

A study of leadership style(s) in a cross-cultural education environment in the UK



Declaration

I, [Name], hereby state that this research project based on the study of leadership styles in the cross-cultural education environment in the UK is my own work, and no one was involved or helped me to complete this work. I validate that all of the used sources are credible properly acknowledged and cited.

This research project adheres to all the applicable ethical considerations and guidelines. Further, we obtained informed consent from all the participants and protected their confidentiality and privacy during the whole research. I declare that this research is my original work and it does not have any false information or plagiarism.

I understand the significance of academic integrity in the research and take responsibility for this project’s content and integrity.

# Abstract

The UK has a multicultural society with a population of more than 65 million people from a comprehensive range of cultural and ethnic backgrounds. This diversity is significantly reflected in the UK’s education system, which comprises a longer history to cater to the student’s needs from diverse cultures. However, this increased cultural diversity poses several challenges to lecturers, leaders, and students in understanding and adapting to each other’s cultural values and beliefs. Thus, leadership styles play an important role in leading students in the cross-cultural education environment. However, the existing research studies addressed various leadership styles that well—fit well in the context of cross-cultural education settings but they did much focus on addressing the factors that impact the relationship between the factors that influence the relationship between leadership styles and cross-cultural education environments. Thus this research study mainly aims to provide a holistic view to understand this phenomenon about the factors that largely influence the relationship between leadership styles and cross-cultural education environment. This research uses qualitative research methodology for realizing an in-depth exploration of the cultural nuances, subjective experiences, and contextual factors that impact leadership styles in the UK’s cross-cultural educational environment. The research findings addressed that transformational leadership, inclusive leadership, and culturally responsive leadership styles are the most effective leadership styles for leading students in the UK’s cross-cultural education environment.

Acknowledgment

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Chapter 1: Introduction

# Introduction

## Purpose of the Project

The main purpose of this project is to explore the leadership style that fits a cross-cultural environment in the education sector. This research intends to examine international students' perspectives on leadership practice in the UK higher education sector.

## Research context

This dissertation is based on the investigation of the most efficient leadership styles that fit in the cross-cultural environment in the UK. The UK has a multilingual and multicultural society with a population of more than 65 million people from a comprehensive range of cultural and ethnic backgrounds. This population diversity is significantly reflected in the education system of the UK, which comprises a longer history to cater to the student’s needs from diverse cultures. Recently, there has been an increasing acknowledgment of the significance of cultural competence in the UK’s education system. Cultural competence represents an ability to understand and respect diverse cultures while efficiently working with persons from diverse cultural backgrounds. It is one of the most crucial skills for educators in the UK’s cross-cultural education atmosphere.

With the increased intertwining of globalization in our cultures and societies, there is a huge demand for an efficient leadership style in the cross-cultural education environment. The UK has served as the most diversified and rich cultural embroidery that serves as the pertinent context for exploring different types of leadership styles in fostering inclusivity and welcoming global learning spaces for students from different cultural backgrounds. The UK’s multilingual and multicultural society largely categorized the cultural landscape of the UK in its education system to enable students from diverse cultural backgrounds to pursue knowledge and attain personal growth.

Currently, there is a growing demand and emphasis on cultural competence in the education sector. Cultural competence enables a person to better understand different cultures and respect them to work with people from diverse cultural backgrounds. It is one of the most vital skills of leaders and education in the cross-cultural education atmosphere. It helps educators better understand and fulfill the needs of students from diverse cultural backgrounds. Today, leaders and educators need to be more culturally competent. The potential benefits of cross-cultural competence are enhanced learning outcomes, improved collaboration & communication, reduced discrimination & cultural biases, preparation for the globalized world, and increased student engagement and encouragement. The leaders and educators should focus on developing cross-cultural competence in education to enable the students to better learning and grow from diverse cultural backgrounds. For this purpose, they should first reflect on their own cultural biases, develop cultural sensitivity, learn about diverse cultures, seek out potential development opportunities, and adopt various learning & teaching approaches.

The UK’s cross-cultural education environment poses several challenges due to the richer cultural diversity of the country. These challenges are due to cultural differences, pedagogical adaptations, and linguistic barriers. One of the key challenges in the cross-cultural education environment is to develop an efficient learning atmosphere, that is comprehensive and welcomes all students from different cultural backgrounds. It needs educator’s awareness of the student’s diverse cultural backgrounds and adaptation of their learning and teaching approaches accordingly. Another challenge is related to language acquisition because not all students have English as their primary language of communication. This language difference may lead to misinterpretations and misunderstandings that will impact both social and academic interactions. Students from different cultures might have different preferences, expectations, and learning students. Also, these students have different cultural beliefs and values that influence their behaviors, experiences, and responses during classroom activities. An effective and multi-pronged strategy is required to address the challenges while involving the policymakers, school administrators, leaders, educators, and a wide-ranging community. By working together, they could ensure that the UK’s cross-cultural education atmosphere is truly comprehensive, unbiased, and supportive for all students from diverse cultural backgrounds.

The outcomes of this research will provide the most common and effective learning styles to improve the cross-cultural education environment in the UK. Educators need to utilize the most efficient strategies to support students who still learning the English language while ensuring that they are participating the classroom interaction activities. They also need to be more sensitive towards the cultural nuances to bridge this language gap. Educators also have to be more flexible in adapting various teaching approaches to better accommodate the differences among students by providing equal learning opportunities. They have to be aware of all cultural beliefs and values and respect them for creating a culturally comprehensive classroom atmosphere. This awareness will also help in reducing biases and promoting cultural sensitivity.

## Rationale

The primary objective for the selection of this topic is to investigate the leadership style that fits a cross-cultural education environment in the UK. This research topic is selected because it mainly focuses on assessing the influence of leadership education on organizational culture. Currently, there is a critical need to promote leadership education in higher education to make students aware of the importance and significance of leadership to stand out from the crowd (James et al., 2018). Investigating students’ perspectives regarding education leadership is crucial for promoting an effective teaching and learning process. This perspective allows educational institutions to better understand the needs and preferences of their students, adapt their leadership strategies accordingly, and ultimately enhance the overall educational experience. Also, there is a lack of research that focuses on providing a critical understanding of the role of leadership education in promoting a positive and productive organizational culture. This research topic has enough potential to make a significant and real-life difference in the world. This research also focuses on analyzing how many international students are joining universities every year. This research also emphasizes knowing the culture and background of the students and addresses the impact of leadership education on their culture. Moreover, this research will also address and try to resolve the faced cultural and educational challenges by international students in the UK.

## Research Questions

What leadership style do you believe is effective in leading a cross-cultural education system in the UK?

## Objectives

* To identify diverse leadership styles used in cross-cultural education environments.
* To identify international students' leadership preferences.
* To recognize and understand how different leadership styles influence student’s learning experiences.
* To explore students' relationships with lecturers and other students.

## Preliminary Literature Review

### Leadership

The leaders play a vital role in making any organization successful or unsuccessful. The organizational values and culture largely impact the efficacy of the organization’s management. Leadership represents a collection of best characteristics that are posed by a person to drive different organizational components over vision’s ownership. The effectiveness of leaders depends on their ability to manage and implement the most suitable leadership pattern or style according to the considered situation. More specifically, leadership refers to a process for efficiently mobilizing others to lead, guide, and influence them to do something to attain the desired outcomes.

### Organizational Culture

Organizational culture is focused on the organizational members and how they understand their cultural characteristics. It represents a philosophical statement that functions as the member’s blinding demands, which are formulated based on different rules and regulations. Culture provides a unique identity to members and raises their commitment to organizations. When the members identify true organizational values, they feel motivated and this motivation enhances their performance. Successful organizations have a distinctive and strong culture that also strengthens their sub-cultures. Organizational culture includes beliefs, values, and shared norms that are thought, felt, and embraced by all organizational members.

In higher education, the performance of faculty members depends on several factors, including organizational culture and leadership styles. This research mainly aims to investigate the impact of leadership style on the performance of faculty members (Jamali et al., 2022). Qualitative research methodology is used to recognize the existing leadership styles. The research findings addressed that transformational leadership poses a positive impact and transactional leadership poses a negative impact on the faculty member’s performance.

Kavanagh & Ashkanasy, (2006) seeks to present and test a leadership model to directly link leadership styles with organizational culture and effectiveness. A four-factory theory of leadership is used to investigate how leadership styles directly impact organizational culture and indirectly impact organizational efficacy. Further survey methods are used for measuring the behavioral and attitudinal indicators of organizational leadership, culture, and efficacy. The research results addressed that organizational efficacy is related to the organization’s culture types and cultural norms are related to the leadership styles.

According to Nabella et al., (2022), the success of the senior high school can be determined through the quality of management and education system. This research mainly focuses on identifying the extent to which leadership education or awareness can influence organizational culture and climate. A survey research method is used including teachers as the research population. Further, a path analysis is used along with the SPSS program to process the collected data. The research findings addressed that leadership education poses a direct influence on improving organizational culture and climate.

## Sources of Data

We will be using primary data in this research, which will be collected from different international students studying in different universities in the UK through surveys and questionnaires as well as secondary research data, which is collected from different types of sources, such as websites, research papers, books, academic journals, government publications & reports, trade association publications & reports, media reports, news articles, online databases, and so on. We have considered several factors, such as accuracy, relevancy, reliability, and objectivity during the selection of secondary data sources. Also, multiple data sources are considered to realize an accurate and inclusive picture of this research topic. The required research is collected using the relevant keywords to the research topic and filters are used to include only the latest publications.

## Proposed Methodology

In this research, we will use qualitative research methods, which involve gathering data through questionnaires from international students studying in the UK. This methodology provides an in-depth and complete understanding of this research topic. Qualitative research methodology is the most suitable methodology for this research to better investigate various types of leadership styles that fit in the cross-cultural education environments in the UK. This methodology allows the researchers to gather in-depth and relevant research data based on the participant’s perspectives and experiences. This research data is necessary to understand nuanced and complicated leadership dynamics in the cross-cultural setting. We will use the following qualitative research methods to better investigate the types of various leadership styles that fit the cross-cultural educational environment.

* **Interviews**: The interviews enable a researcher in better collect in-depth data better following the participants’ meanings, experiences, and perspectives. The interviews could be conducted with individual leaders or groups of leaders in a cross-cultural educational atmosphere.
* **Observations**: The observations enable research to gather relevant research data based on the participant’s behaviors in the natural setting. This method could be used in gathering data related to the leader’s interaction with the staff members and students.
* **Questionnaires and surveys**: The questionnaire and survey methods could be used to better examine the different leadership styles that better fit cross-cultural education environments in the UK. These qualitative methods help gather qualitative research data, such as participant’s opinions, attitudes, and demographic information. The collected data using these methods is more concerned with the participant’s perspectives and experiences.

All the applicable ethical considerations are followed throughout the whole data collection process. Also, the personal information about the participants will be kept confidential and safe.

## Anticipated Problems

In this research, we may face problems in defining and measuring organizational culture due to its complex nature and also there is no single tool to measure it. It may create difficulties in assessing the influence of leadership education on the organizational culture. Most of the existing research related to this research topic is cross-sectional (Waaland, 2015). So we may face issues in including longitudinal data to provide a better understanding of the influence of leadership education on the organizational culture. We may also face some ethical issues due to violation of any relevant ethical norms or practices. As most organizations do not publicly share their data, we may also face issues in collecting the necessary data related to this research, which must be accurate and reliable.

## Expected Schedule

A systematic literature review (SLR) methodology is used along with the most relevant keywords to this research topic for searching the research papers and journal publications from different sources. For this research, six different phases are expected. These phases are project planning and preparation, requirement gathering, implementing a leadership education program, data analysis, interpretation & discussion of research findings, and report writing & presentation.

|  |  |  |
| --- | --- | --- |
| **S. No.** | **Project tasks** | **Duration** |
| **1** | **Project planning & preparation** | **10 days** |
| 1.1 | Defining research objectives and questions | 5 days |
| 1.2 | Developing a research methodology | 4 days |
| 1.3 | Taking requirement approvals and permissions | 1 day |
| **2** | **Requirement gathering** | **20 days** |
| 2.1 | Selecting the relevant data sources | 5 days |
| 2.2 | Conducting a literature review | 10 days |
| 2.3 | Collecting baseline research data | 5 days |
| **3** | **Implementing leadership education programs** | **23 days** |
| 3.1 | Designing and delivering leadership education programs | 10 days |
| 3.2 | Monitoring and documenting program activities | 5 days |
| 3.3 | Collecting feedback | 8 days |
| **4** | **Data analysis** | **13 days** |
| 4.1 | Cleaning and organizing gathered data | 5 days |
| 4.2 | Conducting qualitative and quantitative data analysis | 3 days |
| 4.3 | Identifying trends, patterns, and relationships in data | 5 days |
| **5** | **Interpretation and discussion of research findings** | **10 days** |
| 5.1 | Interpreting the outcomes of data analysis | 2 days |
| 5.2 | Relating research findings with research objectives | 5 days |
| 5.3 | Discussing the implications of research findings | 3 days |
| **6** | **Report writing and presentation** | **10 days** |
| 6.1 | Writing a detailed research report | 5 days |
| 6.2 | Revising and editing the report | 3 days |
| 6.3 | Preparing a presentation for this research | 2 days |

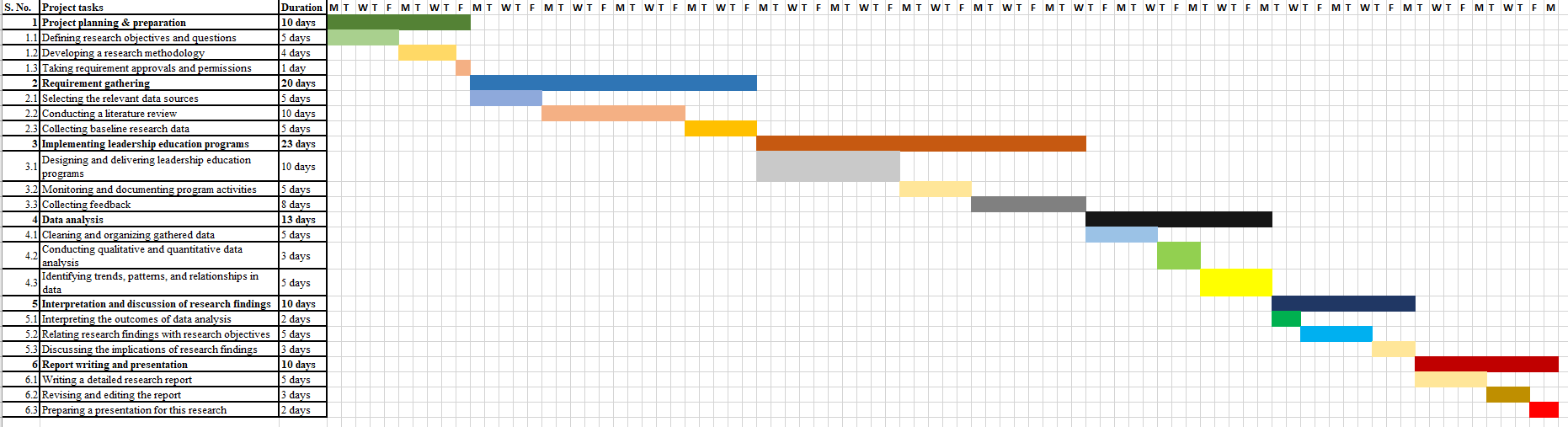


Figure : Gantt chart

# Summary

This research is based on the comprehensive introduction of this research project. This research mainly focused on conducting a comprehensive study on various leadership styles in the UK’s cross-cultural education environment. In this chapter, we critically introduced this research, including the purpose of this research project, research context, rationale, research questions, preliminary literature review, data sources, proposed methodology, anticipated problems, and expected research schedule.

Chapter 2: Literature Review

# Introduction

This literature review comprises relevant information about the leadership style to investigate the research in cross-cultural education environments in the UK. The proposed research proposes to identify the explicit means of leadership education that can affect the culture of the organization and recommend means to design a better program of leadership education for emerging a positive culture in the organization (Sarfraz, 2017). This research project achieves a systematic literature review that is found in databases such as Springer Link, online library, IEEE Explorer, Science Direct, etc. This Literature Review demarcated to recognize the leadership styles in the environment of cross-cultural education. This section includes the analysis of articles and other publications relevant to the research topic to fit the cross-cultural education environment in the UK.

# Literature review

## Leadership and leadership styles

**Leadership** represents an ability to influence, motivate, and direct others to attain mutual goals. Efficient leaders possess several types of qualities and skills, such as communication, vision, adaptability, and decision-making for potentially inspiring and empowering others to realize their whole potential (VanGronigen, 2022). On the other hand, **leadership** **styles** represent diverse ways in which leaders can approach their specific roles and responsibilities. The selection of the most suitable and efficient leadership style depends on the individual leader and the situation. However, there is a range of different leadership styles, including transactional leadership, transformational leadership, autocratic leadership, democratic leadership, and laissez-faire leadership. The leaders should consider some factors, such as the task’s nature, leader, and team to select the most effective leadership style. Leadership skills can only be developed over time via training, mentoring, and experience. There are many resources, such as workshops, books, and online courses that can help leaders develop their leadership skills.

## Cross-cultural education environment

A cross-cultural education environment represents an environment for learning that mainly focuses on welcoming and supporting all students coming from different cultural backgrounds. It involves students from diverse nationalities, ethnicities, religions, languages, and socioeconomic backgrounds. In the cross-cultural education atmosphere, the leaders and educators are sensitive and aware of the cultural variations and they acclimate their learning and teaching strategies accordingly to meet all the student’s needs (Mitchell, 2019). It offers several benefits, including enhanced learning outcomes, improved collaboration & communication, reduced discrimination & cultural biases, preparation for the globalized world, and increased student engagement and encouragement. It also poses several challenges, such as cultural differences, linguistic barriers, and varied cultural beliefs & values.

## Importance of cross-cultural competence in education

In today's diversified and interconnected world, cross-cultural competence plays a vital role. With the increased cultural diversity in the classrooms, educators play an important role in fostering the most efficient educational environments for fostering cultural differences and promoting comprehensive learning experiences. Cultural competence has become very important in today’s education system for several reasons (Beattie, 2017). Educators who are more competent in cross-cultures can better understand different preferences, learning styles, and cultural backgrounds of the students for better catering and providing equal learning opportunities to them. Cross-cultural competence also cultivates an appreciation and awareness of diverse cultures enabling educators to identify and remove cultural biases for making the students feel valued and respected. It is also very important for the students to gain the ability to navigate cross-cultural interactions while communicating with empathy. Using it educators can realize an equitable and comprehensive learning environment while identifying and addressing the associated barriers. It fosters mutual respect and understanding among students from diverse cultural backgrounds for breaking down stereotypes and building bridges among different communities.

## Efficient leadership in a cross-cultural environment

This article by Rao‐Nicholson et al. (2020) defines that culturally suitable leadership style becomes a relevant phenomenon of the innovative age in society with globalization. Leadership is not a humble theory relevant to human resource management. With the growing assortment and intercultural environment at the organization, numerous leaders manipulate their standard roles of organization and cultural variations that require considering the employees' variation level. While traditional controlling defiance may be unsuccessful in sustaining the morale of employees, the participative approach makes it tough for the leader to put up contrary views in the making of decisions. In the fast-paced globalization world, leadership is demarcated like a tightrope. This article attempts to separate a leadership style excess and the challenges and benefits related to their implementation in the culturally varied employees for governments and organizations. This study focused on 3 types of leadership styles that could be modified into value-based or transformational, participative, and team-oriented leadership (Rao‐Nicholson et al., 2020). The key outcome is that transformational leadership, where the leaders are fascinating and encourage modification in their employees was initiated to the most efficient form to implement. This study also recognizes that a team-oriented leadership style entails an organizationally skilled leader who inspires goal achievement with the participation of the group. This style does not encourage a cultural cohesiveness’s discriminating sense. And participative leadership style entails the participation of employees in decision-making. It is not applicable practically in all cultural environments. Concisely, leadership in a cross-cultural environment is challenging, and tough to indicate any single style of leadership that fits the most.

## Leadership competence in cross-cultural and multinational organization

Accompanied by the increasing concentration on how cross-cultural environments impact organizations and employees' work. It also grows into study-related innovative requirements concerning developing cultural competencies in the organization. The unique setting arrangements in the numerous national cultures meetings put compression on communication skills and mutual understanding owing to effective functioning requirements in multinational organizations (Sarfraz, 2017). This article regards of great standing of administrative affiliates for cross-cultural competence development to attain organizational achievement in the globalized creation position leading in a cross-cultural environment. According to the study of Jogulu (2010), the researcher composed qualitative information to discover the potential variations in relationship cultures and leadership styles between Western and Hong Kong Chinese migrant project managers in global organizations. Their discoveries define that both leader groups were bothered with team achievement, effective task performance, long-term cooperation, and interpersonal relationships with consultants and clients. This study also recognizes that they don’t fluctuate in the styles of communication. The outcomes designate consequently that the perceptions of leadership and culture of the relationship of migrant and local project managers didn’t differ suggestively. However, it was exposed that some leading inherent cultural values and beliefs were not altered easily. (Jogulu, 2010) also directed a quantitative study, where information was gathered from migrant managers employed in external affiliates of Chinese organizations for the cross-cultural competence concept investigation. The researcher describes the competence of cross-culture as a skill that is considered by aptitudes for stress management in multinational organizations and working effectively with dissimilar national work backgrounds people. This competence also supports migrant managing experts to understand the perceptions of the host effectively to interact and function efficiently in other cultures. This study's findings demonstrated that understanding of local culture and the ability to efficiently communicate and interact in the context of the host. They mostly highlight the communication skill’s significance for the competence of cross-culture.

## Education leadership

According to Beattie, (2017), education, leadership represents a process to guide and direct educational organizations or institutions to attain their goals. It comprises an inclusing range of activities, such as setting a vision & mission, effectively managing resources, developing & implementing strategic plans, improving learning & teaching approaches, building strong relationships, and promoting student success. Effectual education leadership is very important for schools or institutions to successfully meet the student’s needs. An efficient and skilled education leader is essential to facilitate effective education leadership in the institutions. The education leaders must demonstrate several key qualities and competencies, including communication skills, empathy, adaptability, resilience, problem-solving skills, cultural awareness, visionary leadership, and collaborative leadership. However, the role of education leadership is very complex but it is one of the most demanding and rewarding roles. The education leaders could realize a real difference in the student’s lives and community by focusing on creating a positive and supportive learning atmosphere for all the students.

## The cultural landscape of education in the UK

The UK has a longer history of multiculturalism. The increase in migration and immigration largely shapes the cultural landscape of this country. This cultural diversity conveys a wealth of experiences and perspectives in the UK’s classrooms by inspiring a learning atmosphere and nurturing a globalized outlook. This diversity is also reflected in the education system of the UK, which caters the students from a comprehensive range of cultural and ethnic backgrounds. The UK’s cultural landscape of education is continuously growing and reflecting the varying demographics of this country. Educators are largely focusing on recognizing the significance of cultural competence in realizing an efficient learning atmosphere by understanding and growing diverse cultural beliefs, values, and learning styles to adapt the most suitable teaching strategies (Bonfantini & Casonato, 2022). They also focus on developing an effective and inclusive learning environment, which makes cultural competence more important. Culturally competent educators can better recognize & address the cultural barriers, include cultural diversity in the curriculum, and promote an effective intercultural understanding. They should also provide equal opportunities to the students for learning and gaining success by implementing diversity and acclimating effective teaching strategies for catering to diverse cultural backgrounds. The UK’s cultural landscape of education also offers unique opportunities for celebrating and learning from cultural diversity. Educators can empower students to become globalized citizens and be prepared for the interconnected and diversified world by accepting cross-cultural competence and fostering comprehensive learning atmospheres.

## Leadership styles in the cross-cultural education

Effective leadership is very important in education, but it becomes more crucial in the cross-cultural education atmosphere. Leadership styles play a vital role in the cross-cultural education atmosphere to promote inclusivity, manage diversity, and foster efficient communication. It poses varying impacts on individuals from different cultural backgrounds (Sachdeva, 2020). The most relevant and effective leadership styles in the context of a cross-cultural education atmosphere are servant leadership, transformational leadership, adaptive leadership, authentic leadership, collaborative leadership, and culturally intelligent leadership. The efficacy of these leadership styles may vary as per the individual preferences and cultural context. The leaders need to be open to learning and familiarizing themselves with the continually evolving leadership practices to create an efficient, comprehensive, and supportive atmosphere for all the involved individuals.

## Leadership style and cultural intelligence in Education

A literature review defines that wide efforts to try and define leadership. However, numerous researchers consent that leadership is the process of involving the common goals set and influence that occurs in a group. In the study of Aldhaheri (2017) theories of transformation, visionary, and charismatic leadership were subjected widely to academic and practitioner works on leadership. These concepts observe the leaders’ behavior to induce the assurance and sustenance of their supporters, which initiates satisfaction and exceptional productivity.

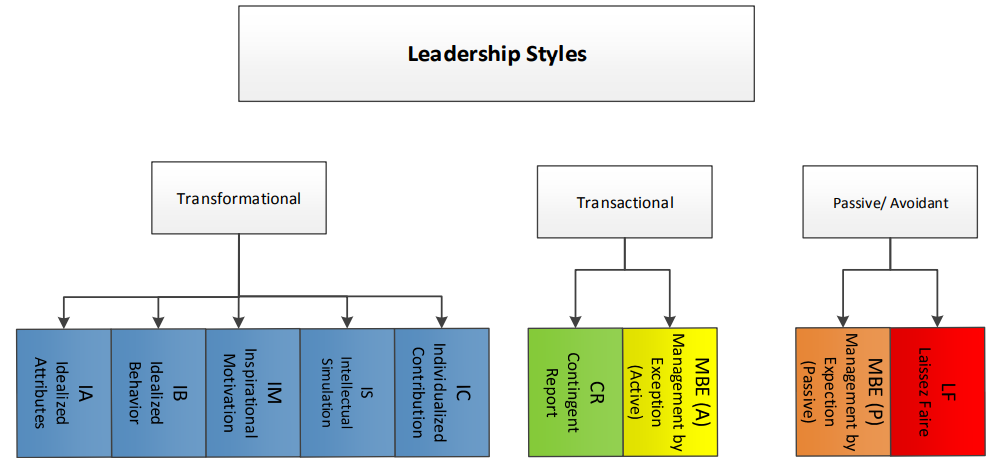


Figure : Leadership Style

In this study, Aldhaheri (2017) contended that the continual and rapid pace of alteration that establishments must survive with drives the requirement for more adaptive and flexible leadership. Those leaders are described as ‘Adaptive Leaders’ to operate the most proficiently in varying settings. They can recognize and fit the contests they find along with their supporters and can respond correctly. This theory is focused on the knowledge that adaptive leaders collaborate with their supporters to develop novel findings for problems while allowing them to survive with an extensive range of the responsibilities of leadership.

With other research, this study is focused on some limitations. This study's limitation is the comparatively small sample size which generates some restrictions on the produced outcomes’ generalization in the analysis. This study doesn’t present the views of stakeholders and principals in private and public education sectors and limits its range.

## Leadership in the cross-cultural environment

Dimmock & Walker, (2000) state that leadership in a cross-cultural atmosphere needs unique approaches and skills for navigating cultural differences, fostering wide-ranging environments, and preparing individuals for success in the globalized world. A skilled and experienced leader possesses a set of empathy, cultural sensitivity commitment, and adaptability to inclusivity. Cross-cultural leaders are responsible for facilitating effective cross-cultural leadership within the educational environment. An effective cross-cultural leader must possess a few key characteristics, such as empathy, openness, cultural sensitivity, flexibility, adaptability, vision, and inclusiveness. Cross-cultural leaders should use these characteristics to better manage and serve students coming from diverse cultural backgrounds. The most efficient leadership styles for cross-cultural education environments are democratic leadership, transformational leadership, and servant leadership. The democratic leadership style is very effective in the cross-cultural education environment because it helps promote a sense of shared responsibility and ownership among the students. The transformational leadership style helps the leaders in uniting different cultural groups around a mutual vision for an equitable and inclusive community. The servant leadership style can help in better promoting an efficient understanding, empathy, and community sense among the students.

## Critical Elements of cross-cultural leadership

Cross-cultural leadership becomes very important with the evolution of diversification. Cross-cultural leadership represents an ability to effectively lead and manage organizations or teams in a setting, where many people come together from diverse cultural backgrounds (Walker, 2014). It includes a diversified range of critical elements, such as empathy, cultural sensitivity, adaptability, cultural competencies, effective communication, equity & inclusivity, conflict resolution, team building, and cultural awareness. **Empathy** represents one’s ability to understand and share others’ feelings. It is very important in cross-cultural leadership because it enables the leaders to better connect with people from diverse cultures. **Cultural sensitivity** forms a robust foundation for cross-cultural leadership. It enables one to understand and respect diverse values, customs, beliefs, and cultures. **Adaptability** represents one’s ability to adjust to new challenges and situations. The leaders should be adaptable to better navigate the complexities while working with people from diverse cultures. **Cultural competence** enables leaders to appreciate diverse cultural beliefs, values, norms, and communication styles while avoiding cultural stereotypes and biases. **Effective communication** can be facilitated by the leaders using clarity, empathy, and active listening skills. The leaders need to promote **inclusivity & equity** in the cross-cultural education atmosphere to ensure that all people feel valued and respected regardless of their cultural backgrounds. The leaders should have effectual **conflict resolution** skills for better mediating and facilitating dialogue to find mutual ground by addressing and resolving conflicts. Cross-cultural leaders also need to prioritize **team building** among different students from different cultural backgrounds to improve creativity, innovation, and teamwork within the cross-cultural education atmosphere (Walker, 2014). The leaders should also promote **cultural awareness** via training sessions and workshops to realize a culture for encouraging intercultural learning, celebrating diversity, and promoting cultural understanding.

## Improving the comparability of cross-culture in different countries

The study of (Eryilmaz & Sandoval Hernandez, 2021) specified the growing interest in comparing the measures of educational leadership, like the leadership of the principal school with the data of ILSAs (International Large-Scale Assessment). Still, there are uncertainties about the measurement standardization across participating countries in the ILSAs. There are apprehensions that the psychometric and robustness features of measures are harmfully exaggerated by political, economic, linguistic, and socio-cultural assortment across countries. This research study inspects the cross-cultural prototypical data standardization for the “principal instructional leadership scale” with the framework and information provided by the International Survey of Teaching & Learning of OECD (Organization for Economic Cooperation and Development) is implemented to evaluate the model of conceptual measurement and test the invariance of measurement across countries (Sarfraz, 2017). These countries are categorized into more socio-demographic features-based homogenous groups to test the invariance of measurement in sub-groups. This research study results expose that when countries test together, the scale measures the school leadership of principals is invariant at the intermediate level within all countries (Eryilmaz & Sandoval Hernandez, 2021). This outcome means that the structures and loadings of factors correspond within countries, but items are not interrupted. However, sub-group testing was performed, recognizing the enhancements in the comparability of cross-culture.

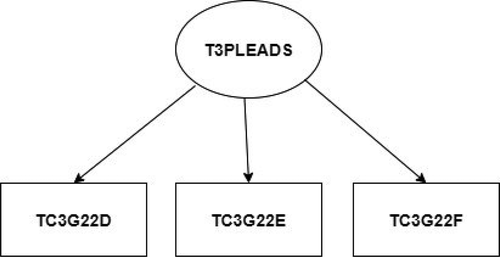


Figure : Measurement Model

## Transformational and Cross-Cultural Leadership in the Global Economy

This article (Paulienė, 2012) was captivated by an innovative model that integrates the dimensions of transformational and cross-cultural leadership. This model provided globalization and multiculturalism nature in the 21st span. The main motive of this study was to consider the nature of transformational and cross-cultural styles of leadership in the 21st-century organization with the parity of globalization, unrestrained data dissemination, and skills. In the globalization era, transformational cross-cultural leadership implementation is deliberate to the growth of business, effectiveness in the dissemination of data and technology, and skills and education parity (Paulienė, 2012). Sustainable profitability and growth of the business are braces up with an invention, an undertaking into the uncertain and unknown dominion. This study led with the base of employees with diverse cultures and equal skills who are inherently knowledgeable, self-motivated, confident, and able to tasks performance with autonomy, which may decrease the associated risk with the innovative cultural uncertainty. The leadership hallmark involves making better to others better, conveying the correct persons of convinced cultural backgrounds to the correct task may exploit their potential, decrease training costs, and increase effectiveness and innovation in the organization.

## Challenges and opportunities of the cross-cultural education in the UK

The Education system of the UK faces both opportunities and challenges to address cross-cultural education environment. These factors impact the efficacy of an equitable and inclusive education environment for all students. The main opportunities include promoting intercultural understanding, celebrating cultural diversity, preparing the students for globalized citizens, improving students’ learning & engagement, and building a cohesive school community (Bell, 2020). The main challenges that are associated with the UK’s cross-cultural education environment are navigating cultural differences, addressing implicit biases, overwhelming language barriers, ensuring equal resource access, and promoting inclusiveness & cultural sensitivity.

## Conceptual framework

This research study investigated and addressed how the various leadership styles influence the UK’s cross-cultural education atmosphere. Figure 3 depicts the proposed conceptual framework. There is a relationship between various leadership styles and cross-cultural education atmosphere. The antecedents, namely individual factors, organizational factors, and contextual factors significantly influence this relationship between various leadership styles and cross-cultural education environments (Loinaz, 2018). The recognition and implementation of the most suitable and efficient leadership style can enable the leaders to better teach the students who come from diverse cultural backgrounds while making them feel valued and respected. It will also increase cultural competence and awareness among the students, so they will also value other’s cultural norms and beliefs. It will ultimately contribute to the student’s overall development and growth.

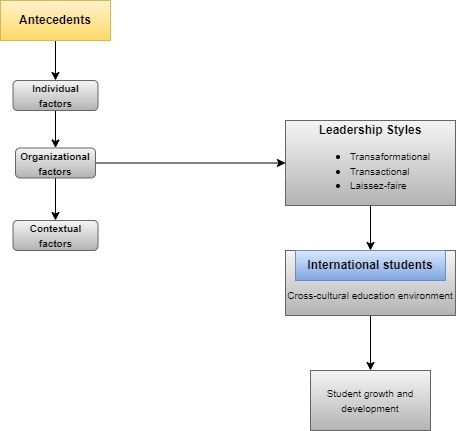


Figure : The proposed conceptual framework

# Summary

This literature review presents information about cross-cultural leadership styles in educational environments. This Literature Review demarcated to recognize the leadership styles in the environment of cross-cultural education. From reviewing the literature, this research perceived that there is not any considerable work on the analysis of the cross-cultural leadership style in the educational environment. Currently, library usage by the public has reduced due to deficiency and poor maintenance of the reorganized books. So, this presented research study is focused on leadership styles in the cross-cultural educational environment and also proposes the utilization of analysis for data resources to support increasing the effectiveness of the cross-cultural leadership style.

Chapter 3: Research Methodology

# Introduction

This chapter is based on the discussion of the chosen qualitative research methodology for investigating the most efficient types of leadership styles that fit the cross-cultural education atmosphere in the UK. The qualitative research methodology will provide an in-depth understanding of the best leadership styles that are effective in the UK’s cross-cultural education environment (Sertel et al., 2022). It includes interviews with the students, teachers, and educational leaders to better explore their perspectives and experiences on leadership styles. In this chapter, we will discuss the research approach, research philosophy, data collection methods, ethics, and data analysis methods.

# Research Methodology

## Qualitative research methodology

**Qualitative research methodology** is an efficient and well-suited research methodology to efficiently investigate the best leadership styles according to the cross-cultural education atmosphere in the UK. The qualitative research methodology enables the researchers to collect the most relevant data based on participant’s experiences and perspectives. This data type is necessary to understand nuanced and complex leadership dynamics in the cross-cultural setting. The use of qualitative research methodology will facilitate an in-depth exploration of the cultural nuances, subjective experiences, and contextual factors that impact leadership styles in the UK’s cross-cultural educational environment (Aldhaheri, 2017). It will offer a holistic understanding of the involved dynamics and complexities along with providing practical insights for the policymakers and educational leaders to promote the most efficient leadership practices in the different educational settings.

## Research Philosophy

In this research, we used an **interpretivism research philosophy**, which is based on the made research assumptions that are socially constructed and knowledge is attained through the participant experience’s interpretation. This research philosophy aims to understand the considered research problem from the involved participant’s points of view. This is a valued research philosophy because it can enable researchers to gain deep and vital research insights about human experiences and perspectives (Nickerson, 2023). An effective understanding of this research philosophy can help the researcher in designing and conducting research that generates meaningful and rigorous research insights.

## Research approach

In this research, we used an **inductive research approach**, which includes drawing inferences from the specific observations to the general conclusions. This research approach starts research from data and then develops theories and explanations. It is a valuable research approach, as it enables the researchers to develop novel explanations and theories about the considered real-world problems (Streefkerk, 2023). Also, this research approach helps study a comprehensive range of topics, including business, social work, healthcare, and education. Moreover, this research approach is flexible and powerful and could be utilized in generating new knowledge and making the most significant contribution to understanding a comprehensive range of human and social phenomena.

## Data collection methods

For the collection of relevant research data, we should conduct semi-structured interviews and questionnaires with the individual or group of successful leaders in the cross-cultural educational environment. These interviews and questionnaires should be focused on including the participant’s perspectives and experiences related to different types of leadership styles.

### Questionnaire/ Interviews

The **questionnaire method** can also be used for collecting qualitative research data to better investigate the most suitable and efficient leadership styles that are appropriate to the UK’s cross-cultural education environment. Here one needs to be careful during the design and selection of questions and answers for eliciting reflective and open-ended responses (Editorial Team, 2023). This method cannot be used alone, so we will use this method in conjunction with the interview method.

In this research, we will conduct **in-depth interviews** with the teachers, students, and educational leaders to gather detailed and richer research insights related to their perceptions, experiences, and perspectives about the leadership styles in the UK’s cross-structural education environment. The open-ended or semi-structured interview questions will enable participants to better express their thoughts and provide nuanced responses.

## Ethics

The consideration of all the applicable ethics is very important in any type of research. The researchers are responsible for considering and following all of the applicable ethics while protecting the welfare and rights of all the involved participants to ensure that the whole research is conducted ethically and responsibly. Some of the key ethical considerations in this research area include:

* **Anonymity and confidentiality**: The privacy and confidentiality of the participants should be protected throughout the completion of this research (InnovateMR, 2023). Any type of personal data or information gathered during research must be kept confidential and securely stored. Also, the identities of participants need to be anonymized.
* **Informed consent**: Informed consent should be obtained from all of the involved participants, including teachers, students, and educational leaders during this research. The participants must be kept informed about the research purpose, involved procedures, and associated benefits & risks. Also, they have the right to withdraw their participation time from the research study.
* **Voluntary participants**: The participation of all the participants should be voluntary. No participants are forced or pressured to participate in the research. All the participants must have the freedom to decide whether they want to continue their participation or not without any adverse consequences.
* **Beneficence**: The researcher needs to focus on maximizing the research benefits while reducing any potential discomfort or harm to the participants (InnovateMR, 2023). Any of these risks need to be recognized and mitigated along with prioritizing the participant’s welfare and well-being during the whole research.
* **Research integrity**: This research should be conducted with integrity and adherence to all applicable ethical standards in the collection, analysis, and reporting of research data. All the research findings must be accurately represented and any plagiarism or falsification should be avoided.
* **Respect for cultural sensitivity and diversity**: As this research study has a cross-cultural nature, it is very important to conduct this research considering cultural respect and sensitivity. The researcher must be aware of all applicable cultural practices, values, and norms of the participants. Any type of bias or discrimination should be avoided while ensuring that the research process is respectful and inclusive of different perspectives.

## Data analysis

The data analysis methods help in extracting the most suitable and efficient research data from the collected data to recognize the most vital relationships, patterns, and themes. In this research, we will use **thematic analysis** to identify the most suitable and efficient leadership style along with the factors that largely influence leadership styles in the context of the cross-cultural education environment in the UK.

### Thematic analysis

The thematic analysis method helps identify and analyze vital data themes and patterns. It is an effective and well-suited data analysis method to better analyze research data to investigate the most suitable leadership styles that well-suit the UK’s cross-cultural education environment (Caulfield, 2023). The main focus of this data analysis method is to recognize the vital data themes and patterns for developing an in-depth understanding of this research topic. This data analysis method helps in identifying specific ideas or concepts in the research data, including relationship building, communication, and cultural sensitivity. Further, these concepts or ideas can be converted into research themes that are reviewed and refined to better communicate with the students and their families from different cultural competence and backgrounds. An effective understanding of the identified data themes and patterns can help realize an in-depth understanding of the best leadership styles. Moreover, it helps in supporting the leaders to develop their leadership skills for improving education quality for the students from cross-cultural education environments.

# Summary

In this research chapter, we discussed the selected research methodology in detail. We have selected a qualitative research methodology that is helpful in the collection of research data based on the involved human participants’ perspectives and experiences. Then we discussed the interpretivism research philosophy and inductive research approach. Then we discussed the selected data collection methods, namely questionnaire and interview. Then we discussed the ethical considerations that need to be followed throughout the research to ensure ethical and responsible research. Finally, we discussed the use of thematic analysis to analyze the research data for realizing vital data patterns and themes.

Chapter 4: Results

# Introduction

This chapter is based on the discussion of the obtained results from the conducted survey among different students who enrolled in the cross-cultural education environment of the UK. This survey was conducted online over two weeks and about 11 responses were recorded from students from different cultural backgrounds (Bonfantini & Casonato, 2022). This survey comprised questions related to leadership styles, leaders’ skills & competencies, opportunities & challenges in cross-cultural education environments, ways to overcome these challenges, ways to build trust and bonds, etc.

# Results

## Impact of culture on the student’s performance

This research examined the relationship between leadership styles and cultural backgrounds to improve the performance of students. Culture significantly influences the performance of students. It can significantly influence the motivation, learning styles, and academic achievements along with their classroom behaviors. Students who are more aware of various cultures pose improved performance, which implies that they can more efficiently utilize cultural differences to elevate their overall performance. The knowledge of cultures helps students avoid cultural stereotypes by creating a supportive and comprehensive learning atmosphere (Gumah et al., 2021). A student from a culture that places education on higher value might be more motivated than other students from a culture that does not. The culture also significantly promotes the collectivistic approach to motivating the students to work in teams or groups. Also, culture largely controls the student’s overall behavior both inside and outside the classroom to respect other’s cultural values and beliefs. This research addressed that:

“*Culture represents an important parameter for the success of an educational organization. The educational institutions should learn and adopt the best cultures to realize a successful cross-cultural education environment*.”

## Key factors for the adaptability of leadership styles

This research has found a few key themes that are more pertinent than the others. These themes resonate with the leadership practices and mainly with the impact of the adaptability of suitable leadership styles on the cross-cultural education environment (Karn, 2022). The major themes identified in this research are illustrated in the below table.

Table : Key factors of leadership Style Adaptability

|  |  |
| --- | --- |
| “**Leadership Adaptability Factors**” | |
| **Language/Communication**   * Speaking Hindi * Speaking English * Non-importance of the language * Lack of the language skills of leaders * Lack of the language skills of stakeholders | **Use of the Cultural Strategies**   * Manage stakeholder’s expectations * Learn to be a leader via cultural experiences * Seek compromise * Shadow the leader with cross-cultural leaders |
| **Leader’s Personal Characteristics**   * Respect * Openness * Receptive * Being sensitive * Higher acceptance of ambiguity * Rigidity vs flexibility of character | **Expectations of the Leader’s Behaviors**   * Consistency * Sensitivity * Ability to adapt leadership style * Behave as per other’s expectations |
| **Institutional Environment’s Influence**   * Geographic locations * Differences between desired and enforced leadership styles * Influence of leadership style on the UK’s education environment * Level of frequency and changes imposed by cross-cultural education environment | **Flexibility and Adaptability**   * Though flexibility * Receptivity for other cultures * Tolerance for other cultures * Awareness of other cultures * Acceptance of other cultures |

## Survey results

We have used Google Forms to gather the desired research data in the form of responses from the students. Google Forms are very good at collecting data because they eliminates the need to interpret and tally the responses on paper. The Google form can also serve as a sophisticated alternative to ask questions from a specific group of people.

In this research, we have collected about 11 responses from the students who come to study in the cross-cultural environment of the UK (Sachdeva, 2020). The obtained results from this survey are illustrated below.

### Distribution of participated students based on age in the conducted survey

In the conducted survey, about 10 students belonged to the age group of 18-20, whereas only 1 student belonged to the age group of 30-50. There are no students belonging to the age groups 50-70 and 70 above.

Figure : Age group of the participants

### Distribution of participated students based on gender in the conducted survey

Among the nine students in this conducted survey, about five students were male and six students were female.

Figure : Ratio of male and female participants

### Educational background of the participants

This question is related to knowing the educational background of the participants. Here the participants get four options, first is a High School Diploma, second is a Bachelor’s Degree, third is Mater’s Degree, and fourth is another (Mitchell, 2019). Among the participating students in this survey, about 3 students have Bachelor’s degrees and 8 students have a Master’s degree as their background education.

Figure : Educational background of the participants

### Participant’s primary language of communication

This question is asked to know the native language of the participants. Here the participants get four options, including English, Hindi, Tamil, Telugu, and others. Among all the participants, about five students selected English as their primary language of communication, four students selected Hindi as their primary language of communication, one student selected Telugu as their primary language of communication, and one student selected other languages from given options as the primary language of communication (Gumah et al., 2021).

Figure : Participant's primary language of communication

### When the participants arrive in the UK

This question is asked to know when the participants arrive in the UK. Here they have four options, such as before 2015, between 2015 to 2020, after 2020, and not yet come. According to the obtained survey results, only 1 student came before 2015, 1 student came between 2015 to 2020, 5 students came after 2020, and 2 students have not yet come to the UK.

Figure : When the participants arrived in the UK

### How would you like to describe the UK’s education environment?

This question is asked to know the participant’s perspectives about the UK’s education environment. Here they have four different options, including diverse, rigorous, supportive learning environments, and others (Moonen, 2019). From the obtained survey results, it can be said that two students selected the UK’s education environment as diverse, whereas about 9 students believed that the education environment of the UK is a supportive learning environment.

Figure : Participant's views about UK's education environment

### Relationship with the lecturers and other students

This question is asked to know about the participant’s relationship with the lecturers and other students. Here they have four different options from which they need to select any one option. The conducted survey results demonstrated that about seven students addressed that they have positive and strong relationships with both the lecturers and fellow students, three students said that their relationship with the lecturers is good but they have limited interactions with other students, and only one student told that he has limited interaction with both the lecturers and other fellow students.

Figure : Participant's relationship with the lecturers and students

### What challenges have you faced while studying in the UK’s cross-cultural education environment

This question is asked to know the faced challenges by the participants while studying in the UK’s cross-cultural education environment. Here they have four different options from which they need to select any one option. According to the conducted survey results, about four students faced issues related to language barriers and communication difficulties, five students faced issues in adapting to diverse teaching & learning methods, and two students faced issues related to cultural misunderstanding and adapting the new social norms while studying in the UK’s cross-cultural education environment

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Figure : Faced challenges by the students while studying the UK’s cross-cultural education environment

### What strategies could be utilized to overcome the faced challenges?

This question is asked to know the preferred strategy by the participants to overcome the challenges faced while studying in the UK’s cross-cultural education environment. Here they have four different options from which they need to select any one option. According to the obtained survey results, about two students believed that these challenges could be overcome by participating in cultural exchange events or programs, four students believed that these challenges could be overcome by utilizing translation tools and apps for assistance, and five students believed that these challenges can be overcome by collaborating with peers in the study groups to share their experiences and insights.

Figure : Used strategies to overcome the faced challenges by the students

### Impacts of the cultural differences on the UK’s cross-cultural environment

This question is asked to know participant’s perspectives on the impacts of cultural differences on the UK’s cross-cultural education environment. Here they have four different options from which they need to select any one option (Moonen, 2019). According to the obtained survey results, about eight students believed that cultural differences can enhance innovations and creativity in the classrooms, two students believed that cultural differences may create misunderstandings that might hinder effective collaboration and communication among students, and one student believed that the cultural differences can foster great empathy and understanding among the students.

Figure : Impacts of the cultural differences on the UK's cross-cultural education environment

### Most essential skills and competencies required from lecturers to efficiently lead a cross-cultural educational environment

This question is asked to know participants’ perspectives on the most essential competencies and skills of the leaders to lead the UK’s cross-cultural education environment. Here they have four different options from which they need to select any one option. According to the obtained survey results, about five students believed that the lecturers need to facilitate effective intercultural competence and cross-cultural communication, four students believed that the lectures should have an effective level of cultural awareness and sensitivity to different learning styles, and two students believed that the lecturers should have an effective flexibility and adaptability to teach efficient approaches for accommodating different needs of the students (Mamat & Rambely, 2016).

Figure : Required skills and competencies from lecturers to lead cross-cultural education environment

### How can the lecturers navigate cultural differences and adopt efficient leadership styles to better support the cross-cultural education environment?

This question is asked to know the participant’s perspectives on the selection of the most efficient ways by the leader to navigate cultural differences and adopt effective leadership styles for supporting the UK’s cross-cultural education environment. Here they have four different options from which they need to select one option (Maheshwari & Kha, 2023). According to the obtained survey results about seven students selected that the leaders can better navigate cultural differences and leadership styles by promoting open dialogue and encouraging the students to share their cultural perspectives, three students believed that the lecturers can do this by attending cross-cultural sensitivity training and improving their intercultural communication skills, and one student believed that the leaders can do this by recognizing and addressing the cultural stereotypes and biases with the classrooms.

Figure : Ways in which the lecturers can navigate cultural differences and adopt effective leadership styles for better supporting cross-cultural education environment

### Have you ever participated in any leadership development or training program that openly addresses cross-cultural leadership?

This question is asked to know whether the participants participated in any leadership development or training program before studying in the UK’s cross-cultural education environment. Here they have three different options from which they need to select any one option. According to the obtained survey results, about two students said that they have completed cross-cultural leadership training and program, about four students said that they have not participated in any cross-cultural leadership training or program, and five students said that they are currently enrolled in the cross-cultural leadership programs.

Figure : Participation in the cross-cultural leadership training or program

### The most important characteristics of a good leader in a cross-cultural environment

This question is asked to know the participant’s views on the most vital characteristics of a good cross-cultural leader in the UK’s cross-cultural education environment. Here they have four different options from which they need to select any one option. According to the obtained survey results, about five students believed that good leaders must have cultural sensitivity and the ability to embrace diversity, one student believed that good leaders should have empathy and the capacity to bridge cultural gaps via their understanding, and five students believed good leaders should have effective active listening and communication skills.

Figure : Characteristics of good leaders in the cross-cultural education environment

### How can leaders make bonds and build trust with students from different cultural backgrounds?

This question is asked to know the participant’s view on the ways for a leader to build trust and make bonds with the students. Here they have four different options from which they need to select any one option (Perera et al., 2021). According to the obtained survey results, about three students believed that the leaders can make strong bonds and build trust by comprehending students’ cultures and having open & courteous interactions, and seven students believed that they can do it by promoting cross-cultural engagement among the students by hosting cultural exchange events, and one student believed that they can set up effective mentoring programs with the cross-cultural educational faculty.

Figure : Ways in which the leaders can build trust and make bonds with students from different cultural backgrounds

### How can leaders create a culturally comprehensive school atmosphere?

This question is asked to know participants’ views on how the leaders can create a culturally comprehensive school atmosphere. Here they have three different options from which they need to select any one option. According to the obtained survey results, about four students believed that the leaders can create a culturally comprehensive school atmosphere by promoting cultural diversity through festivals, events, and cultural awareness programs, and five students reported that the leaders can do this by incorporating diverse perspectives into the curriculum and teaching materials, and two students believed that the leaders can do this by establishing clear guidelines and policies to support equity and inclusivity for all cultures within the school.

Figure : Ways in which the leaders can create a culturally comprehensive school atmosphere

### What advice do you want to give the leaders in a cross-cultural education environment?

This question is asked to know the participant’s advice for the leaders working in the UK’s cross-cultural education environment. Here they have four different options from which they need to select any one option (Gumah et al., 2021). According to obtained survey results, about six students advised the leaders to foster an atmosphere of openness and inclusivity, where all cultural backgrounds are valued and respected and five students advised to continuously educate themselves about different cultures and encourage others to do the same.

Figure : Participant’s advice to the leaders in the cross-cultural education environment

# Summary

This chapter is based on the discussion of the obtained research results. This research conducted a questionnaire survey to include the participants and know their knowledge and perspective about the role of leadership styles in influencing the student’s knowledge and experience. The key factors that motivate the adaptability of the leadership styles are also discussed. Further survey results were also provided where the perspectives of the participants were collected by taking their responses to the asked questions through the Google form.

Chapter 5: Analysis and Discussion

# Introduction

This chapter is based on the analysis and discussion of the obtained research results and research findings. This is one of the critical parts of this research, as it offers a potential opportunity for analyzing and interpreting the collected data from this research. It presents the main research findings, explores research implications, and engages in an inclusive discussion. It also includes a comprehensive synthesis of data to identify vital research themes and patterns to draw meaningful conclusions (Sachdeva, 2020). It will demonstrate an effective understanding of this research topic by providing vital research insights and contributing to the existing knowledge body in this research field. This chapter will present all the data in an organized manner to ensure that the reader can easily understand the research findings and analysis process. Moreover, relevant quotations or evidence will be provided to support the interpretations.

# Analysis and Discussion

## Analysis

An analysis has been conducted to determine the most frequently used leadership styles by educators or leaders in the UK’s cross-cultural education environment. The participants are asked to define their preferred leadership style from the given options of multiple leadership styles.

### Most effective leadership styles to lead the cross-cultural education environment

The leadership styles play a vital role in leading the cross-cultural education environment, where several individuals come together from different cultural backgrounds. Certain leadership styles are effective in fostering collaboration, endorsing inclusivity, and improving educational outcomes. Some of the leadership styles that are considered most effective to lead the UK’s cross-cultural education atmosphere are inclusive leadership, transformational leadership, and culturally responsive leadership styles. The **transformational leadership** style can help in inspiring and motivating the students to attain mutual goals. Leaders with a transformational leadership style are charismatic, visionary, and empathetic for building rapport and trust with students from diverse cultural backgrounds to create a joint sense of community (Mitchell, 2019). The **inclusive leadership** style enables the leaders to value and include all the students regardless of their cultural backgrounds. Leaders with inclusive leadership styles are more understanding and respectful of cultural differences and they focus on removing cultural barriers. The **culturally responsive leadership** style enables leaders to understand and respect diverse cultures. Culturally responsive leaders are more capable of adopting diverse cultural contexts and working to create an inclusive learning atmosphere to welcome students from diverse cultural backgrounds.

### Impact of leadership styles on the student’s learning experience

Leadership styles have a significant influence on the learning experience of the students. The transformational leadership style also has a significant impact on the student’s motivation, engagement, and achievement. Transformational leaders focus on inspiring and motivating the students by providing feedback, setting clear expectations, and celebrating the success of students. They realize a collaborative and supportive learning atmosphere. An inclusive leadership style significantly influences the student’s achievements, particularly for the students from disregarded groups. Using this leadership style, the leaders can make the students feel valued and respected. The culturally responsive leadership style positively influences the students who belong to culturally different backgrounds (Perera et al., 2021). The leaders can create a learning atmosphere using this leadership style to welcome the students regardless of their cultural backgrounds. Thus, these leadership styles significantly influence the student’s learning experience in the cross-cultural education setting. The inclusive, transformational, and culturally responsive leadership styles have a positive influence on the student’s engagement, motivation, and achievement.

### Student's relationship with the lecturers and students

The students should focus on making good relationships with the lecturers and other students to realize social well-being and academic success. In the cross-cultural education environment, the students come from diverse cultures that have their individual norms and expectations about the lecturer-student relationship. For instance, some cultures encourage the students to be deferential and respectful to their teachers, whereas some cultures motivate the students to raise queries and engage in discussions. The lecturers should be aware of the cultural differences and adapt their expectations and teaching styles accordingly (Maheshwari & Kha, 2023). The lecturers should help the students in adjusting new atmosphere and making them feel included and welcomed by creating a comprehensive learning atmosphere and promoting intercultural understanding. The students should also focus on making relationships with other students to engage and succeed in their studies. It will help them feel supported and happy. They can build strong relationships with other students by participating in classroom discussions, joining student clubs, and getting involved in community activities.

### Diversity in the Institutional Goals

The team of students from diverse cultural backgrounds and native languages can make problem-solving and communication easy. The participants stated that the cross-cultural education environment can improve the lecturer’s and leader’s communication skills while better understanding the student’s needs from diverse cultures. This is supported by the existing studies that address the cross-cultural education environment can significantly enhance the student’s cultural awareness and competence to make them behave sensibly while respecting other’s cultural values and beliefs.

Most of the interviewees addressed that the students who learn in the cross-cultural education environment are more likely to attain academic success and their career goals due to diversity in their experiences with the monocultural teams. This diversity of cultural backgrounds and experiences can significantly lead to great communication and problem-solving skills with an increase in creativity and innovation.

### Self-development of the leaders

Self-development of the leaders is necessary in the cross-cultural education environment to create an equitable and inclusive learning environment for all students. Leaders have to be more aware of their own cultural assumptions and biases and they should quickly adapt their preferred leadership style according to diverse cultural contexts. For self-development, leaders should possess reflectiveness, develop cultural competence, seek out other’s feedback, and engage in opportunities for professional development (Moonen, 2019). Moreover, the leaders can attend conferences or workshops on cross-cultural competence, join cross-cultural leaders’ professional networks, seek out experienced leaders’ mentorship, learn about different education systems, identify the areas that need improvements, and seek out feedback from students and other stakeholders.

## Discussion

In this research study, we mainly intended to study various leadership styles that fit in the UK’s cross-cultural education environment. The existing research studies point out a positive correlation between leadership styles and the UK’s cross-cultural education environment. However, there is a lack of information available related to the most critical factors that affect the relationship between leadership style and performance (Perera et al., 2021). This study provided a holistic view to understand this phenomenon about the factors that largely influence the relationship between leadership styles and cross-cultural education atmosphere. The leadership styles pose both direct & indirect impacts on the performance of the leaders to deal with and manage the students who come from diverse cultural backgrounds.

The conducted interview with the students discloses myriad benefits and challenges that arise due to the cross-cultural education environment. An effective analysis of these benefits and challenges can enable cross-cultural leaders to develop an inclusive understanding and implement essential measures for driving successful collaboration.

One of the significant opportunities ascends with the enhanced problem-solving and communication skills of different students with varied native languages. This composition of cross-cultural students improves communication skills along with facilitating an effective understanding of different cultural norms, beliefs, and values to better understand the student’s needs and serve them better. Moreover, this diversity of cultural experiences and backgrounds also promotes heightened creativity and better problem-solving along with driving change & innovation. By leading cross-cultural students, the leaders can access globalized talent by finding an ideal candidate without any geographical restrictions. This flexibility facilitates student growth by providing freedom to work from anywhere while offering improved work-life balance and work quality.

Cross-cultural leadership realizes a potential opportunity for the student’s professional development and growth. It also enables the leaders to cultivate the most vital soft skills, cultural sensitivity, adaptability, and communication. Cross-cultural leaders can navigate these complexities of students from different cultures to expand their skill sets and become globalized leaders. Another opportunity observed from this research is cost efficiency (Mamat & Rambely, 2016). The collaboration of students from diverse cultural backgrounds can realize an efficient cross-cultural education environment. By leveraging modern software tools, the leaders can streamline better operations and improve cost-savings that ultimately contribute to the overall profitability and efficiency of educational organizations.

However, leading students from different cultural backgrounds also pose many challenges that need proactive strategies. Language and communication barriers are the major concerns because the students have different native languages that might hinder effective collaboration among students. The leaders need to adopt effective language usage while providing tutorials for addressing these barriers and fostering efficient communication. The recognition of a perfect organizational structure for the cross-cultural education environment remains a subject of debate. Some leaders argue to utilization of information and hierarchical structure for promoting cross-cultural communication, whereas others emphasize to use of clearly described hierarchy and organizational structure for facilitating efficient communication while minimizing conflicts. This research suggests striking a balance between both of these points of view to realize an efficient leadership style in the cross-cultural education environment.

### Shifting the leadership mindset

One of the most significant hurdles in leading a student team from different cultures is to select and implement the most suitable and efficient leadership style to better serve them while removing many cultural biases or conflicts. The leaders need to shift their mindset to embrace an efficient leadership style that explicitly tailors the unique dynamics of the UK’s cross-cultural education environment (Justin & Heyliger, 2014). The leaders should focus on utilizing their cultural skills and knowledge to better navigate cultural differences while building strong relationships, promoting an efficient understanding, and creating a more comprehensive education environment. Moreover, the leaders also need to support and empower educators, students, and families to work together to realize an equitable and supportive cross-cultural education environment.

### Balancing cultural differences and institutional goals

The leaders also face issues in striking a balance between cultural differences and institutional goals while attaining performance improvements. An appropriate balance between cultural differences and institutional goals is essential in the cross-cultural education atmosphere to create an equitable and comprehensive learning atmosphere for all students. The adaptation of effective leadership styles by the leaders can better accommodate the cultural variations that will improve the performance of the students. The leaders should adopt an education culture that values inclusion & diversity, provide equal opportunities to all students from diverse cultures, support educators to develop cultural competence, and make partnerships with families to support students’ learning (Santos, 2012). These adaptations should be made transparent to prevent any kind of misunderstanding and mitigate the chances of biased treatment, which could undermine the students’s collaboration and unity.

### Mitigating the challenges related to language and body language barriers

The inability of the students to reflect their body language in a cross-cultural education setting poses significant obstacles, which might lead to miscommunication and deter the unity and trust of the team. So the leaders should foster an atmosphere categorized by openness and honesty to reduce the dependency on the implied body language or communication cues. By admitting these mistakes and offering constructive & honest feedback, the leaders can contribute to establishing an open communication culture. Also by addressing these communication and language barriers in the cross-cultural education atmosphere, the leaders can better motivate the students in seeking clarity, supporting lessons, and promoting regular practices to improve the efficacy of communication.

### Leveraging knowledge sharing for performance and innovation

Cross-cultural leaders also have many opportunities for leveraging their different skills, capabilities, and competencies. Knowledge sharing represents a procedure of exchanging expertise and information among individuals. It is necessary for realizing improved performance and innovation because it enables educational organizations in tapping to cooperative intelligence of the students. An efficient sharing of knowledge can enable leaders to stimulate innovation, improve time management, and enhance relationships with other students (Moonen, 2019). The leaders should encourage the students to openly share their obtained knowledge and document the relevant information by creating an atmosphere to offers easier access to the required resources. The overall performance of the students can be improved by leveraging the leader’s expertise to utilize the most efficient strategies, such as creating a unified culture of knowledge sharing, using effective knowledge management tools, promoting collaboration, and investing in development & training to better share knowledge.

# Summary

This chapter provides a detailed analysis and discussion of this research. The conducted analysis demonstrated that transformational leadership, inclusive leadership, and culturally responsive leadership styles are most effective in leading the students into a cross-cultural education atmosphere. These leadership styles largely impact the student’s learning experience, student’s relationship with lecturers & other students, diversity in the institutional goals, and the leader’s self-development. Leaders need to shift their mindset according to various cultural contexts. They also need to balance cultural differences and institutional goals while leveraging effective information sharing to improve performance and innovation.

Chapter 6: Conclusion and Recommendations

# Conclusion and Recommendations

## Conclusion

This research study has been undertaken to study the leadership styles in the UK’s cross-cultural education environment. This research has been justified using the qualitative research methodology to realize detailed insights and descriptions required for exploring the aspects that were not explored in the existing studies concerning the associated benefits and challenges of leading students from different cultures in the UK’s cross-cultural education atmosphere. The use of leadership styles can significantly impact the UK’s cross-cultural education atmosphere by increasing the lecture and student’s cultural awareness and competencies. The leadership styles are linked to enhancing organizational and individual performance because they make the followers work beyond the assigned job’s expectations. It can also help the students to be more respectful of other cultures for their personal development and growth.

This research dissertation included about six chapters. The first chapter, includes project purpose, research context, rationale, research questions, objectives, preliminary literature review, data sources, proposed methodology, anticipated problems, and expected schedule. Then in the second chapter, we reviewed and discussed the existing and relevant research papers and journal articles for addressing the role and impact of leadership styles on the cross-cultural education environment and providing a better understanding of this research topic. It addressed the most effective leadership styles and potential benefits of these leadership styles for the student studying in a cross-cultural education atmosphere. Then in the third chapter, the selected research methodology is discussed along with the research design, research approach, and research philosophy. Here the data analysis method is also discussed with the ethical considerations. Then in the fourth chapter, the presented research results from the conducted questionnaire survey are represented in graphical format. Then in the fifth chapter, a critical analysis and discussion of the main obtained research results and research findings is provided. In the sixth chapter, we concluded this research by summarizing the work done along with providing potential recommendations.

This research posed several limitations. The first limitation is related to the limited research scope, as this research leaves a major gap in providing an understanding of leadership style’s impact on cross-cultural education settings at diverse levels of the UK’s education system. This research overlooks the influence of contextual factors, such as leadership efficacy, institution culture, policy frameworks, and community demographics. This research did not focus on conducting a longitudinal study, which limits it to tracking the leadership style changes and their long-term impacts on student performance. This research only depends on a single methodology (qualitative methodology), which limits it to include the research insights of quantitative research methodology.

## Recommendations

Here we discuss a few key recommendations to overcome current research limitations and further proceed with this research in the future.

* Future research should focus on research to address the impact of various leadership styles on the various levels of the UK’s education system.
* The researchers also need to conduct longitudinal research to track the changes in leadership styles while addressing their long-term impact on the student’s performance.
* Future research should address and include the perspectives and experiences of the leaders belonging to demoted cultural backgrounds for promoting inclusion and equity in the cross-cultural education atmosphere.
* The researchers also need to investigate how various leadership styles interact with the contextural factors for shaping the outcomes of the cross-cultural education environment considering factors, including community partnerships, parental involvement, and institution climate.
* The researchers should emphasize examining how cross-cultural teams can foster collective leadership, promote a unified approach, and share responsibilities using cultural diversity management approaches and collaborative leadership practices.
* Researchers also need to utilize mixed research methodology to gain a more inclusive understanding of the leadership styles and their impacts while employing various data collection techniques, such as interviews, surveys, and observations for capturing leadership practice’s complexity and their influence on the cross-cultural education settings.

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