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05.01.01 – Muhandislik geometriyasi va kompyuter grafikasi. Audio va video texnologiyalari
05.01.02 – Tizimli tahlil, boshqaruv va axborotni qayta ishlash
05.01.03 – Informatikaning nazariy asoslari
05.01.04 – Hisoblash mashinalari, majmualari va kompyuter tarmoqlarining matematik va dasturiy ta'minoti
05.01.05 – Axborotlarni himoyalash usullari va tizimlari. Axborot xavfsizligi
05.01.06 – Hisoblash texnikasi va boshqaruv tizimlarining elementlari va qurilmalari
05.01.07 – Matematik modellashtirish
05.01.11 – Raqamli texnologiyalar va sun'iy intellekt
05.02.00 – Mashinasozlik va mashinashunoslik
05.02.08 – Yer usti majmualari va uchish apparatlari
05.03.02 – Metrologiya va metrologiya ta'minoti
05.04.01 – Telekommunikasiya va kompyuter tizimlari, telekommunikasiya tarmoqlari va qurilmalari. Axborotlarni taqsimlash
05.05.03 – Yorug'lik texnikasi. Maxsus yoritish texnologiyasi
05.05.05 – Issiqlik texnikasining nazariy asoslari
05.05.06 – Qayta tiklanadigan energiya turlari asosidagi energiya qurilmalari
05.06.01 – To'qimachilik va yengil sanoat ishlab chiqarishlari materialshunosligi
05.08.03 – Temir yo'l transportini ishlatish
05.08.06 – "G'ildirakli va gusenisali mashinalar va ularni ishlatish" (texnika fanlari)
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05.09.04 – Suv ta'minoti. Kanalizatsiya. Suv havzalarini muhofazalovchi qurilish tizimlari
10.00.06 – Qiyosiy adabiyotshunoslik, chog'ishtirma tilshunoslik va tarjimashunoslik
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08.00.02 – Makroiqtisodiyot
08.00.03 – Sanoat iqtisodiyoti
08.00.04 – Qishloq xo'jaligi iqtisodiyoti
08.00.05 – Xizmat ko'rsatish tarmoqlari iqtisodiyoti
08.00.06 – Ekonometrika va statistika
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08.00.10 – Demografiya. Mehnat iqtisodiyoti
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08.00.17 – Turizm va mehmonxona faoliyati

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MUNDARIJA

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THE IMPACT OF LEADERSHIP SUPPORT ON ACADEMIC STAFF WORK EFFICIENCY IN HIGHER EDUCATION INSTITUTIONS

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Abstract. Leadership support is an important component of human resource management in higher education institutions, where academic staff require both professional autonomy and institutional coordination. University leaders shape the conditions under which employees perform teaching, research, administrative and professional responsibilities by providing clear goals, access to resources, development opportunities, constructive feedback and participation in decision-making. This article examines the impact of leadership support on academic staff work efficiency from a human resource management perspective. The study is based on a review and comparative analysis of empirical research on academic leadership, organizational climate, faculty engagement, shared leadership and employee performance. The findings indicate that leadership can enhance work efficiency through communication, empowerment, participation, resource provision, recognition, professional development and feedback, while also influencing academic outcomes indirectly through organizational climate and employee engagement. Effective leadership should therefore balance institutional accountability with professional autonomy, trust, participation and appropriate organizational support rather than rely on excessive formalization or centralized control.

Keywords: leadership support; academic staff; work efficiency; higher education; academic leadership; faculty performance; organizational support; shared leadership; employee engagement; human resource management.

Annotatsiya. Rahbariyat tomonidan qo‘llab-quvvatlash oliy ta’lim muassasalarida inson resurslarini boshqarishning muhim tarkibiy qismi bo‘lib, akademik xodimlar faoliyatida kasbiy mustaqillik va institutsional muvofiqlashtirishning uyg‘unligini ta’minlashga xizmat qiladi. Universitet rahbarlari aniq maqsadlarni belgilash, resurslardan foydalanish imkoniyatlarini yaratish, kasbiy rivojlanishni qo‘llab-quvvatlash, konstruktiv fikr-mulohaza berish hamda qarorlar qabul qilish jarayonida ishtirok etish imkoniyatlarini kengaytirish orqali xodimlarning ta’lim, ilmiy-tadqiqot, ma’muriy va kasbiy vazifalarni bajarish sharoitlariga ta’sir ko‘rsatadi. Ushbu maqolada rahbariyat tomonidan qo‘llab-quvvatlashning akademik xodimlar mehnat samaradorligiga ta’siri inson resurslarini boshqarish nuqtayi nazaridan tahlil qilingan. Tadqiqot akademik yetakchilik, tashkiliy muhit, professor-o‘qituvchilar faolligi, taqsimlangan yetakchilik va xodimlar faoliyati samaradorligiga oid empirik tadqiqotlarni ko‘rib chiqish va qiyosiy tahlil qilishga asoslangan. Natijalar rahbariyatning samarali kommunikatsiya, vakolatlarni kengaytirish, ishtirok etish, resurslar bilan ta’minlash, e’tirof etish, kasbiy rivojlanish va fikr-mulohaza berish orqali mehnat samaradorligini oshirishga ko‘maklashishi, shuningdek, tashkiliy muhit va xodimlar faolligi orqali akademik natijalarga bilvosita ta’sir ko‘rsatishini ko‘rsatadi. Shu sababli samarali rahbarlik ortiqcha rasmiylashtirish yoki markazlashgan nazoratga tayanishdan ko‘ra, institutsional hisobdorlikni kasbiy mustaqillik, ishonch, ishtirok va tegishli tashkiliy qo‘llab-quvvatlash bilan muvozanatlashtirishga asoslanishi lozim.

Kalit so‘zlar: rahbariyat tomonidan qo‘llab-quvvatlash; akademik xodimlar; mehnat samaradorligi; oliy ta’lim; akademik yetakchilik; professor-o‘qituvchilar faoliyati; tashkiliy qo‘llab-quvvatlash; taqsimlangan yetakchilik; xodimlar faolligi; inson resurslarini boshqarish.

Аннотация. Поддержка со стороны руководства является важной составляющей управления человеческими ресурсами в высших учебных заведениях, где деятельность академического персонала требует сочетания профессиональной автономии и институциональной координации. Руководители университетов влияют на условия выполнения сотрудниками учебных, исследовательских, административных и профессиональных обязанностей посредством постановки четких целей, предоставления доступа к ресурсам, возможностей профессионального развития, конструктивной обратной связи и участия в принятии решений. В статье рассматривается влияние поддержки со стороны руководства на эффективность работы академического персонала с позиции управления

человеческими ресурсами. Исследование основано на обзоре и сравнительном анализе эмпирических работ, посвященных академическому лидерству, организационному климату, вовлеченности преподавателей, распределенному лидерству и эффективности деятельности сотрудников. Результаты показывают, что руководство может способствовать повышению эффективности труда посредством коммуникации, расширения полномочий, участия, ресурсного обеспечения, признания, профессионального развития и обратной связи, а также косвенно влиять на академические результаты через организационный климат и вовлеченность сотрудников. В связи с этим эффективное руководство должно обеспечивать баланс между институциональной подотчетностью, профессиональной автономией, доверием, участием и соответствующей организационной поддержкой, не опираясь преимущественно на избыточную формализацию или централизованный контроль.

Ключевые слова: поддержка руководства; академический персонал; эффективность труда; высшее образование; академическое лидерство; эффективность преподавательской деятельности; организационная поддержка; распределенное лидерство; вовлеченность сотрудников; управление человеческими ресурсами.

INTRODUCTION

Higher education institutions are knowledge-intensive organizations in which academic staff perform a wide range of professional activities. Teaching, research, student supervision, curriculum development, academic administration and professional collaboration require substantial intellectual and organizational effort. In such an environment, the role of university leadership extends beyond administrative coordination. Leaders influence how academic work is organized, how resources are distributed, how employees receive feedback and how professional initiatives are supported.

Leadership support can be understood as the set of managerial behaviours and institutional practices through which academic leaders facilitate employees' ability to perform their responsibilities. It includes communication, accessibility of managers, recognition, resource support, participation in decision-making, professional development, constructive feedback and assistance in solving work-related problems.

The importance of leadership support has increased as universities have faced growing expectations concerning teaching quality, research productivity, internationalization, digital transformation and institutional accountability. Academic leaders are consequently required to coordinate multiple objectives while maintaining an environment in which academic staff can use their professional expertise.

Recent research confirms that leadership is closely connected with organizational conditions in higher education. A multinational study involving 404 university faculty members from the United States, Paraguay, Peru and the Dominican Republic found significant relationships between leadership practices, organizational climate and faculty engagement. The study also identified organizational climate as an important pathway through which leadership practices influence engagement (Deroncele-Acosta et al., 2026).

Similarly, a 2026 study of 239 academic staff in Vietnamese public universities found that enabling and steering leadership had a positive relationship with job satisfaction both directly and through organizational climate. The research showed that leadership was associated with innovation and flexibility, performance feedback and perceptions of formalization (Dang et al., 2026).

These findings indicate that leadership support should be considered not simply as a personal characteristic of a manager but as an important element of institutional human resource management. The purpose of this article is to examine how leadership support can influence academic staff work efficiency and to identify practical HRM mechanisms through which university leadership can create conditions for effective academic work.

LITERATURE REVIEW

Leadership in higher education differs from leadership in many other organizations because universities contain highly qualified professional employees who require considerable autonomy. Academic staff possess specialized knowledge and are often responsible for making professional decisions concerning teaching, research methodology and scholarly activity. Consequently, leadership effectiveness depends partly on the ability to coordinate academic work without unnecessarily restricting professional independence.

Traditional hierarchical leadership emphasizes formal authority and centralized decision-making. In contrast, contemporary approaches increasingly emphasize participation, empowerment, collaboration and shared responsibility. Distributed leadership is one example of this approach. It recognizes that leadership functions can be exercised by different members of an institution rather than being concentrated exclusively in senior management.

Evidence from Cambodian higher education demonstrates this relationship. A 2026 study involving 342 faculty members found positive associations between distributed leadership and academic as well as institutional outcomes. Shared decision-making and collaboration were identified as important aspects of this

relationship, while faculty satisfaction partially mediated relationships between distributed leadership and the examined outcomes (Eryilmaz et al., 2026).

Research from China provides similar evidence. A study involving 470 university teachers examined the influence of deans' distributed leadership on job performance and found that organizational empowerment, collaborative decision-making, teacher participation and resource support were important dimensions of leadership. Job satisfaction partially mediated the relationship between distributed leadership and job performance (Zhang et al., 2025).

Leadership support can also influence performance through organizational climate. Organizational climate represents employees' perceptions of the working environment, including communication, support, flexibility, innovation and feedback. When leaders create a climate in which employees can communicate openly and receive appropriate support, leadership may have effects beyond individual leader–employee relationships.

The 2026 multinational study by Deroncele-Acosta et al. provides evidence for this mechanism. The researchers found relationships between leadership, organizational climate and faculty engagement, suggesting that leadership can influence employee engagement partly by shaping the organizational environment.

Another important dimension is organizational support. Leadership support may signal to employees that their work and professional contributions are valued by the institution. In turn, employees may be more willing to invest effort in teaching, research, collaboration and institutional activities.

Recent research among 334 full-time faculty members at five private universities in Qingdao, China examined organizational support, leadership support and colleague support in relation to teaching efficacy. The study reported relatively high levels of perceived support and identified leadership support as one of the relevant forms of institutional support for teaching efficacy (Feng et al., 2026).

Leadership also influences knowledge sharing and organizational learning. Research conducted among 374 employees in UAE higher education institutions found that authentic leadership was associated with knowledge sharing, organizational learning and employee performance. Knowledge sharing and organizational learning acted as mechanisms connecting leadership with employee performance, while perceived organizational support moderated part of these relationships (2025).

Taken together, the literature suggests that leadership support influences academic work through both direct and indirect pathways. Direct mechanisms include resource provision, feedback and problem-solving assistance. Indirect mechanisms include organizational climate, employee engagement, knowledge sharing, organizational learning and job satisfaction.

RESEARCH METHODOLOGY

The article uses a qualitative analytical methodology based on a review of empirical literature concerning leadership support, academic leadership, organizational climate, faculty engagement and employee performance in higher education.

The reviewed studies were selected according to their relevance to academic staff and university organizations. Particular attention was given to empirical studies published in peer-reviewed journals and studies that examined leadership and organizational factors in higher education institutions.

The analysis focuses on six dimensions of leadership support: communication and clarity of objectives, professional empowerment, participation in decision-making, resource support, performance feedback and professional development. These dimensions were examined in relation to academic work efficiency, including teaching effectiveness, research activity, engagement, job performance and organizational contribution.

The article is conceptual and analytical in nature. It does not use the author's dissertation dataset, survey of academic staff, regression results, correlation coefficients or any other original empirical results from the dissertation.

ANALYSIS AND RESULTS

The literature indicates that the first important mechanism of leadership support is effective communication. Academic employees need to understand institutional priorities, performance expectations, changes in procedures and available opportunities. When communication is timely and transparent, employees can organize their work more effectively and reduce uncertainty concerning institutional requirements.

Communication is particularly important in universities because academic work involves several relatively independent activities. A lecturer may simultaneously be responsible for teaching, research, student supervision and administrative responsibilities. Without clear communication concerning priorities and responsibilities, employees may experience uncertainty about how to allocate their time.

Leadership support therefore requires more than transmitting instructions. Effective academic leaders should provide opportunities for two-way communication. Academic staff should be able to raise problems, propose improvements and receive clarification concerning institutional decisions.

The second mechanism is professional empowerment. Academic employees require a certain level of autonomy to perform their work effectively. Empowerment may involve allowing staff to participate in curriculum development, research initiatives, methodological decisions and academic projects.

The evidence from Chinese universities demonstrates the relevance of organizational empowerment. Yu et al. (2025) identified empowerment as one of the dimensions through which distributed leadership was related to teachers' job performance. The finding suggests that leadership can support performance by expanding employees' capacity to participate in decisions that directly affect their professional work.

From an HRM perspective, empowerment should not be interpreted as the complete transfer of managerial responsibility to employees. Rather, it involves creating an appropriate balance between institutional accountability and professional discretion. Academic staff should have clearly defined responsibilities while retaining sufficient freedom to apply their professional knowledge.

The third mechanism is participation in decision-making. Academic employees possess practical knowledge about teaching processes, student needs, research conditions and administrative procedures. Their involvement can therefore improve the quality of organizational decisions and increase their understanding of institutional priorities.

Shared and distributed leadership approaches place particular emphasis on participation. The Cambodian study by Ly et al. (2026) found that shared decision-making and collaboration were associated with academic and institutional outcomes. This evidence supports the idea that participation can be an important component of contemporary university leadership.

Participation can also strengthen employees' sense of responsibility for institutional outcomes. When academic staff are involved in developing solutions, they are not simply recipients of management decisions but participants in organizational development.

The fourth mechanism is resource support. Leadership support becomes particularly important when academic staff encounter limitations related to teaching facilities, research resources, technology, administrative assistance or professional development.

University leaders frequently make decisions concerning the allocation of these resources. Consequently, leadership can influence academic performance by identifying resource barriers and ensuring that available resources are directed toward areas where they can support institutional objectives.

Research on distributed leadership in Chinese universities identified resource support as one of the dimensions associated with teacher performance. Similarly, research on institutional support in Chinese private universities has considered leadership support alongside organizational and colleague support in relation to teaching efficacy.

Resource support should therefore be considered part of academic leadership rather than merely an administrative function. A leader who recognizes a performance problem but does not address the underlying resource constraint may have limited ability to improve the situation.

The fifth mechanism is performance feedback. Academic employees need information about the quality and effectiveness of their work. Constructive feedback can help staff identify areas for improvement and understand how their work relates to institutional expectations.

However, feedback should be designed carefully. Overly rigid performance monitoring may encourage employees to focus primarily on measurable indicators, while a balanced approach can support broader academic contributions. Effective feedback should therefore combine accountability with developmental support.

The recent Vietnamese study by Dang et al. (2026) is particularly relevant because performance feedback was examined as one of the organizational climate dimensions associated with leadership. The study found that stronger performance feedback was associated with higher job satisfaction. This suggests that feedback can form part of a broader institutional environment rather than functioning only as an annual appraisal activity.

For HRM, this implies that performance management should be viewed as a continuous process. Academic leaders can provide regular feedback concerning teaching, research, student support and institutional responsibilities. Such feedback can be combined with professional development plans rather than being used exclusively for administrative evaluation.

The sixth mechanism is professional development. Academic leadership can support work efficiency by identifying employees' development needs and providing opportunities to strengthen their competencies. These opportunities may include mentoring, training, research collaboration, conferences, leadership development and participation in institutional projects.

Leadership support can be especially important for early-career academic staff. New academics may

possess disciplinary expertise but require additional knowledge concerning university procedures, research funding, publication processes, teaching methods and career development.

The relationship between leadership support and professional development is also evident in recent research specifically examining leadership support behaviour and university teachers' career development in China. The study published in 2026 examined the pathway between leadership support and job performance through career development, emphasizing the role of leadership behaviour in supporting academic career progression (Wang and Loganathan, 2026).

This suggests that leadership support can have longer-term effects. A leader who provides mentoring, development opportunities and appropriate research or teaching responsibilities may contribute not only to immediate performance but also to the employee's future professional capacity.

Another important result concerns the relationship between leadership and organizational climate. Leadership practices can shape employees' perceptions of whether the institution is flexible, supportive, innovative and open to professional initiative. A positive organizational climate can then facilitate engagement and cooperation.

The multinational study by Deroncele-Acosta et al. (2026) provides evidence for this mechanism. The study reported significant relationships between leadership and organizational climate, organizational climate and engagement, and leadership and engagement. This indicates that leadership may influence academic work indirectly by creating conditions in which employees become more engaged with their work.

The same principle can be applied to knowledge sharing. Universities depend heavily on the exchange of knowledge among academic employees. Research methods, teaching practices, publications, research opportunities and professional networks can be shared through formal and informal interaction.

Leadership can facilitate such exchange by creating research groups, academic seminars, interdisciplinary projects and collaborative teaching activities. Leaders can also reduce organizational barriers that discourage employees from sharing information.

The UAE study of higher education employees provides evidence that authentic leadership is associated with knowledge sharing and organizational learning, which in turn are connected with employee performance (2025). This supports the view that leadership contributes to performance not only through direct supervision but also by establishing organizational processes through which knowledge can circulate.

At the same time, leadership support should not become excessive supervision. Academic employees often value autonomy and professional trust. When leadership practices involve a high level of formalization, maintaining an appropriate balance with professional autonomy can help preserve initiative and flexibility.

The Vietnamese study provides a useful illustration. Enabling and steering leadership was associated with lower perceived formalization and greater innovation and flexibility. This indicates that effective leadership can involve reducing unnecessary procedural restrictions while maintaining appropriate institutional coordination (Dang et al., 2026).

Therefore, an effective leadership approach may place greater emphasis on creating supportive conditions rather than relying primarily on direct intervention. Instead, effective leadership can involve creating the conditions in which academic staff can perform their responsibilities with appropriate autonomy and institutional support.

From a human resource management perspective, leadership support should consequently be incorporated into wider HRM systems. Recruitment of qualified academic leaders, leadership development, performance management, professional development and employee feedback should be connected rather than treated as separate activities.

Universities can establish leadership development programmes that focus on communication, conflict management, academic workload planning, mentoring, feedback, research management and employee development. Such programmes can help academic managers move from purely administrative supervision toward developmental leadership.

CONCLUSION AND SUGGESTIONS

Leadership support represents an important mechanism through which higher education institutions can create conditions for effective academic work. The literature reviewed in this article demonstrates that leadership is associated with several factors relevant to academic staff performance, including organizational climate, engagement, job satisfaction, empowerment, knowledge sharing, professional development and resource access.

The evidence also shows that leadership influences academic outcomes through both direct and indirect mechanisms. Direct support may involve providing resources, communicating expectations, solving

organizational problems and giving feedback. Indirect effects may occur through organizational climate, employee engagement, knowledge sharing and professional development.

An important implication is that leadership support should not be equated with administrative control. Academic work requires professional autonomy, and effective leaders need to create an appropriate balance between institutional accountability and employee independence.

Contemporary higher education leadership increasingly emphasizes participatory and developmental practices alongside effective institutional coordination. Shared decision-making, empowerment, transparent communication, professional support and constructive feedback can create organizational conditions in which academic employees are better able to contribute to institutional objectives.

For HRM, leadership should consequently be treated as a strategic organizational resource. Developing effective academic leaders can strengthen not only individual employee performance but also the broader institutional capacity for teaching, research, innovation and organizational learning.

Higher education institutions should establish systematic leadership development programmes for rectors, vice-rectors, deans, heads of departments and other academic managers. These programmes should address communication, employee development, workload management, conflict resolution, feedback, mentoring and research support.

University leaders should also strengthen two-way communication with academic staff. Regular meetings, structured feedback mechanisms and transparent communication about institutional decisions can reduce uncertainty and provide employees with opportunities to contribute to organizational improvement.

Leadership practices should provide academic staff with appropriate opportunities to participate in decisions affecting their professional activities. Participation in curriculum development, research planning, academic projects and internal improvement initiatives can strengthen employees' sense of responsibility and institutional engagement.

Performance management should emphasize developmental feedback rather than relying exclusively on formal annual evaluation. Academic leaders should provide regular, constructive feedback and connect identified development needs with training, mentoring and professional opportunities.

Universities should also strengthen resource support at the departmental level. Academic leaders should be able to identify barriers related to infrastructure, research facilities, digital technologies, administrative procedures and professional development and communicate these needs effectively to higher levels of management.

Finally, leadership support should be evaluated as part of the university's HRM system. Employee feedback can be used to assess the quality of communication, managerial accessibility, participation, autonomy, recognition and professional support. Such monitoring can help institutions identify leadership practices that facilitate academic work and address organizational challenges in a timely manner to support employee performance.

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