Impact of sustainable leadership on employee's competency and sustainable development in private HEI

Aisha Mohamed Khasib Al-Hadhrami *
Universiti Sains Malaysia
E-mail: aisham3900@hotmail.com

Rosmelisa Yusof
Universiti Sains Malaysia
E-mail: rosmelisa@usm.my

* Corresponding Author

Abstract

Purpose: This research aimed to scope a review of the literature to data pertaining to examining how sustainable leadership influences employee competency in private HEIs that have a sustainable development orientation.

Design/methodology/approach: The methodology used includes a thorough examination of the literature in the areas of sustainable leadership and staff competency with a focus on sustainable organizations and private higher education institutions.

Findings: Sustainable leadership has a discernible impact on both employee competency and sustainable development within sustainable private HEIs. The research findings advocate for the implementation of high-quality training designed to enhance competency development for both staff and administrators.

Research limitations/implications: This paper calls for essential solutions to address the problems associated with sustainable development in HEIs, contributing to a deeper scientific understanding of competency. Additionally, this study highlights the importance of developing sustainable leaders in workplace settings. There are only a few studies that thoroughly examine the current situation of sustainable leaders in private HEIs and the role these institutions must play in adopting sustainable development.

Practical implications: specific training for managers and staff to demonstrate more sustainable practices. Create courses and activities to prepare the next generation of professionals and leaders and to instill responsible practices.

Originality/value: This research marks a pioneering effort in synthesizing the interplay of sustainable leadership, employee competency, and sustainable development, highlighting the role of private higher educational institutions in this field.

Keywords: sustainable leadership, employee competency, sustainable development, higher education institutions (HEI)

Introduction

It is now recognized that human resources are a critical component of private higher education institutions (HEIs) because they enable the operation of other private HEIs (Filho et al., 2020). addition, a key element in sustaining the prosperity of private HEIs is the performance of their employees (Jais, Yahaya, & Ghani, 2020).Thence, One of the activities of the university is

effected various patterns of relationship that exist among its employees, both in its relationship with superiors and with other employees, the Humans are the greatest resource because of the abilities and skills they can use to turn on the wheels businesses and the success of the organization (Maizar, Persada, & Nabella, 2023). Accordingly, a leader's approach has a significant impact on the achievement of predetermined performance goals. The same was expressed by Wibowo (2014), who stated that leadership is one of the factors that can influence individual performance (Sunatar, 2022).

Certainly, various stakeholders are becoming aware of leadership styles within the private HEI system, and this is rapidly expanding the global paradigm of educational leadership (How, Ishak, 2021). As defined by Hasanah and Mujanah (2020), a leader is an individual who influences and brings about significant positive changes within firms, organizations, and communities by fostering appropriate levels of trust, organizational structures, and processes that engage multiple stakeholders, resources, cultures, and geography. Bendell, Sutherland, and Little (2017) argued that many advocates and analysts of education on sustainable development issues are calling for more leadership for sustainability given the lack of progress on various social and environmental issues. Furthermore, different aspects of leadership have implications for intended outcomes. One of the reasons for low employee competency is the leadership style that is not successfully implemented in an organization (Nguyen, Yandi, & Mahaputra, 2020). Additionally, several earlier studies—including one on employee competency by Nguyen, Yandi, and Mahaputra (2020) have also demonstrated the important impact that leadership has on employees' performance. The issue of employee competency still concerns career development, and little attention is paid to the potential of innovation and technology to enhance employee performance (Zafar et al., 2020). In general, HEI can enhance employee performance by helping them acquire a variety of competencies (Maizar, Persada, & Nabella, 2023). Jais, Yahaya, and Ghani (2020) contended that managing competence has a greater impact on how an individual behaves in relation to properly adjusting to a job. Hence, the goal of implementing employee competency is to enable each member of an HEI to fulfill their specific roles and responsibilities, as well as the university's core values so that the institution can develop and flourish (Ta,sçı, & Titrek, 2019). According to Avery and Bergsteiner's research in 2011, Higher Education Institutions (HEIs) have been changing their ways and taking on the responsibility of promoting sustainable development by adopting an institutional leadership role that prioritizes sustainability. As sustainable leaders, they are concerned for their academic system, senior management, employees, faculty, and researchers.

Moreover, for the development of sustainability leadership concepts as outlined above, there is a trend in the literature that calls for leaders to attain employee competency and highlights the role that higher education institutions (HEIs) play in promoting sustainable development. This trend warrants more investigation. Given this context, the previous literature has not yet thoroughly examined the current situation involving representatives of sustainable leaders from private HEIs, even though this appears to be a clear and significant issue.

Literature Review

1)Sustainable Leadership
Every organization can draw inspiration from this notion to develop and generate a superior leadership figure while addressing the requirements of peak performance. Moreover, the excellent leadership hypothesis of Hajiali et al. (2022), including Iqbal, Ahmad, and Abdul Halim (2020) highlights that a leader with superior performance consistently emerges victorious from job competition. Hajiali et al. (2022) defined leadership as the ability to inspire, direct, or persuade a sizable group of individuals to comply with one's wishes and demands to

accomplish a shared objective. While definitions of leadership share many commonalities, they also have distinct meanings (Taˌsçı & Titrek, 2019). A leader's personal, physical, and behavioral traits were the focus of some researchers' work; others concentrated on the relationships that the leader has with the audience. Still, others presented which circumstances influenced the leader's decisions (Iqbal, Ahmad, & Abdul Halim, 2020). Naturally, based on some of the viewpoints, a leader is someone who utilizes their power and responsibilities to persuade others within the organization to accomplish objectives, which are assessed by their ability to work cooperatively with their subordinates (Ishak & Hussin, 2022).

Recent research has made it abundantly clear that effective leadership must be resource- and people-centered. A new paradigm for organizational leadership development has also been extensively discussed (Silalaiy, Ratanaolarn, & Thaveesuk, 2017). Nevertheless, organizations have generally failed to change the way they view leadership and to seize the chances and possibilities that arise from implementing effective leadership development (How & Ishak, 2021). All these factors are considered while discussing sustainable leadership for organizations, which recommends a departure from the conventional (Ceran & Bahadır, 2019). It has been established by Davies (2007), as well as Hargreaves and Fink (2004, 2005, 2006) that sustainable leadership may be used in a variety of settings.

A novel idea in leadership arose in the 2000s, i.e., sustainable leadership. The foundational tenet of sustainable leadership is learning and leading. According to studies conducted by Biermann et al. (2022), organizational efficiency can be significantly predicted by sustainable leadership (Ceran & Bahadır, 2019). Iqbal, Ahmad, and Abdul Halim (2020) also discovered that an organization's sustainable performance is strongly impacted by sustainable leadership. In education, Hargreaves and Fink (2004) identified seven guiding principles for sustainable leadership: 1) Maintain the valuable aspects of life. 2) Promotes diversity and avoids standardization. 3) All are leaders. 4) Sharing knowledge and resources. 5) Develop human resources. 6) Learn from the past for a better future. 7) Implementing lifelong learning and caring for others (Ishak, Hussin, 2022; Taˌsçı & Titrek, 2019), as demonstrated in Figure 1.

Figure 1. Seven Components of Sustainable Leadership by Hargreaves and Fink (2004), From Bendell, Sutherland & Little (2017).

Sustainable leaders are people with great abilities and strong values. According to Avery and Bergsteiner (2011), these people possess the ability to effectively understand complicated situations, solve them, and forecast the consequences they will have down the road. As such, their understanding is interdisciplinary, and their long-term outlook is innovative. They embrace teamwork, appreciate the power of diversity, and recognize the capability of

individuals to accomplish alone. Thus, by doing this, their main objective is to create a sustainable world (Ceran & Bahadır, 2019).

Ta¸sçı and Titrek (2019) indicate that there are four aspects by sustainable leadership: individual, team, organization, and community. Therefore, to become a sustainable leader, one must first focus on self-improvement at an individual level. That's why a leader needs to be self-aware (Durst et al., 2021). In addition, Biermann et al. (2022) described sustainable leaders are individuals who possess an understanding of the social, cultural, economic, and environmental issues facing their communities, and can also articulate their concerns and ideas and organize them toward a common goal.

Consequently, private HEIs need leadership that can create strategies with the vision of the future and connect key areas. They involve stakeholders through coaching processes, inspire people, and make communities stronger through adaptation (Ceran & Bahadır, 2019). Furthermore, leaders must have a deep understanding and awareness of the various internal and external effects that their actions have on the settings and systems in which they engage (Durst et al., 2021).

2) Employee Competency

Human capital Due to the difficulty of obtaining, retaining, and developing is now more significant compared to all assets that are traditionally considered significant, such as cash, capital, equipment, and buildings (Gąsior, Skowron, & Sak-Skowron, 2021). Indeed, they are at an advantage that competitors cannot imitate or duplicate. Sunatar (2022) mentioned that a competitive edge in the market would most likely result from hiring staff with the right set of competencies. Human behaviors can lead to either diligence or laziness, according to Rothwell's relevant dynamics theory (Zafar et al., 2020). People who are highly skilled in their field typically have a lot of potential when it comes to workplace dynamics (Hajiali et al., 2022). The American Psychological Industry Organization pointed out that the concept of competency emerged in the 1960s and early 1970s (Sunatar, 2022; Isac et al., 2022).

In addition, Spencer and Spencer (1993) defined competency as the ability to perform tasks that employees in an organization need to perform for the organization in order to achieve its goals (Ceran & Bahadır, 2019). Likewise, as noted by Nguyen, Yandi, and Mahaputra (2020), competence is the capacity that exists in an individual which enables them to perform tasks required by their organization to achieve expected outcomes. Besides, Gąsior, Skowron, and Sak-Skowron (2021) referred to the fact that employee competencies are universally regarded as one of the most significant resources and essential for all kinds of organizations, irrespective of their nature or scope of work.

Without them, the private sector institutions would not only be unable to function and maybe survive over the long run, but also be unable to compete in the market (Nuriman, 2021). As a result, academic and commercial academics have been interested in employee competencies for a long time (Isac et al., 2022). Nevertheless, there is little attention paid to the abilities required for sustainable private higher educations (Hajiali et al., 2022).

To meet their objectives, private higher education institutions need to be aware of the competencies of their staff. Employee competency affects the standard of the services and goods produced (Sunatar, 2022; Filho et al., 2020). According to Nuriman (2021), competencies aid employees in comprehending the abilities required for their position, the essential behaviors they must exhibit, and the actions required to advance their proficiency levels. A person can attain optimal performance and experience job satisfaction more easily if they possess greater competence (Sady, Zak, & Rzepka, 2019). This assertion is supported by research and pertinent research articles to clarify whether the private HEIs can assign staff members based on their competencies.

3)Sustainable Development in a Private HEI (Higher Education Institutions)

Due to the complexity of environmental and sustainability issues, people must re-evaluate their prior approaches, considering the possibility that fresh information would contradict what they have previously understood (Olsson, Gericke, Sass, & Pauw, 2020). Sustainable development was first defined in 1987 by the World Commission on Environment and Development of the United Nations (Cho and Kao, 2022). It was defined as one that strives to meet the needs of the present organizations and must understand how to generate sustainable value through strategies that will meet HEI goals (Bendell, Sutherland, & Little, 2017). Avery and Bergsteiner (2011) clarified that using social responsibility to change society's expectations on how private HEIs should behave is one strategy for attaining sustainability. Hence, it treats customers, investors, and the government with integrity, and it inspires workers to provide value (Isac et al., 2022).

In addition, to achieve sustainable development through private HEI sustainability, educational institutions must be able to successfully institutionalize reforms for private HEI sustainability (Ta sç, & Titrek, 2019; Ceran & Bahadır, 2019). Moreover, previous research has consistently proven the need for institutionalizing change. Jais, Yahaya, and Ghani (2020) agreed that higher education institutions (HEIs) are one of the many organizations accountable for ensuring a sustainable future. Thus, they should contribute to sustainable development by teaching students, doing research on sustainability, disseminating information, and collaborating with industry (Ta sç, & Titrek, 2019; Ceran & Bahadr, 2019). In fact, more than any other single sector of society, they train the next generation of leaders, policymakers, and decision-makers in the field of sustainable development (Silalaiy, Ratanaolarn, & Thaveesuk, 2017). Isac et al. (2022) pointed out that universities have a multiplier impact in disseminating sustainable development objectives due to their moral obligation to incorporate such goals into their courses.

Furthermore, these institutions are also seen as important contributors to the growth and education of future leaders, who will eventually assume key positions in various organizations (Ruben & Gigliotti, 2017). Due to being expected to lead sustainability through their educational programs, employees and researchers as sustainable leaders. (Cho and Kao, 2022). According to Filho et al. (2019), a structural change is needed to ensure educational institutions make sustainability an intrinsic value in their mission statement. In this way, Peterlin, Pearse, and Dimovski (2015) demonstrated that to manage and support all of these challenges and demands, private HEIs require leadership to create strategies with a vision for the future and connect key areas, involving stakeholders through coaching processes, inspiring people, and making communities stronger through adaptation. Meanwhile, to be successful with the plan, the private HEIs must have a long-term institutional vision since they are susceptible to local, international, and self-regulatory processes that govern behaviors (Cho and Kao, 2022). Changes in various organizational domains, including leadership and innovation, are required for sustainable growth (Sady, Zak, & Rzepka, 2019). In addition, some studies have found a lack of progress among these private HEIs in adopting sustainability measures as a result of their leaders' views and conduct (Ishak & Hussin, 2022).

In summary, leadership style is a technique for leaders to influence people so that they may work more effectively to achieve organizational goals (Silalaiy, Ratanaolarn, & Thaveesuk, 2017). According to Isac et al. (2022), the success of an organization's performance in accomplishing goals is via attempts to move other people to achieve sustainable development. In addition to the previously discussed evolution of sustainability leadership concepts, more research should be done on the literature trend that discusses the significance of leaders in top management teams and the contribution of private HEIs to sustainable development (How & Ishak, 2021). In this paper researchers agree with Bendell, Sutherland, and Little (2017) in this

field that the present unsustainability dilemma is partly due to prevalent leadership paradigms, therefore, we have expanded on that argument in this paper.

Therefore, precisely because we are interested in sustainability, we address sustainable leadership as an investigator for sustainable development in this paper rather than only sustainability topics in private HEIs. Indeed, sustainable leadership necessitates considering the long term while making decisions, as well as encouraging systemic innovation aimed at building a talented, loyal, and highly engaged workforce (Fabio & Peiró, 2018; Durst et al., 2021). As a result, the quality of lecturers and staff in terms of service delivery, work efficiency, monitoring, assessment, engagement, and ownership are strong predictors of success in a university system (Hajiali et al., 2022). Ishak and Hussin (2022) analyzed that work requires the development of certain sets of competencies that effectively represent and prepare individuals for functioning in a transformational era. Such abilities have been regarded as important competencies in sustainable problem-solving, regardless of any specific discipline background (Gąsior, Skowron, & Sak-Skowron, 2021). The proposed list of competencies needs review and development. This scoping review was based on a collection of publications from relevant research that had been examined and represent many nations, as Table 1 shows.

Table 1. Previous Studies (Authors/Years/Variable)

Authors	Years	Variable
Bendell, Sutherland, & Little	(2017)	sustainable leadership
Ceran & Bahadır	(2019)	sustainable leadership
Fabio, and Peiró.	(2018)	Sustainability Leadership & Sustainable Development
Hasanah, U., & Mujanah, S	(2020)	Leadership & Performance of Employees
How & Ishak	(2021)	Employees & Sustainable Leadership
Hajiali et al	(2022)	Leadership Style & Employee Competence
Maizar, Persada& Nabella	(2023)	Compensation & Employee Performance
Isac et al.,	(2022)	Action Competence & Sustainable Development
Durst, Chowdhury, Davila, Kraus, & Cheng	(2021)	sustainable leadership
Ishak & Hussin	(2022)	Sustainable Leadership & School Effectiveness
Iqbal, Ahmad & Abdul Halim	(2020)	Sustainable Leadership & Sustainable Performance
Nguyen, Yandi & Mahaputra	(2020)	Employee Performance, Leadership, Environment & Competence
Filho, Eustachio, Caldana, Will et al.,	(2020)	Sustainable Leadership & HEI
Nuriman	(2021)	Employee Performance & Competence

Peterlin, Pearse & Dimovski	(2015)	organizational sustainability & sustainable leadership
Silalaiy, Ratanaolarn, & Thaveesuk	(2017)	Sustainable Leadership
Ta¸sçı & Titrek	(2019)	Higher Education & Sustainable Leadership

The main aim of the research was to synthesize data pertaining to sustainable leadership and lay the groundwork for the future study of sustainable development and employee competency, aiming to establish a strong theoretical foundation and clarify the role of sustainable leadership in higher education institutions. To achieve this, such research questions had to be addressed:

Q1. What is the impact of sustainable leadership on employee competencies among the sustainable private HEIs?

Q2. What is the impact of sustainable leadership on sustainable development among the private HEIs?

This study was one of the barely any to examine the impact of sustainable leadership on employee competency in private higher education institutions, and it emphasized how important it is to keep researching how universities contribute to the larger picture of employee competency development. Moreover, adds to the body of literature on sustainable development and competencies. The conceptual framework of this article that built the hypothesis is as follows:
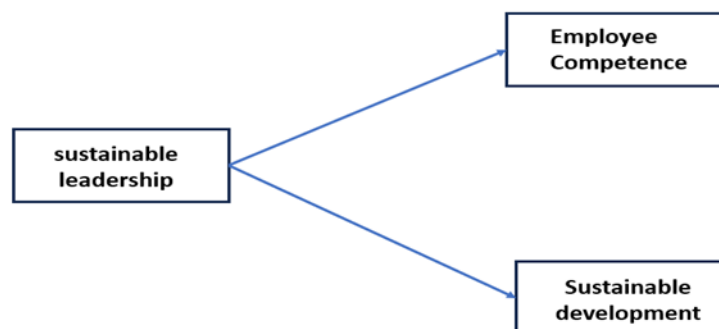

Figure 2. Conceptual Framework of the Research

Methods
Researchers aimed to use a scoping review methodology by combining and evaluating a wider range of literature, providing theoretical accuracy regarding a certain subject or field of study. Therefore, using the analytical approach proposed by Arksey and O'Malley (2015). Besides analyzing reputable scientific articles and scientific articles from journals that are not reputable, this scoping literature review aimed to compare the findings of research articles published. All cited scientific articles were sourced from Mendeley and Scholar Google.

Findings
Based on the study background, the problem was discussed so that it would focus more on the literature review and the results and discussion later. In this study, the competence variable through sustainable leadership at a sustainable private HEI was investigated. Meanwhile, the

novelty of this research was derived from the previous studies. The findings of some of the studies are shown in Table 2

Table 2. Findings of some studies

Study	Finding
Hasanah and Mujanah, (2020)	- Leadership has a significant and positive impact on Employee Competence.
Sunatar (2020)	- significantly negative effect on the performance of employees by leadership used.
Gąsior, Skowron, and Sak-Skowron (2021)	- Managers and responsible perceive employee competencies differently than educational institution development representatives.
Sady, Zak, and Rzepka (2019)	- Universities continue to work to develop competencies focused on sustainable development.
Iqbal, Ahmad& Abdul Halim (2020)	- Indirect effect on sustainable performance due to sustainable leadership.
Filho et al., (2020)	- Sustainable leadership at HEIs is evolving. - The two biggest obstacles facing universities looking to take the lead in sustainability; are a lack of funding and support from administrations.
Durst, et al. (2021)	- Leaders aid in the growth and improvement of the organizations. - Sustainable leadership acts impact company performance. - To sustainably influence performance must leaders understand their team traits.
Nuriman (2021)	- Competence had a significant effect on work motivation.
Silalaiy, Ratanaolarn & Thaveesuk (2017).	- The importance of sustainable leadership for sustainable development. - To promote sustainability in education and educational administration, administrators and managers in the field of education must always further their own professional development.

Based on the study of the theory and the relationship between variables from the analysis of the previous studies above, the result of this research is as follows:

1) There is a strong positive effect of sustainable leadership on employee competency among the sustainable private HEIs based on research results (Silalaiy, Ratanaolarn & Thaveesuk,

2017; Nguyen, Yandi & Mahaputra, 2020; Filho et al., 2020; How & Ishak, 2021; Fabio & Peiró, 2018; Hajiali et al., 2022; Sunatar, 2022). Hence, Iqbal, Ahmad, and Abdul Halim (2020) explained that sustainable leadership practices will intensify performance effectively and efficiently at different levels.

2) There is a strong positive effect of sustainable leadership on sustainable development among the sustainable private HEIs based on research results (Filho et al., 2020; Fabio & Peiró, 2018; Sady, Zak, & Rzepka, 2019; Ta¸sçı & Titrek, 2019; Isac et al., 2022; Peterlin, Pearse, & Dimovski, 2015). Durst et al. (2021) argued that leaders can help develop or strengthen organizations, and sustainable leadership behavior influences private institutions' performance. In addition, According to Ta¸sçı and Titrek (2019), Sady, Zak, and Rzepka (2019), Fabio and Peiró (2018), and Ceran and Bahadır's (2019) researchs an organization's ability to achieve its objectives via assisting others in moving toward sustainable development is a key component of its success. To improve employee performance, sustainable leaders need to be able to effectively communicate the organization's vision and goal in a language that is easily understood by the workforce. This will help boost employees' performance. The leader has the responsibility of creating conditions that stimulate members to achieve the specified goals, and this was pointed out by How and Ishak (2021), Jais, Yahaya, and Ghani (2020), as well as Sunatar (2022).

Discussion and Conclusion

The problem was examined based on the scoop review in order to concentrate more on the literature review, the findings, and the debate that follows. Amid a lack of progress on social and environmental challenges, many proponents and observers of private HEI action on sustainable development issues are advocating for more leadership for sustainability. (Durst et al., 2021; Filho et al., 2020). Sustainable leadership practices can create informal institutions embedded in the culture of the organization, as demonstrated by Filho et al. (2020), Hasanah and Mujanah (2020), How and Ishak (2021), and Iqbal, Ahmad, and Abdul Halim (2020). These establishments encompass morality and accountability. Moreover, leaders have a crucial role in fostering relationships with communities, facilitating collaboration among stakeholders, and advocating for ideals that are sustainable over the long term (How & Ishak, 2021). Silalaiy, Ratanaolarn, and Thaveesuk (2017) revealed that superior business performance and resilience are the results of sustainable leadership.

Every organizational circumstance is a highly strategic element. If leaders want to improve the organization's sustainability, they must take the initiative and carry out ideas with integrity. According to Avery and Bergsteiner (2011), Bendell, Sutherland, and Little (2017), Seran and Bahadir (2019), Fabio and Pierrot (2018), as well as Durst et al. (2021), sustainable leaders are those who organize and shape the perspectives of those around them reflect their interests and are aware of the social, cultural, economic, and environmental challenges. (Silalaiy, Ratanaolarn, & Thaveesuk, 2017; Peterlin, Pearse, & Dimovski, 2015). Leadership and the work environment are important factors that impact employee productivity (Durst et al., 2021). In this research, the main factors influencing sustainable development were argued to be competencies and deeper levels of knowledge of sustainable leadership. According to Maizar, Persada, and Nabella (2023), as well as Nguyen, Yandi, and Mahaputra (2020), there is a direct correlation between employee competence and sustainable development. Therfoure, private higher education institutions are largely accountable for the creation and development of staff competencies, even though these competencies are typically discussed from the perspective of these institutions or the performance of their employees (Hajiyali et al., 2022).

According to Zafar et al. (2020) and Sonatar (2022), key sustainability competencies are those that help individuals solve problems successfully "in relation to real-world sustainability

problems, challenges, and opportunities." Morever they can improve one's chances of landing a good job at long-term private higher education institutions (Hasna and Majana, 2020), particularly because universities frequently believe that they are solely in charge of training employees' competencies (Hasanah & Mujanah, 2020). Scientists have undertaken numerous studies to date in an effort to improve worker productivity and the efficacy of sustainable work practices (Bendell, Sutherland, & Little, 2017). Private higher education institutions can use this knowledge to advance their professional development in real-world scenarios. Employees can develop their competence and improve themselves through knowledge, and a variety of skills, including competency, critical thinking, problem-solving, leadership, and employee communication, can be developed and enhanced (Sonatar, 2022; Maizar, Persada, & Nabella, 2023).

While the theoretical justification and recommendations are not particular to this context, the research analysis was carried out under the specific context articles. This paper may add something new to the crucial of previous studies concerning employee competencies, sustainable development, and sustainable leadership.

Theoretical Implications
The study's implications are extensive because it provides people with knowledge and information about how sustainable leadership affects worker productivity and sustainable development. Researchers believed that this helps to solve the problems associated with sustainable development in these institutions and advances our understanding of competence from a scientific standpoint, thus, advancing private university evelopment and enhancing the quality of instruction. According to Iqbal, Ahmed, and Abdul Halim (2020), existing analytical evidence has various practical implications for management that support sustainable developments in their field. In addition, it makes it possible for researchers to conduct research on the role of sustainable leadership in employee competence and sustainable development in private higher education institutions. Researchers can build on this work by looking into additional variables that are thought to be more significant and have a greater impact on employee performance.

Practical and Social Implications
Additionally, this study highlights the importance of developing sustainable leaders in workplace settings. For managers and staff to demonstrate more sustainable practices, specific training and workshops should be held to help them develop their behaviors and skill sets (Seran and Bahadir, 2019; Bendell, Sutherland, & Little, 2017). According to Filho et al. (2020), the fact that these abilities encourage participation and employee engagement makes this a noteworthy discovery. For private HEIs, the increasing significance of sustainable development presents a difficult trend. for responsible actions toward sustainable development, Universities provide create courses and organize extracurricular activities to prepare the next generation of professionals, and leaders and to instill responsible practices. In light of these findings, the results can help another closely comparable sector for HEI by serving as a foundation for more research on employee competence and training, as well as the mediating effect of sustainable development.

Limitations and Suggestions for Future Research
These recommendations are based on the research findings, conclusions, and suggestions made in this article and previous studies, both academically and empirically. To determine how much emphasis is currently being placed on the sustainable development goals, it would be helpful to institutionalize the integration of SD issues at universities this can be achieved by

implementing concrete activities such as creating sustainability action plans and strategies or work programs. This would provide insight into potential future actions that could be taken to enable private higher education institutions to improve their performance. A greater emphasis should be placed on the roles that leadership plays in achieving the aims of sustainable development goals and how they can help employees within their organizations to advance sustainable development.

Administrators must also adopt and practice sustainable leadership and provide staff and administrators with high-quality competency development training. It is important to note that several other factors can affect employee competence or performance. As a result, more studies are required to identify additional factors that may have an impact on performance and address them. Furthermore, in the future, the development of these competencies will be even more crucial, particularly for postgraduate students. Lastly, towards providing indicators for sustainable leadership and sustainable development in private educational institutions, quantitative research must finally be done to determine the elements affecting employee competency in HEIs, with a focus on private universities.

References

Arksey H, O'Malley L. (2015). Scoping studies: towards a methodological framework. *International Journal of Social Research Methodology: Theory and Practice.* 2005;8(1):19–32. DOI: 10.1080/1364557032000119616 and ii) Moher et al. Systematic Reviews 4:183 DOI 10.1186/s13643-015-0163-7

Avery, and Bergsteiner, H. (2011). Sustainable leadership practices for enhancing business resilience and performance. *Strategy & Leadership*, 39 (3), 5-15.

Bendell, J., Sutherland, N., & Little, R. (2017). Beyond unsustainable leadership: critical social theory for sustainable leadership. *Sustainability Accounting, Management and Policy Journal,* 8 (4), 418-444. DIO:10.1108/SAMPJ-08-2016-0048

Biermann, F., Hickmann, T., Sénit, C. A., Beisheim, M., Bernstein, S., Chasek, P., Grob, L., Kim, R. E., Kotzé, L. J., Nilsson, M., Ordóñez Llanos, A., Okereke, C., Pradhan, P., Raven, R., Sun, Y., Vijge, M. J., van Vuuren, D., & Wicke, B. (2022). Scientific evidence on the political impact of the Sustainable Development Goals. *Nature Sustainability*, *5*(9), 795–800. https://doi.org/10.1038/s41893-022-00909-5

Ceran, O., & Bahadır, H. (2019). Online Communities of Practice: Sustainable Leadership Model. *journal of Learning and Teaching in Digital Age*, 4(1), 25-33.

Cho, C. C., & Kao, R. H. (2022). Developing sustainable workplace through leadership: Perspectives of transformational leadership and of organizational citizenship behavior. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.924091

Di Fabio, and José María Peiró. (2018). Human Capital Sustainability Leadership to Promote Sustainable Development and Healthy Organizations: A New Scale. *Sustainability*, 10, 2413; doi:10.3390/su10072413

Durst, S., Chowdhury, F., Davila, A., Kraus, S., & Cheng, C. F. (2021). Employees' psychological characteristics and sustainable leadership in firms with high and low entrepreneurial orientation. *Journal of Small Business Strategy*, 31(3), 59-71.

Filho, W, L., Eustachio, J, H., Caldana, A, C., Will, M., Salvia, A, L., & Rampasso, I, S., et al., (2020). Sustainability Leadership in Higher Education Institutions: An Overview of Challenges. *Sustainability*, 12, 37- 61. doi:10.3390/su12093761

Gąsior, M., Skowron, L., Sak-Skowron, M. (2021) The Importance of Employees' Competencies: A Comparison between Educational and Business Perspective Submitted. *European Research Studies Journal,* XXIV (2), 681-694.

Hasanah, U., & Mujanah, S. (2020). The Effect of Servant Leadership, Self-awareness, and Competence on Organizational Commitment and Performance of Employees of Public Works in Bangkalan District. *Jurnal Bisnis dan Manajemen*, 4 (2), 136 – 146. DOI: http://dx.doi.org/10.25139/ekt.v4i2.3136

How, R. P. T. K., & Ishak, M. Z. (2021). Empowering Teachers' Commitment: How Do Six Dimensions of Sustainable Leadership Play a Role? *Management Research Journal*, 10(2), 49-64. https://doi.org/10.37134/mrj.vol10.2.4.2021

Iqbal, Q., Ahmad, N., & Abdul Halim, H. (2020). How Does Sustainable Leadership Influence Sustainable Performance? Empirical Evidence from Selected ASEAN Countries. *SAGE Open*, 1-16. DOI: 10.1177/2158244020969394

Isac, M.M.; Sass, W.; Pauw, J.B.-d.; De Maeyer, S.; Schelfhout, W.; Van Petegem, P.; Claes, E. (2022). Differences in Teachers' Professional Action Competence in Education for Sustainable Development: The Importance of Teacher Co-Learning. *Sustainability*, 14, 767. https://doi.org/10.3390/su14020767

Ishak, M., & Hussin, F. (2022). The Sustainable Leadership for Learning as Predictor to School Effectiveness. *International Journal of Research in Education Humanities and Commerce*, 3 (2), 134- 152.

Ismail Hajiali et al., (2022). Determination of Work Motivation, Leadership Style, Employee Competence on Job Satisfaction and Employee Performance. *Golden Ratio of Human Resource Management*, 2 (1). https://doi.org/10.52970/grhrm.v2i1.160

Jais, I, R, M; Yahaya, N, & Ghani, E, K. (2020). Talent Management in Higher Education Institutions: Developing Leadership Competencies. *Journal of Education and e-Learning Research*, 8(1): 8-15. ˙

Maizar., Persada, I, N., & Nabella, S, D. (2023). The Influence of Compensation, Training, Competence and Work Discipline on Employee Performance PT. *International Journal of Accounting Management, Economics and Social Sciences* (IJAMESC), 1 (4), 291-303.

Nguyen, P, T., Yandi, A., & Mahaputra, M, R. (2020). Factor that Influence Employee Performance: Motivation, Leadership, Environment, Culture Organisation, Work Achievement, Competence and Compensation (a study of human resource management literature studies). *Dinasti International Journal of Digital Business Management* (DIJDBM), 1 (4).

Nuriman, H. (2021). The Analysis of Competence and Career Development Impact on Work Motivation and Its Implication Toward Employee's Performance. *Jurnal Mahasiswa Ekonomi & Bisnis*, Vol. 1, No. 1, Januari

Peterlin, J., Pearse, N. J., & Dimovski, V. (2015). Strategic decision making for organizational sustainability: The implications of servant leadership and sustainable leadership approaches. *Economic & Business Review*, 17(3), 273–290

Sady, M., Zak, A., and Rzepka, K. (2019). The Role of Universities in Sustainability-Oriented Competencies Development: Insights from an Empirical Study on Polish Universities. *administrative sciences*. doi:10.3390/admsci9030062

Silalaiy, K., Ratanaolarn, T., & Thaveesuk, M. (2017). Sustainable Leadership of Vocational College Administrators: Documentary Research. *BU Academic Review*, 16 (1).

Sunatar, B. (2022). Effect of Leadership Style and Employee Competence on Employee Performance Through Organizational Citizenship Behavior. *Indonesian Interdisciplinary Journal of Sharia Economics* (IIJSE), 5 (2), 572-590.

Ta̧şçı, G & Titrek, O. (2019). Evaluation of Lifelong Learning Centres in Higher Education: A Sustainable Leadership Perspective. *Sustainability*,14(3). 49-64. DIO: 10.3390/su14116899N.

Zafar, T, S., Suarsa, A., Gadzali, S, S., Hadiansah, D., & Rahayu, Y, N. (2020) How the Work Environment Affects Employee Competence and its impact on Employee Performance? Survey of the Ministry of Religion of Sukabumi Regency, West Java Province, Indonesia. *International Journal on Emerging Technologies*, 11(4).