

**PARTICIPATIVE LEADERSHIP IMPLEMENTATION:
A CASE STUDY IN THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
AT MUHAMMADIYAH UNIVERSITY OF BENGKULU**

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Abstract

This research aimed to analyze the implementation of the participative leadership model in the development of the English Language Education Study Program at Muhammadiyah University Bengkulu. The research adopted qualitative a case study approach, involving four English lecturers as the participants. The study was conducted to understand how the participative leadership model applied in managing and developing the English Language Education Study Program. The data collected through interviews included the participants' perspectives and experiences regarding participative leadership practices, as well as their perceptions of its impact on improving the program's quality. The results of data analysis indicated that the participative leadership model significantly benefited the management and development of the English Study Program of Muhammadiyah University of Bengkulu felt actively involved in decision-making, recognized for their contributions, and given opportunities to collaborate and participate in curriculum and program development activities. They also reported increased motivation and engagement in their tasks. However, the research also identified some challenges in implementing the participative leadership model in the Study Program. These challenges included effective time management, handling uncertainties, and the need for open and effective communication between the head of the Study Program, and the lecturers. This research provided a deeper understanding of the implementation of the participative leadership model in the development of the English Language Education Study Program at Muhammadiyah University Bengkulu. The findings of this study could serve as a basis for decision-makers to enhance participative leadership practices in the academic environment and provide recommendations for further improvements in the development of the study program.

Keywords: *Participative leadership, implementation, English Education Study Program, Decision-makers, Case Study.*

I. Introduction

The development of the English Language Education Study Program at Muhammadiyah University Bengkulu poses complex challenges in meeting the evolving needs and educational requirements. In this context, the participative leadership model has garnered attention as an approach to enhance the quality of program management and development (Aithal (2015). Participative leadership can be defined as a leadership style that emphasizes the involvement of subordinates in decision-making processes and encourages their participation in work-related activities (Wang, Hou, & Li, 2019).

Despite existing research on participative leadership in the educational field, there remains a research gap that needs to be addressed concerning the implementation of the participative

leadership model in the English Language Education Study Program at Muhammadiyah University Bengkulu. The lack of focused research in this context results in a knowledge gap that needs to be filled to gain a deeper understanding of how the participative leadership model is applied, the individuals' perceptions and experiences involved, and its impact on the program management's quality.

Participative leadership can be described as a leadership approach where the leader engages team members in the process of making decisions, fosters teamwork and transparent communication, and enables individuals to actively contribute towards attaining organizational objectives (Thapliyal & Sharma 2021, Wang, Hou, & Li, 2019; Litwin & Robert, 1968). This leadership style underscores the engagement of subordinates in decision-making procedures and the promotion

of their active involvement in tasks associated with work-related endeavors.

Participative leadership fosters a higher degree of collaborative decision-making compared to the conventional authoritative leadership prevalent in numerous establishments. According to Thapliyal & Sharma (2021) participative leadership style empowers team members, boosts creativity, and smoothens decision-making in various situations. This approach can yield increased team members' involvement and improved organizational effectiveness; however, it's important to acknowledge potential drawbacks. Participative leadership represents a form of democratic leadership style that deliberately engages subordinates in the process of organizational decision-making. The objectives of this leadership style encompass bolstering employees' sense of responsibility for their tasks, elevating the quality of decision-making overall, and aligning individual employee goals with the larger organizational objectives.

According to research by Amos & Siamoo (2022), Komariah, et.al (2020), Rathert & Kırkgöz (2017) participative leadership can influence the motivation and performance of team members and enhance a positive work climate. A more comprehensive study on the implementation of the Participative Leadership Model was conducted by Koushki, Soltani, and Shafiee (2016), exploring the implementation of participative leadership in the context of developing educational study programs. Their findings showed that participative leadership positively contributes to the improvement of program quality, the development of relevant curricula, and teacher motivation. The study also highlights the importance of open communication, collaboration, and shared responsibilities in creating a dynamic and innovative academic environment.

The implementation of the participative leadership model in the development of the English Language Education Study Program at Muhammadiyah University Bengkulu brings significant benefits. This literature review presents several related studies explaining the advantages of implementing the participative leadership model in the context of developing English language education study programs. One of the

main benefits of participative leadership is the increased engagement and motivation of team members.

Wang, Hou, & Li (2019) provided an overview of participative leadership as a leadership style that emphasizes involving subordinates in decision-making processes and encouraging their participation in work-related activities. The study likely reviews existing literature to consolidate knowledge on the topic and identify potential directions for future research. While the exact details of the research's findings are not provided, it serves as a foundation for understanding the key attributes and potential benefits of participative leadership.

However, the implementation of the participative leadership model in the context of developing the English Language Education Study Program at Muhammadiyah University Bengkulu is not without challenges. In this literature review, we will examine several related studies that discuss the challenges that may be encountered in implementing the participative leadership model. One of the frequently encountered challenges is the difficulty in managing conflicts and reaching consensus. According to research conducted by Amos & Siamoo (2022) and Kouzes and Posner (2007), the participative process can lead to differences of opinions and conflicts among team members. Facilitating constructive discussions and achieving consensus in decision-making can be a complex task for leaders. This challenge requires effective communication and conflict management skills to ensure that team member participation does not hinder the process of program development.

The research aimed to make a significant contribution to understanding the implementation of the participative leadership model in the development of the English Language Education Study Program at Muhammadiyah University Bengkulu. The findings of this study can offer new insights and practical recommendations for decision-makers and academic leaders to enhance participative leadership practices and improve the development of the study program. Additionally, this research is expected to contribute to the academic literature in the field of participative leadership and study program development. By qualitatively analyzing the implementation of the

participative leadership model, this study can uncover nuances, contexts, and factors influencing the practice of participative leadership in the English Language Education Study Program. This can serve as an important reference for future research seeking a deeper exploration of the concept and practice of participative leadership in an educational context.

The practical recommendations derived from this research can be utilized by decision-makers and academic leaders, particularly in the English Language Education Study Program at Muhammadiyah University Bengkulu, to enhance and enrich participative leadership practices. Through a deeper understanding of this model's implementation, leaders can identify areas that require strengthening, develop effective communication strategies, and encourage active participation from team members in decision-making processes. Thus, this research can contribute to creating an environment that supports collaboration, innovation, and the development of a high-quality study program. Furthermore, this research holds broader practical implications within the higher education context. The implementation of the participative leadership model in study program development can offer new insights into the role of academic leaders and how they can motivate, engage, and support their team members. By adopting effective participative leadership practices, educational institutions can foster a collaborative culture that stimulates growth and positive change.

As with any research, this study does have some limitations. The qualitative approach focused on a specific study program at one university, which may limit the generalizability of the findings to other contexts. Additionally, the research relied on interviews with a small number of participants, and while rich in depth, a larger sample size could have provided even more comprehensive insights. Future studies could address these limitations by conducting longitudinal research with a more extensive participant pool, encompassing diverse study programs and institutions. Exploring the long-term effects of participative leadership in various educational settings could provide a deeper understanding of its sustainability and adaptability. In conclusion, the research on the implementation of the participative leadership

model in the English Language Education Study Program at Muhammadiyah University Bengkulu highlights the significance of collaborative leadership approaches in program development and management. By promoting active involvement, recognition, and effective communication, participative leadership creates an environment that fosters growth and success.

II. Methodology

Qualitative research methodology can be a relevant approach for this study. Qualitative research aims to understand and explain phenomena in a deeper social context. This research method emphasizes the interpretation of subjective meanings from the collected information, enabling researchers to gain rich and in-depth insights into individuals' experiences, perspectives, and perceptions.

In this study, the researcher utilized interviews as the data collection instrument. Interviews are considered effective in gathering qualitative data from a number of respondents in a relatively short amount of time. In the context of this research, interviews were used to gain an understanding of respondents' perspectives on the implementation of the participative leadership model in the development of the English language education study program.

The data used consisted of primary and secondary data. The primary data were collected through interviews with the participants, while the secondary data were obtained through a review of relevant literature. The data collected through interviews and literature review can provide insights into respondents' views, experiences, and perceptions regarding the implementation of the participative leadership model in the development of the English language education study program at Muhammadiyah University Bengkulu.

1. Respondents

Respondents play a crucial role in providing the necessary data and information to address the research questions and analyze the implementation of the participative leadership model in the development of the English Language Education Study Program at Muhammadiyah University Bengkulu. The respondents in this study were four English

lecturers. They serve as sources of information with direct involvement in the decision-making and policy processes within the study program. The selection of these respondents was based on their understanding of the study program and their experiences in the context of participative leadership.

2. Assessment Aspects

There are four main aspects related to data collection in this research, namely: Decision-Making Effectiveness (E), Empowerment and Team Development (D), Team Collaboration and Communication (C), and Achievement of Team Performance Goals (P).

3. Weighting

The weighting method used in this research is the Simple Additive Weighting (SAW) method. SAW is one of the commonly used methods in multi-criteria decision making. This method is used to calculate the relative weight values of each criterion used in the research. The concept involves finding the performance rating (priority scale) for each alternative in all criteria (Lestari & Kusumah, 2022). The following are the general steps in the SAW method:

- a. Determine the relevant criteria for decision making.
- b. Provide relative weights for each criterion.
- c. Normalize the data using the 0-1 scaling technique.
- d. Calculate the final values for each alternative by summing the results of the multiplication between relative weights and normalized data values.
- e. Select the alternative with the highest final value as the best choice.

In assessing the performance of a participative leader, several aspects can be considered. Here are four aspects that are often evaluated in the performance of a participative leader:

- a. **Decision-Making Effectiveness:** Participative leadership can be assessed based on the effectiveness of decision-making. This assessment includes how well the leader facilitates the decision-making process involving team members, listens to their perspectives, considers input fairly, and produces high-quality and timely decisions.

- b. **Empowerment and Team Development:** The evaluation of participative leadership also includes the leader's ability to empower and develop team members. This involves delegating responsibilities and authority to team members, supporting their growth and development, and creating an environment where team members feel encouraged to contribute and grow.
- c. **Team Collaboration and Communication:** The success of participative leadership can be evaluated through the level of collaboration and effective communication within the team. The leader should ensure open and honest communication among team members, facilitate harmonious teamwork, and build a relationship of mutual trust among team members.
- d. **Achievement of Goals and Team Performance:** The final evaluation is based on how participative leadership achieves team goals and enhances overall team performance. This includes achieving expected outcomes, improving team productivity, and meeting set targets. The leader should also measure success in guiding the team towards a shared vision and common goals.

The weighting in this study is based on four aspects: Decision-Making Effectiveness (E), Empowerment and Team Development (D), Team Collaboration and Communication (C), and Achievement of Team Performance Goals (P). In the Simple Additive Weighting (SAW) method, the initial step is to determine the criteria to be used in decision-making. Each criterion must be relevant and have a significant contribution to the decision-making process. After determining the criteria, the next step is to assign relative weights to each criterion. These weights reflect the level of importance or relative preference for each criterion. The weights can be assigned in the form of decimal numbers between 0 and 1, where higher weight values indicate higher levels of importance for the respective criteria.

4. Assessing Each Criterion

The assessment of the three criteria was carried out by four respondents. The assessment was done by comparing two

criteria at a time, namely E with P, E with K, P with K, and so on. The total value of the assessment for each pair of criteria was 100.

The results of the assessment by the four respondents are as follows:

Criteria	Respondents			
	I	II	III	IV
E : P	55 : 45	70 : 30	60 : 40	40 : 60
E : K	40 : 60	50 : 50	70 : 30	30 : 70
E : P	80 : 20	60 : 40	40 : 60	25 : 75
P : K	30 : 70	25 : 75	75 : 25	40 : 60
P : P	35 : 65	60 : 40	50 : 50	25 : 75
K : P	60 : 40	35 : 65	35 : 65	70 : 30

5. Creating individual assessment matrix

Based on the assessments by the respondents in table 1, the individual assessment matrix is then constructed as follows:

Table 2. Individual Assessment Matrix

Respondent I

R1	E	P	K	P
E	50	45	60	20
P	55	50	70	65
K	40	30	50	40
P	80	35	60	50

Respondent II

	E	P	K	P
E	50	30	50	20
P	70	50	75	40
K	50	25	50	65
P	80	60	35	50

Respondent III

	E	P	K	P
E	50	40	30	60
P	60	50	25	50
K	70	75	50	65
P	40	50	35	50

Respondent IV

	E	P	K	P
E	50	60	70	75
P	40	50	60	75
K	30	50	50	30
P	35	25	70	50

6. Creating the average matrix

Based on the individual assessment matrix in table 2, the average matrix is then calculated as follows:

Calculation of Weight for each Object

$$BE = 4 (50)(56,25)(41,75)(56,25) = 57,15$$

$$BP = 4 (43,75) (50) (42,5) (42,5) = 53,47$$

$$BK = 4 (52,5) (57,5) (50) (50) = 57,96$$

$$BP = 4 (48,5) (57,5) (50) (50) = 61,44$$

Normalization = 230.02

Table 3. Respondent Assessment Matrix

Avarage	E	P	K	P
E	50,00	43,75	45,00	33,75
P	56,25	50,00	51,25	41,75
K	55,00	48,75	50,00	35,75
P	66,25	58,25	64,25	50,00

7. Calculating the weight of each object:

$$BE = \frac{4(50)(56,25)(41,75)(56,25)}{230,02} = 57,15$$

$$BP = \frac{4(43,75)(50)(42,5)(42,5)}{230,02} = 53,47$$

$$BK = \frac{4(52,5)(57,5)(50)(50)}{230,02} = 57,95$$

$$BP = \frac{4(48,5)(57,5)(50)(50)}{230,02} = 61,44$$

8. Normalization

Total = BE + BP + BK + BP = 230.02

So, the weight of each criterion based on respondents' opinions is as follows:

$$\text{Weight E} = \frac{57,15}{230,02} \times 100\% = 24,84\%$$

$$\text{Weight P} = \frac{53,96}{230,02} \times 100\% = 23,24\%$$

$$\text{Weight K} = \frac{57,96}{230,02} \times 100\% = 25,19\%$$

$$\text{Weight P} \frac{61,4}{230,02} \times 100\% = 26,71\%$$

9. Ranking

Based on the weights of each criterion, the ranking is as follows:

Table 4. Ranking

Rank	Criteria	Wight Value
1	Effectiveness of Decision Making (E)	24,84%
2	Empowerment and Development of Team Members (P) (P)	23,24%
3	Collaboration and Team Communication (K)	25,19%
4	Achievement of Team Performance Goals (P)	26,71%

III. Results and Discussion

Based on the ranking table above, there are four criteria evaluated in the context of participative leadership: Effectiveness of Decision Making (E), Empowerment and Development of Team Members (P), Collaboration and Team Communication (K), and Achievement of Team Performance Goals (P). Achievement of Team Performance Goals (P) obtained the highest ranking with a weight of 26.71%. It is followed by Collaboration and Team Communication (K) ranking second with a weight of 25.19%, Effectiveness of Decision Making (E) ranked third with a weight of 24.84%, and Empowerment and Development of Team Members (P) obtained the lowest ranking with a weight of 23.24%.

The interpretation of these ranking results is that all evaluated criteria have significant importance in participative leadership. However, the ranking and weights assigned indicate that in this context, Achievement of Team Performance Goals (P) holds the highest weight, highlighting the importance of achieving outcomes in the context of team performance. Effectiveness of Decision Making (E), Empowerment and Development of Team Members (P), and Collaboration and Team Communication (K) also retain significant weights in creating an effective participative environment.

The ranking above can be interpreted that in participative leadership, achieving team performance goals is a highly crucial factor. This indicates that an effective leader must be capable of directing the team to attain desired outcomes

and achieve collective objectives efficiently. Furthermore, the effectiveness of decision-making is another significant factor in participative leadership. Leaders should be able to facilitate an effective decision-making process by involving team members, listening to and considering their input, resulting in well-informed decisions that are acceptable to all team members.

Moreover, empowering and developing team members also hold importance in participative leadership. Leaders must provide responsibilities, authority, and opportunities for growth to team members, enabling them to feel valued, motivated, and actively contribute to achieving team goals. Finally, collaboration and team communication are also key factors in participative leadership. Leaders should facilitate effective teamwork, establish open communication, and foster an environment of trust among team members. This allows the team to work synergistically and achieve better performance collectively.

Overall, the ranking results indicate that successful participative leadership requires a combination of these factors. Leaders must be capable of achieving team performance goals, making effective decisions, empowering team members, and facilitating good collaboration and communication. By prioritizing and integrating these factors, participative leadership can create an inclusive, effective work environment that fosters good results.

In this study, four respondents were interviewed to gain insights into their perspectives regarding the implementation of participative

leadership. The following is a discussion of the findings based on the responses from the four respondents. In the analysis of the respondents' answers, several themes emerged in the context of implementing participative leadership.

Firstly, the majority of respondents consider involving team members in decision-making as a crucial aspect of participative leadership. Respondents stated that through active participation, they feel a greater sense of ownership and motivation in achieving the goals of the program's development. The research findings suggest that involving team members in decision-making is perceived as a vital aspect of participative leadership. This finding aligns with participative leadership theory, which states that involving team members in the decision-making process can increase engagement, responsibility, and individual motivation.

According to participative leadership theory, this approach provides opportunities for team members to contribute, share ideas, and provide input in decision-making (Ardian, et.al, (2021). In this context, involving team members in decision-making related to the development of the English Language Education program at Muhammadiyah University Bengkulu creates a greater sense of ownership and responsibility among team members. This creates higher internal motivation as they feel they have a stake in achieving the program's development goals. Previous research also supports this finding. As stated by Thapliyal & Sharma (2021), participation in decision-making provides higher motivation to individuals as they feel valued and have an influence on the outcomes. By involving team members in decision-making related to the program's development, the leader demonstrates trust in their abilities and contributions, which, in turn, enhances their motivation to achieve the set goals.

Research findings stating that involving team members in decision-making increases individual motivation align with the concepts of Saġnak (2016) regarding participation in decision-making. In their situational leadership theory, Saġnak emphasized that participation in decision-making provides a sense of being valued and having an influence on outcomes. In the context of implementing the participative leadership model in the development of the English

Language Education program, involving team members in decision-making demonstrates the trust and appreciation given by the Head of the Program to the team members. This fosters motivation among team members to actively engage and take responsibility in achieving the goals of program development. By acknowledging the contributions of team members and giving them influence in decision-making, the leader creates a collaborative work climate and builds mutual trust between the leader and the team members. This has a positive impact on individual motivation, as they feel valued and have an important role in the success of the English Language Education program at Muhammadiyah University Bengkulu. Previous research has also shown a positive relationship between participation in decision-making and intrinsic motivation in individuals. For example, in their study on participative leadership in an organizational context, Saġnak, (2016) and Aithal (2015). found that team members' participation in decision-making contributes to higher levels of intrinsic motivation

Secondly, regarding communication and collaboration, respondents stated that open and transparent communication between the leader and team members is crucial in building trust and facilitating effective decision-making processes. Additionally, collaboration among team members in developing the English Language Education program is seen as an important factor in improving the quality and relevance of the program. The research findings indicate that open and transparent communication between the leader and team members plays a key role in building trust and facilitating effective decision-making processes. This is consistent with the participative leadership theory, where effective communication and collaboration are essential elements in creating a participative work environment.

According to the theory, an effective leader in this model must communicate openly with team members, listen attentively, and involve them in the decision-making process. Transparent communication allows the leader and team members to understand the vision, goals, and tasks involved in developing the English Language Education program at Muhammadiyah University Bengkulu. Previous research also

supports these findings. For example, Thapliyal & Sharma (2021) found in their research that effective and transparent communication is crucial for the success of participative leadership. Open communication allows the leader and team members to understand relevant information, exchange ideas, and actively contribute to the development of the program.

Additionally, the research findings also indicate that collaboration among team members in developing the English Language Education program is considered an important factor in improving its quality and relevance. In the context of participative leadership, collaboration is a strong element in building an effective team. Through collaboration, team members can share knowledge, experiences, and thoughts, leading to better decision-making.

Thirdly, some respondents highlighted the importance of recognition and appreciation for the contributions of team members. They stated that when team members feel valued and acknowledged for their participation and contributions, their motivation and engagement increase. The research findings show that recognition and appreciation for the contributions of team members play a crucial role in enhancing their motivation and engagement. This aligns with the participative leadership theory, where leaders are expected to recognize and appreciate the contributions of team members in decision-making and program development. The theory emphasizes the importance of providing recognition to team members as a form of appreciation for their participation and contributions. In the context of implementing the participative leadership model in the development of the English Language Education program, an effective leader must be able to recognize the contributions of individuals and the group and openly show appreciation.

Previous research also supports these findings. For example, in a study conducted by Amos & Siamoo (2022), Thapliyal & Sharma (2021), Saġnak (2016), and Ryan & Deci (2000) on motivation theory, they emphasized that recognition and appreciation for individual contributions enhance intrinsic motivation. When team members feel valued and acknowledged for their participation and contributions to the development of the program, they are more likely

to be motivated to actively contribute. The importance of recognition and appreciation for the contributions of team members also aligns with Maslow's (1943) theory of human needs. According to Maslow, the need for recognition and acknowledgment is one of the important psychological needs for individuals. When this need is fulfilled, individual motivation increases, and engagement in work also becomes higher.

However, some concerns and challenges related to the implementation of the participative leadership model were also expressed by respondents. Some respondents stated that decision-making processes involving multiple parties can be time-consuming and may slow down the program development process. Additionally, there were also some concerns about how to address differences of opinion and conflicts that may arise during the participative process.

IV. Conclusion

This research provides a deeper understanding of the implementation of the participative leadership model in the development of the English Language Education Program at Muhammadiyah University Bengkulu. The findings of this study can serve as a basis for decision-makers to enhance participative leadership practices in the academic environment and provide recommendations for further improvements in program development. The data analysis results show significant benefits in decision-making at the program level through the implementation of the participative leadership model. Faculty members and staff experience active involvement in decision-making, recognition of their contributions, and opportunities to collaborate and participate in curriculum and program development. They also report increased motivation and engagement in their tasks.

However, this research also identifies some challenges in implementing the participative leadership model in the Program. Such challenges include effective time management, handling uncertainty, and the need for open and effective communication among the Program Chair, faculty, and staff. In conclusion, the implementation of the participative leadership

model has provided positive benefits in the development of the English Language Education Program at Muhammadiyah University Bengkulu. The identified challenges also indicate that there is room for improvement and enhancement in participative leadership practices. The recommendations from this research can be utilized to enhance the effectiveness and success of the participative leadership model in a broader academic environment.

In conclusion, it can be inferred that the implementation of the participative leadership model has provided positive benefits in the development of the English Language Education Program at Muhammadiyah University Bengkulu.

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