 2017). In addition, creativity is tied to identity and role expectations; when employees see creativity as part of their role and receive support for it, creative output becomes more likely (Farmer et al., 2003).

Engagement reflects employees' psychological connection to their work, expressed through energy, dedication, and absorption. Engagement is especially important in universities because academic performance involves long-term effort, continuous improvement, and commitment to institutional mission. Studies suggest that leadership affects engagement through communication quality, empowerment, and recognition, and that engagement is a critical driver of performance across workplaces (Bin, 2016; Diamantidis & Chatzoglou, 2018). Leadership and communication are particularly intertwined: leaders shape engagement by how they communicate goals, provide feedback, and create dialogue channels (Karaka et al.,

2020). In contexts where leadership is overly centralized, engagement can decline because staff perceive limited influence and reduced recognition of expertise.

Innovative behaviour differs from creativity because it includes not only idea generation but also the promotion and implementation of new ideas. In universities, innovative behaviour may appear as piloting new teaching approaches, adopting technology-enhanced learning, redesigning student support services, or initiating research collaboration models. Leadership can facilitate innovative behaviour by providing psychological safety, resources, and legitimacy for change. Recent evidence directly links democratic leadership to innovative behaviour through psychological safety and creative potential, suggesting that participative and inclusive leadership climates make it easier for employees to take constructive risks (Imran et al., 2025). This aligns with broader organizational findings that innovation requires supportive climates and leadership behaviours that reduce fear of failure and encourage learning.

Finally, job performance in higher education should be understood as multi-dimensional. It includes task performance (teaching, grading, research outputs) and contextual performance (collaboration, mentoring, service, and contributions that support institutional functioning). Job performance is often defined as behaviours and outcomes that contribute to organizational objectives over time (Motowidlo, 2003; Arvey & Murphy, 1998). Because universities rely heavily on discretionary contributions—committee work, curriculum improvements, mentoring—leadership styles that enhance engagement and innovation can meaningfully raise overall performance. Evidence from higher education also supports that leadership style relates to staff satisfaction and performance outcomes in HEIs, indicating that leadership is a practical lever for improvement (Alonderiene & Majauskaite, 2016). Across this literature, a consistent gap emerges for the UAE higher education setting: democratic leadership is less studied than other leadership styles, and studies that do exist often do not test the behavioural pathways linking leadership to job performance in academic environments (Saleh & Gamar, 2024). Addressing this gap through a synthesized conceptual framework is therefore valuable for both scholarship and practice.

Theory and Conceptual Framework

This review is anchored in participative leadership theory and behavioural leadership theory. Participative leadership theory explains why shared decision-making increases employee ownership and commitment, strengthening discretionary effort and cooperative behaviour (Chan, 2019; Miao et al., 2013). Behavioural leadership theory supports the view that democratic leadership is expressed through learnable practices—open communication, consultation, feedback responsiveness, and inclusive facilitation—that can be developed through leadership training (Dewettinck & Van Ameijde, 2011). Contingency theory adds that the effectiveness of democratic leadership may depend on institutional structure, urgency, and regulatory demands, suggesting that universities may benefit from balanced leadership configurations (Fiedler, 2015; Yukl, 2011; Rosing et al., 2022).

As shown in Fig 1, democratic leadership is the independent variable. It represents leadership behaviours and values that prioritize participation, shared influence, dialogue, and inclusive decision-making (Kılıçoğlu, 2018; Woods, 2005). Democratic leadership is expected to shape work conditions by increasing psychological safety, strengthening trust, and improving

communication, which are foundational for collaboration and performance (Karaka et al., 2020; Imran et al., 2025). Job performance is the dependent variable, defined as employees' behaviours and outputs that contribute to institutional goals over time (Motowidlo, 2003; Arvey & Murphy, 1998). In UAE universities, job performance includes teaching effectiveness, research contributions, service responsibilities, and cooperative behaviours that sustain quality improvement.

The framework proposes three mediating variables. First, creativity mediates the relationship because democratic leadership can expand voice and autonomy, enabling staff to generate novel and useful ideas relevant to teaching, research, and administration (Farmer et al., 2003; The impact of leadership styles on innovation management, 2017). Second, employee engagement mediates the relationship because participation and recognition increase dedication and persistence, which are closely associated with higher performance (Bin, 2016; Diamantidis & Chatzoglou, 2018). Third, innovative behaviour mediates the relationship because democratic leadership can provide the safety and support needed to implement ideas, translating creativity into improved institutional practices (Imran et al., 2025). The model also recognizes possible contextual moderators (treated as "other variables" in interpretation rather than tested variables in this review), such as organizational culture and cultural norms about hierarchy and participation (Hofstede, 1983; Maamari & Saheb, 2018; Venusamy et al., 2020). These contextual factors can strengthen or weaken how democratic practices are enacted and received.

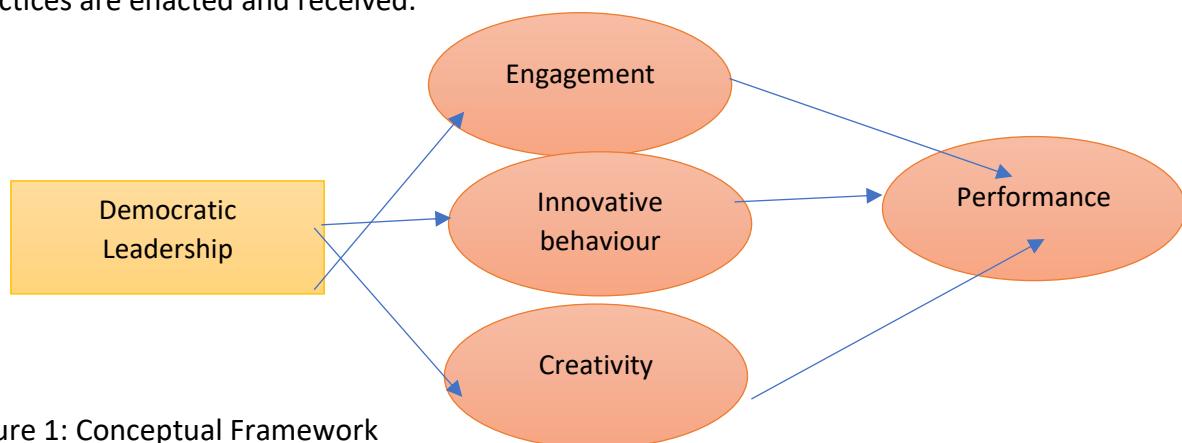


Figure 1: Conceptual Framework

Findings and Discussion

As a review paper, the "findings" are synthesized patterns from prior theoretical and empirical work rather than new statistical results. Across the reviewed literature, a consistent pattern supports the argument that democratic leadership is positively associated with stronger employee performance, particularly when performance depends on collaboration, discretionary effort, and innovation—features that strongly characterize academic work. Evidence suggests that leadership influences performance both directly and indirectly, and that indirect pathways become especially important when institutions aim to improve innovation and adaptability (Madanchian et al., 2016; Ibrahim & Daniel, 2019).

First, democratic leadership appears to improve job performance by strengthening the relational and psychological conditions of work. When leaders invite participation, listen to staff input, and communicate transparently, employees are more likely to experience trust and psychological safety. These conditions reduce fear of negative evaluation and make it

easier to raise concerns, propose improvements, and challenge ineffective routines. This matters in universities because improvement often requires constructive critique and experimentation. Recent evidence explicitly links democratic leadership to innovative behaviour via psychological safety and creative potential, reinforcing the view that democratic climates enable constructive risk-taking (Imran et al., 2025). From a behavioural perspective, these effects reflect learned leadership practices that shape day-to-day interaction quality (Dewettinck & Van Ameijde, 2011).

Second, the review indicates that democratic leadership supports creativity by expanding voice and legitimizing idea-sharing. In academic settings, creativity is not optional; it is central to curriculum design, research development, assessment improvement, and scholarly problem-solving. The innovation management literature emphasizes that leadership styles influence whether innovation is promoted or inhibited, and that supportive leadership is essential for idea generation and innovation implementation (The impact of leadership styles on innovation management, 2017). Democratic leadership increases the likelihood that staff perceive creativity as valued and safe, which is consistent with role-based explanations of creativity where identity and expectations shape behaviour (Farmer et al., 2003). In contrast, hierarchical leadership that emphasizes compliance can narrow perceived autonomy, discouraging experimentation—particularly important in UAE HEIs where governance can be administratively driven (Iqbal et al., 2025).

Third, employee engagement consistently emerges as a critical link between leadership and performance. Studies on performance highlight that internal organizational factors—especially engagement, communication quality, and supportive systems—predict employee performance outcomes (Diamantidis & Chatzoglou, 2018; Karaka et al., 2020). Democratic leadership contributes to engagement because employees who are consulted and recognized typically feel greater ownership of goals and stronger emotional commitment to their work. Engagement, in turn, predicts persistence, extra-role contribution, and collaboration—behaviours that are essential in universities, where many institutional responsibilities (e.g., committees, mentoring, program development) rely on discretionary effort.

Fourth, the synthesis suggests that innovative behaviour is the mechanism that converts creativity into measurable performance improvement. Innovative behaviour requires not only generating ideas but also promoting them, building coalitions, and implementing changes—processes that are difficult in highly centralized organizations. Democratic leadership supports these processes by distributing influence and building shared responsibility. The UAE context is particularly relevant here because multicultural academic environments may experience communication barriers and divergent expectations; democratic leadership can create structured participation channels that help integrate diverse perspectives (Aydogan et al., 2025). At the same time, evidence from the UAE indicates that organizations may operate with mixed leadership styles; therefore, democratic leadership may be most effective when combined with clear role expectations and accountability, rather than treated as “no structure” (Venusamy et al., 2020; Rosing et al., 2022).

Finally, the review reinforces that leadership alone rarely explains all performance outcomes; organizational culture and contextual conditions jointly shape results. Empirical work shows

that culture and leadership style interact to influence performance, particularly in Middle Eastern organizations where cultural expectations can shape authority and participation norms (Maamari & Saheb, 2018; Hofstede, 1983). For UAE HEIs, this suggests that democratic leadership is most impactful when institutions actively align governance structures, communication systems, and recognition practices with participatory values. Where participation is symbolic rather than meaningful, engagement and innovation benefits are less likely to materialize.

Overall, the reviewed evidence supports the proposition that democratic leadership enhances job performance in UAE universities primarily through behavioural pathways: by elevating engagement, enabling creativity, and supporting innovative behaviour under conditions of psychological safety and inclusive communication (Imran et al., 2025; Diamantidis & Chatzoglou, 2018; Karaka et al., 2020). This synthesis also clarifies the core research gap: UAE higher education needs more empirical testing of these mediating pathways and more attention to how democratic practices function within hierarchical governance contexts (Saleh & Gamar, 2024; Rosing et al., 2022).

Conclusion

This review synthesizes evidence that democratic leadership can enhance job performance in UAE HEIs by building the psychological and behavioural conditions needed for high-quality academic work—especially engagement, creativity, and innovative behaviour (Imran et al., 2025; Diamantidis & Chatzoglou, 2018). The paper clarifies an important gap in UAE higher education leadership research and offers a conceptual pathway for future empirical testing, while also presenting practical, governance-aligned recommendations for institutional improvement (Saleh & Gamar, 2024; Rosing et al., 2022).

Contribution, Limitations, and Future Research

This review offers three main contributions. The first contribution is theoretical clarification. By integrating participative leadership theory and behavioural leadership theory, the paper explains democratic leadership as a set of learnable practices that shape performance through specific employee behaviours rather than through direct authority alone (Chan, 2019; Dewettinck & Van Ameijde, 2011). This matters because higher education performance often depends on behaviours that cannot be mandated—collaboration, mentoring, initiative, and improvement work—so leadership must work through motivation, trust, and shared ownership. The review also incorporates contingency reasoning to emphasize that democratic leadership effectiveness is context-sensitive, and may be strengthened by appropriate structural coordination (Fiedler, 2015; Yukl, 2011; Rosing et al., 2022).

The second contribution is contextual relevance to UAE higher education. The review aligns leadership discussion with the UAE's policy emphasis on sustainable development and education quality (Baroudi & Abi Haidar, 2025) and synthesizes evidence that hierarchical leadership practices can limit participation and innovation, which are needed for HEIs to remain competitive (Iqbal et al., 2025; Alowais & Suliman, 2025). It also addresses multicultural workforce realities in UAE universities by highlighting why inclusive participation can help align diverse perspectives and strengthen shared responsibility (Aydogan et al., 2025). By doing so, the paper responds to calls for more regionally grounded leadership

analysis that reflects local culture and governance conditions (Saleh & Gamar, 2024; Sowmya et al., 2018).

The third contribution is a behavioural mechanism focus. Rather than treating leadership as a broad label, the review specifies *how* democratic leadership is expected to influence job performance: through creativity, engagement, and innovative behaviour. These pathways are well-aligned with evidence that democratic leadership supports psychological safety and creative potential that enable innovation (Imran et al., 2025), and with performance research that highlights engagement and internal organizational practices as key drivers of performance (Diamantidis & Chatzoglou, 2018; Bin, 2016). This mechanism-based framing is useful for designing leadership development interventions because it translates leadership ideals into targeted behavioural outcomes.

Practical Contribution

Improving job performance in UAE universities through democratic leadership requires moving beyond general calls for “participation” and building institutional routines that make participation real, consistent, and aligned with accountability requirements. A first practical step is to embed democratic leadership competencies within leadership preparation and ongoing development for department heads, program coordinators, and deans. Because leadership behaviours are learnable and improve through training and feedback, universities should prioritize development in inclusive communication, facilitation of meetings, conflict navigation, and participative decision processes (Dewettinck & Van Ameijde, 2011; Karaka et al., 2020). Leadership evaluation and promotion criteria should also reward behaviours that expand staff voice and support innovation, rather than relying only on administrative compliance.

Second, universities should institutionalize participation through governance structures that have genuine influence. Faculty councils, curriculum committees, and cross-functional working groups should be designed with clear mandates, transparent decision rules, and feedback loops that show how staff input is used in final decisions. This reduces “token participation,” strengthens trust, and increases engagement because employees can see the impact of their contributions (Chan, 2019; Miao et al., 2013). In UAE HEIs where hierarchical norms may be strong, participation structures can be especially valuable when they are formalized and predictable, helping multicultural staff navigate decision-making expectations and contribute confidently (Hofstede, 1983; Aydogan et al., 2025).

Third, institutions should actively build conditions that support creativity and innovative behaviour. Universities can implement small, practical mechanisms such as seed grants for teaching innovation, recognition for curriculum redesign, and protected time for collaborative scholarship. Innovation management research suggests leadership is decisive in promoting or inhibiting innovation; therefore, leaders should explicitly normalize experimentation and treat well-intentioned failures as learning opportunities, not reputational threats (The impact of leadership styles on innovation management, 2017). Where possible, leaders should reduce unnecessary bureaucracy that slows innovation, while still maintaining governance standards needed for accreditation and quality assurance (Iqbal et al., 2025).

Fourth, universities should strengthen engagement by improving communication quality and employee support systems. Engagement improves when employees understand priorities, receive constructive feedback, and experience fairness and recognition (Diamantidis & Chatzoglou, 2018; Bin, 2016). Leaders can institutionalize open forums, periodic listening sessions, and structured staff feedback surveys, then publicly communicate actions taken in response. In addition, departments should encourage peer collaboration and shared learning practices that build a “community of practice,” which educational leadership research links to stronger collective engagement and cultural change (Stephenson et al., 2012).

Fifth, HEIs should adopt a balanced approach that respects the need for coordination while widening participation. Contingency logic suggests that different situations require different degrees of consultation and decisiveness; therefore, leaders can practice “participation with clarity” by consulting widely on strategic and academic matters while using timely decision-making for urgent operational issues (Fiedler, 2015; Rosing et al., 2022). This balance is consistent with UAE organizational realities where mixed leadership styles may coexist, and it helps democratic leadership remain effective rather than being perceived as indecision (Venusamy et al., 2020).

Together, these insights translate democratic leadership into concrete institutional practices that can improve job performance by strengthening engagement, creativity, and innovative behaviour, supporting UAE universities’ capacity to achieve quality and innovation goals aligned with national development priorities (Baroudi & Abi Haidar, 2025).

Limitation and Recommendations

Several limitations should be acknowledged. First, because this is a review paper, the conclusions are based on synthesis rather than original empirical testing. While the reviewed studies provide converging support for democratic leadership benefits, the strength of evidence depends on the quality and contexts of existing research. Second, much of the education leadership literature includes diverse settings, and although the review prioritizes UAE-relevant work where available, generalizability remains constrained by differences in regulation, governance, and institutional maturity across HEIs (Litz & Scott, 2017; Iskander et al., 2016). Third, many leadership and performance studies rely on self-reported measures, which can be affected by common-method bias and social desirability; this limitation is especially important for constructs such as leadership perceptions, engagement, and innovative behaviour (Diamantidis & Chatzoglou, 2018). Fourth, UAE institutions often operate with hybrid leadership realities, mixing participatory practices with hierarchical control; the review highlights this issue but cannot quantify when hybrid configurations help or harm outcomes (Venusamy et al., 2020; Rosing et al., 2022).

Future research should advance in four directions. First, researchers should conduct empirical studies in UAE HEIs using validated measures and multi-source data (e.g., staff surveys plus supervisor ratings or objective indicators) to test the proposed mediating pathways more rigorously (Motowidlo, 2003; Arvey & Murphy, 1998). Second, longitudinal designs are needed to examine causality: whether democratic leadership changes engagement and innovation over time and how quickly performance benefits appear (Madanchian et al., 2016). Third, scholars should compare hybrid leadership models, examining how democratic and directive elements can be combined effectively in hierarchical governance environments,

especially under time pressure or crisis conditions (Rosing et al., 2022). Fourth, qualitative research could explore how academic staff from different cultural backgrounds experience “participation” in practice, helping universities design participation structures that are meaningful rather than symbolic (Aydogan et al., 2025; Hofstede, 1983).

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