

## INSIGHT INTO FOUR MAJOR LEADERSHIP CONTINGENCY THEORIES: CONSIDERING THE MODELS FOR INDONESIAN ISLAMIC EDUCATIONAL CONTEXT

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### Abstract

This study sought to investigate different features of contingency leadership theories to find a suitable model that can adapt to the changing context. This research is a qualitative study employing qualitative meta-analysis to achieve the aim of the study, which is discovering a suitable leadership model for volatile environment as well as situating the model into Indonesian Islamic educational context. Data were gathered from journal articles and books. The result shows that among the contingency leadership theory in the literature, the leadership model proposed by Vroom-Yetton-Jago can be considered more applicable to Indonesian Islamic educational context. However, some adjustment toward the model is needed, such as considering the concept of leadership substitute or leadership neutralizer introduced by Steven Kerr and John Jermier.

**Keywords:** leadership; contingency leadership theory; Indonesian Islamic educational context

### Abstrak

Penelitian ini berusaha untuk menelaah fitur-fitur dari empat teori kepemimpinan kontingensi untuk menemukan gaya kepemimpinan yang cocok digunakan pada konteks organisasi yang berubah-ubah. Penelitian ini merupakan penelitian kualitatif dengan menggunakan teknik kualitatif meta-analisis untuk mencapai tujuan penelitian, yaitu menemukan model kepemimpinan yang cocok untuk lingkungan organisasi yang berubah-ubah serta mengkontekstualisasikan model tersebut pada konteks pendidikan Islam di Indonesia. Data yang digunakan dalam penelitian ini berasal dari berbagai literatur seperti artikel jurnal dan buku. Hasil penelitian ini menunjukkan bahwa di antara empat teori kepemimpinan kontingensi yang dianalisa, model kepemimpinan yang dikemukakan oleh Vroom-Yetton-Jago dapat dianggap lebih aplikatif dalam konteks pendidikan Islam di Indonesia. Namun, diperlukan beberapa penyesuaian terhadap model tersebut, seperti mempertimbangkan konsep leadership substitute (pengganti kepemimpinan) atau leadership neutralizer (penetrat kepemimpinan) yang diperkenalkan oleh Steven Kerr dan John Jermier.

**Kata Kunci:** kepemimpinan; teori kepemimpinan kontingensi; konteks pendidikan Islam di Indonesia

## INTRODUCTION

The world nowadays is perceived as one global village, in which every part is connected through an online network system called internet.<sup>1</sup> This network, to some extent, has changed the way how every part of the world communicates as well as boosts its phase. Information flows rapidly and massively, and changes often occur within seconds.<sup>2</sup> More importantly, changes in any part of the network may implicate other parts of the network in certain degrees.<sup>3</sup> For example, the covid-19 outbreak, to some extent, has influenced almost every aspect of life. People are forced to adapt to it and change the way how they live. Millions of meetings should be organized online, many organisational leaders manage and lead their institutions through online platform, and new trends have been created in the market.<sup>4</sup>

The above model of interaction permeates into every aspect of life, including organisations. Certain changes in any organisational element may influence other part of the organisation.<sup>5</sup> Therefore, any type of organisation should be able to adapt and adjust quickly in accordance with any changes occurred.<sup>6</sup> In organisational context, the interconnected model of interaction is called as contingency model of interaction.<sup>7</sup> This model signifies that the success of organisation is not solely about the decision result. It is a matter of orchestrating certain factors that contingently connected with other elements in the organisation.<sup>8</sup> Successful organisations are not only determined by one aspect. Rather, it is dependent upon considering every possible organisational component that support the leader to implement its decision.<sup>9</sup> Thus, leaders that are able to orchestrate and synergize every single organizational element of the organization is pivotal.

Studies on organizational development underlies an assumption that organizations should constantly change in regard to changes occurred internally and externally.<sup>10</sup> Some

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<sup>1</sup> Dominici, P., *The weak link of democracy and the challenges of educating toward global citizenship*. Prospects, 2022: p. 1-21.

<sup>2</sup> Bansal, A. and D.R. King, *Communicating change following an acquisition*. The International Journal of Human Resource Management, 2022. 33(9): p. 1886-1915.

<sup>3</sup> Muttaqin, S., *Implementing Dynamic Capability Framework on Indonesian Schools*. Jurnal Iqra': Kajian Ilmu Pendidikan, 2021. 6(1): p. 50-72.

<sup>4</sup> Betrand, C.U., U.C.A. Moris, and O.G. Oluebube, *Web Based Discussion Forum for Tertiary Institutions*. American Journal of Networks and Communications, 2022. 11(1): p. 1-8.

<sup>5</sup> Csiernik, R., D. Hannah, and J. Pender, *Change, evolution and adaptation of an university EAP: Process and outcome at the University of Saskatchewan*, in *Employee Assistance Programs in Higher Education*. 2022, Routledge. p. 43-56.

<sup>6</sup> Robb, A., et al., *Enhancing organisational innovation capability—A practice-oriented insight for pharmaceutical companies*. Technovation, 2022. 115: p. 102461.

<sup>7</sup> Daft, R.L., *Organization theory and design*. 10th ed. 2010, Mason, Ohio: South-Western Cengage Learning. xx, p. 649.

<sup>8</sup> Muttaqin, S. *Compatible Organization Designs in a Volatile Organizational Context*. in *Proceedings of the 4th International Colloquium on Interdisciplinary Islamic Studies in conjunction with the 1st International Conference on Education, Science, Technology, Indonesian and Islamic Studies, ICIIIS and ICESTIIS 2021, 20-21 October 2021, Jambi, Indonesia*. 2022.

<sup>9</sup> Shenkar, O. and S. Ellis, *The Rise and Fall of Structural Contingency Theory: A Theory's 'autopsy'*. Journal of Management Studies, 2022. 59(3): p. 782-818.

<sup>10</sup> soukas, H. and R. Chia, *On organizational becoming: rethinking organizational change*. Organization Science, 2002. 13(5).

organisational theorists believe that organizations are required to adapt and adjust its structure and contexts to deal with unstable and competitive environments,<sup>11</sup> otherwise the organization would fail.<sup>12</sup> On the other hand, other studies theorized and proved that resistance toward change<sup>13</sup> will cause the organisations to perform slower than those which are adoptive to change.<sup>14</sup>

The above notion has, to some extent, prompted quite extensive research about organizational change.<sup>15</sup> Some studies focus on the overall picture of organizational change<sup>16</sup> by delving into organizational designs and its contexts.<sup>17</sup> Other studies examine the context of change and investigating the factors which enable or disable the change initiative.<sup>18</sup> On the other hand, various studies consider leadership<sup>19</sup> as an effective contributor to the success and effectiveness of organizational change.<sup>20</sup>

Supporting the last-mentioned studies, this study consider leadership as one of the most prominent factors that contribute to organizational performance, particularly in the face of an ever-changing environment.<sup>21</sup> Yet, many research and studies have been conducted in order to seek and formulate the best leadership model.<sup>22</sup> However, those attempts seem to be an endless journey because of the nature of organizations which consist of different elements and highly influenced by some factors such as power, leadership behaviour, subordinates' characteristics, and organizational structures. Moreover, those elements correlate each other and make them to be interrelated and inseparable.<sup>23</sup>

In regard to the notion above, contingency theories present leadership concepts that take some situational factors into consideration. They consider the situational factors

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<sup>11</sup> Sari, D.Y., *The Study of Learning Organization Models: A Literature Review*. Journal Research of Social, Science, Economics, and Management, 2022. 2(02): p. 188–202-188–202.

<sup>12</sup> Zundel, M., *Walking to learn: Rethinking reflection for management learning*. Management Learning, 2012. 44(2): p. 109-126.

<sup>13</sup> Waldersee, R., A. Griffiths, and J. Lai, *Predicting Organizational Change Success: Matching Organization Type, Change Type and Capabilities*. The Journal of Applied Management and Entrepreneurship, 2003. 8(1).

<sup>14</sup> Nolsøe, N. and M. Strenger, *Dynamic Capabilities- Do They Lead to Innovation Performance and Profitability?* The IUP Journal of Business Strategy, 2013. X(4).

<sup>15</sup> Samson, D., T. Donnet, and R.L. Daft, *Management*. 2020: Cengage AU.

<sup>16</sup> Daft, R.L., *Organization theory and design*, p. 649

<sup>17</sup> Pathak, B., M. Ashok, and Y. Leng Tan, *Value co-creation in the B2B context: a conceptual framework and its implications*. The Service Industries Journal, 2022. 42(3-4): p. 178-205.

<sup>18</sup> Baden-Fuller, C. and D.J. Teece, *Market sensing, dynamic capability, and competitive dynamics*. Industrial Marketing Management, 2020. 89: p. 105-106.

<sup>19</sup> Bkl, G.A., *Leadership in organizations (7th ed.)*. 2009, Upper Saddle River, N.J.: Pearson.

<sup>20</sup> Foss, N.J., J. Schmidt, and D.J. Teece, *Ecosystem Leadership as a Dynamic Capability*. Long Range Planning, 2022: p. 102270.

<sup>21</sup> Sakiru, O.K., K.S. Cheah, and K. Nwajiaku, *Impact of Principal Leadership Styles on the Effectiveness of Schools: A Revisiting Review of the Literature (2018-2022)*. Asian Journal of Education and Social Studies, 2022. 34(4): p. 59-68.

<sup>22</sup> Gurr, D., L. Drysdale, and H. Goode, *An open systems model of successful school leadership*. Journal of Educational Administration, 2022.

<sup>23</sup> Muttaqin, S., *Implementing Dynamic Capability Framework on Indonesian Schools*. Jurnal Iqra': Kajian Ilmu Pendidikan, 2021. 6(1): p. 50-72.

concerned as determinant factors to leadership style.<sup>24</sup> In Indonesian context, such studies that signify the importance of leadership to integrate and orchestrate all organisations' components to deal with changes occurred are very limited. Some of the studies have not directly discussed and examine the possibility of integrating contingency leadership theories available in the literature with organizational practices in Indonesian context. In addition, none of the studies have elaborated, compared, and analysed the four major leadership contingency theories in the literature. In this notion, this study attempts to revisit the available theories on contingency leadership theories in the literature while seeking the most applicable contingency theory that matches with Indonesian context, especially Islamic higher education context.

This study will initially elaborate, compare, and contrast some significant features of the four major contingency theories. Then, it will present some considerations as an evaluation and starting point to seek the most suitable leadership style in the framework of contingency theory as well as propose some recommendations in implementing the theories in Islamic higher educational context.

## METHOD

This study is qualitative research<sup>25</sup> employing qualitative meta-analysis. Data were obtained from both printed and online resources such as books, journal articles, and research reports.<sup>26</sup> The process involved library research and online data searching through google scholar using the following keywords: “contingency model of leadership AND Indonesian Islamic education context”. The time frame used in the searching process is 2021 onward. Around 68 articles were resulted from the initial search. The next stage, the researcher reads through the available sources and limits the search by selecting various articles with accessible full text. Considering the scope and resources, the researcher then narrows the search down by choosing articles that are situated in the context of the study, which is Indonesian educational context. Following that, 2 articles were selected as the two articles fall into the scope of this study.

Table 1. Illustration of Articles Discussing Contingency Theories

Author/s	Title	Type of study	context	result	remark
Moses Adeleke Adeoye	Explanatory Remarks on Fiedler's	Literature review	No specific context	Theoretical and practical guide to	This research only provides a review on one of the major contingency

<sup>24</sup> Volk, S., D.A. Waldman, and C.M. Barnes, *A circadian theory of paradoxical leadership*. Academy of Management Review, 2022(ja).

<sup>25</sup> Creswell, J.W., *Research design : qualitative, quantitative, and mixed methods approaches*. 4th ed. ed. 2014, Thousand Oaks: Thousand Oaks : SAGE.

<sup>26</sup> Paul, J. and M. Barari, *Meta-analysis and traditional systematic literature reviews—What, why, when, where, and how?* Psychology & Marketing, 2022.

	Theory of Consequences			implement Fiedler's theory	leadership theories in the literature. It does not explicate the four major contingency theories
Meiryani, Nelviana, Yorick Koh, Gatot Soepriyanto, Mohammed Aljuaid, and Fakhruul Hasan	The Effect of Transformational Leadership and Remote Working on Employee Performance During COVID-19 Pandemic	Field study	Indonesian context Non-educational context	Leadership style has a positive effect on employee performance. If the leadership style of employees is further improved, then employee performance will increase, and vice versa if the leadership given to employees is low, employee performance will decrease	This research includes some insight into contingency leadership theory. However, the theory was only reviewed and used as the underlining theory toward the study. The study does not based its theory on the contingency theory itself. Moreover, it was not situated in educational context

## RESULTS AND DISCUSSION

The analysis upon the articles depicted that limited research on the use of contingency leadership model in Indonesian educational context. Thus, any attempt to study the contingency theories and situate the theories in Indonesian educational context is considered important and valuable information for both the literature and practical context. This study positions itself as a bridging theory for further research. It can be considered as an initial effort to consider the applicability of contingency model of leadership theories in Indonesian Islamic educational context. In this notion, the four major contingency model will be elaborated in the next following sections.

### The Four Contingency Theories in comparison

#### Fiedler's Contingency Theory

Fiedler's contingency theory is one of the most prominent theories in leadership discourse. The main concern of this theory, as stated by Fred E. Fiedler, is that leadership style should correlate to the situation where the leaders lead. Thus, situation is the most important factor which determines how the leaders should work.<sup>27</sup> As the basis of the theory, Fiedler (1967) formulates three important aspects that should be considered in order to be the best leader: *first*, measuring leadership style; *second*, measuring leadership

<sup>27</sup> Fiedler, F.E., *A Theory of Leadership Effectiveness*. McGraw-Hill Series in Management. 1967.

situation; *third*, the leader-match concept. In addition, Fiedler suggests that leaders should garner their efforts to make the situation more favourable.<sup>28</sup>

### Measuring Leadership Style

There are three leadership styles in Fiedler's theory: relationship-motivated, task-motivated, and socio-independent.<sup>29</sup> Relationship-motivated style is a leadership style that promotes a good relationship between leader and employees. Relationship-motivated leaders create conducive working environment, in terms of mutual trust, respect, and listening to employees' needs.<sup>30</sup> On the contrary, task-motivated leaders don't pay attention to the relationship. They are task accomplishment-oriented leaders. They give clear directions and performance standards in order to achieve the best performance. On the other hand, socio-independent style is characterized by implementing intermediate portion of the two styles mentioned.<sup>31</sup>

Fiedler's theory employs least preferred co-worker scale (LPC Scale) to identify leadership style. LPC scale is a questionnaire which describes least preferred employee for the leader to work with. This questionnaire consists of 16 bipolar adjectives with 8-point scale that measure the co-worker as favourable or unfavourable.<sup>32</sup> When the result shows that the least preferred co-worker is identified as favourable, the leader tend to be the relationship-motivated leader. In contrast, if the least preferred employee is described relatively unfavourable, then the leader tends to be the task-motivated leader. However, if the least preferred co-worker is described in a moderate way, then the leader tends to be socio-independent.<sup>33</sup>

### Measuring Leadership Situation

In the framework of Fiedler's contingency theory, there are three important elements that should be measured: *leader-member relation*, *task structure*, and *position power*. Fiedler uses three categories to measure the three important elements mentioned: high, moderate and poor.<sup>34</sup>

*Leader-member relation* element concerns on the quality of relationship situation between leaders and followers. When leaders and co-workers support and trust each other, the relation is measured as high. In contrast, *the leader-member relation* will be considered

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<sup>28</sup> Daft, R.L., *Organization theory and design*. 10th ed. 2010, Mason, Ohio: South-Western Cengage Learning. xx, p. 649.

<sup>29</sup> Dubrin, A.J., C. Dalglish, and P. Miller, *Leadership*, 2nd Asia-Pacific ed. 2006: John Wiley & Sons Australia.

<sup>30</sup> Daft, R.L., *Organization theory and design*. 10th ed. 2010, Mason, Ohio: South-Western Cengage Learning. xx, p. 649.

<sup>31</sup> *Ibid.*

<sup>32</sup> Fiedler, F.E., *A Theory of Leadership Effectiveness*. Mcgraw-Hill Series in Management. 1967.

<sup>33</sup> Daft, R.L., *Organization theory and design*, p. 649

<sup>34</sup> *Ibid.*

as low when the co-workers and the leaders are disrespectful and experiencing a bad relationship. *The task structure* element measures the quality of tasks, goals, procedures, and guidelines. When those are well defined and structured, the element will be considered as high. Otherwise, the *task structure* will be considered as low. Similarly, *the position power* element concerns on power exercised by the leader. The more power exercised by the leader, the higher the measurement will be.<sup>35</sup>

### The Leader-match Concept

The most important aspect of Fiedler's theory is matching the leadership style and leadership situation.<sup>36</sup> This concept analyses and combines leadership style and some possible existing situations. Moreover, the concept shows that a certain leadership style can display a high performance in some certain situations. There are eight possible configurations of leader-match concept (Daft, 2008). The configurations range from very favourable to very unfavourable, as illustrated in the figure 1.

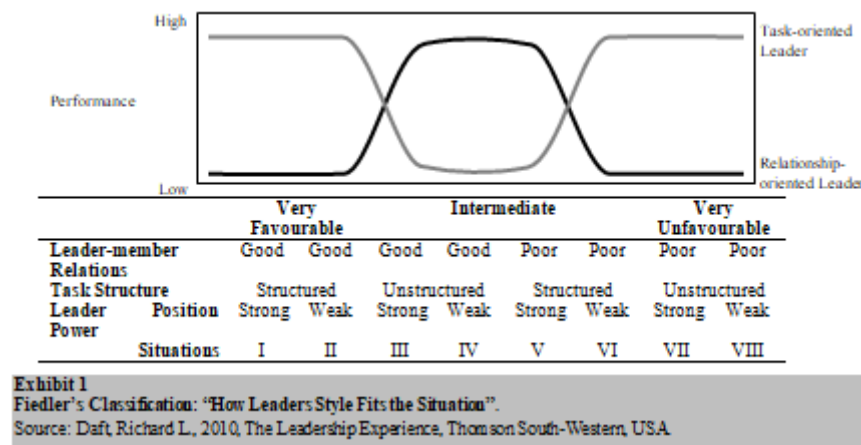


Figure 1. Fiedler's Classification: "How Leaders Style Fits the Situation"

According to Fiedler (1967), the task-oriented leaders can perform well either in very favourable or very unfavourable situations. In the very favourable situation the task-oriented leaders can achieve high performance because there is no relationship constraints. Moreover, the leaders have power to control and direct the followers toward the goal. Similarly, even though bad relationship occurred, in very unfavourable situation the leaders still have power and able to give clear and structured tasks to the co-workers. Furthermore, their orientation is to fulfill the task not to maintain the best relationship.<sup>37</sup>

In contrast, the relationship-oriented leaders can achieve their best performance when they are in the intermediate situation. It is mainly because they only have some power,

<sup>35</sup> *Ibid.*

<sup>36</sup> *Ibid.*

<sup>37</sup> *Ibid.*

moderately liked by subordinates, and able to supervise the job which contains some ambiguity. In this situation, leaders with good interpersonal skills can perform well because they can create better relationship atmosphere, clarify the ambiguity, and maintain the sustainability of their power.<sup>38</sup>

### Path-Goal Theory

The easiest way to understand the core concept of path-goal theory is to compare it with Fiedler's theory. Fiedler believes that the nature of leadership style is permanent and difficult to modify.<sup>39</sup> In contrast, Robert House believes that leaders should display certain type of behaviour in accordance with the existing situations.<sup>40</sup> Moreover, this theory obliges leaders to motivate their subordinates to achieve organizational tasks and their personal goals. To do so, the leaders may explain and assist subordinates to display certain behaviour that will lead them to accomplish their task and obtain organizational rewards (*clarifying the path toward goals*). Instead, the leaders can increase the rewards desired by subordinates.<sup>41</sup>

There are three important components of path-goal theory: leader behaviour/style, contingency factors, and rewards.<sup>42</sup> These three components complement each other. Therefore, when leaders are able to tailor and maintain the three elements, they will achieve their best performance. Furthermore, they will be able to enhance followers' motivation towards organizational and personal goals.<sup>43</sup>

### Leader Behaviour/style

Path-goal theory identifies four types of behavior displayed by leaders: supportive, directive, participative, and achievement-oriented.<sup>44</sup> *Supportive leadership* displays more concern on subordinates' necessities. They are relatively approachable, open, and friendly. Like *relationship-motivated leaders* in Fiedler's theory, *supportive leaders* tend to maintain good relationship between leaders and followers. They treat team members as equal well-beings.<sup>45</sup> *Directive leadership* gives orders and detail directions to subordinates. They also maintain clear schedule and performance standards. Generally, this type of leadership tells the followers what should and what should not be done. They are similar to task-motivated leaders in Fiedler's contingency theory.<sup>46</sup> Participative leadership coordinates and involves

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<sup>38</sup> *Ibid.*

<sup>39</sup> Dubrin, A.J., C. Dalglish, and P. Miller, *Leadership, 2nd Asia-Pacific ed.* 2006: John Wiley & Sons Australia.

<sup>40</sup> Campling, J., et al., *Management: 2nd Asia-Pacific ed.* 2006: John Wiley & Sons Australia, Ltd.

<sup>41</sup> Bartol, K.M., et al., *Management Foundations.* 2007: McGraw-Hill Australia.

<sup>42</sup> Samson, D., T. Donnet, and R.L. Daft, *Management.* 2020: Cengage AU.

<sup>43</sup> Campling, J., et al., *Management: 2nd Asia-Pacific ed.* 2006: John Wiley & Sons Australia, Ltd.

<sup>44</sup> Daft, R.L., *Organization theory and design*, p. 649

<sup>45</sup> *Ibid.*

<sup>46</sup> *Ibid.*



subordinates in decision making process. They often ask for suggestions and opinions from subordinates before taking any further steps.<sup>47</sup> Achievement-oriented leadership requires followers to perform their best performance. They set challenging goals and expect high performance and continuous improvements. They also display a high level of confidence in the sense of assisting subordinates to achieve the desired goals.<sup>48</sup>

### Contingency Factors

There are two contingency factors that should be considered by leaders: *subordinates characteristics and work environment*.<sup>49</sup> *Subordinates characteristics* are identified by how good they will perform the task and how much control they have in the existing situation. It includes ability, skills, experience, needs, motivation, and locus of control.<sup>50</sup> *Work environment* is described as influencing factors to satisfaction and task accomplishment but outside the control of subordinates. They are: task structure, authority system within organization, and work group.<sup>51</sup>

### Situational Leadership (Hersey-Blanchard)

This contingency theory considers subordinates characteristics as the important factor that will determine the effectiveness of leadership. Hersey and Blanchard presume that the subordinates' readiness is vary. Therefore, leaders should display certain leadership styles regarding the level of subordinates' readiness.<sup>52</sup> The more ready the subordinates, the more area of freedom should be delegated. There are two important concepts of this situational theory: leadership styles and level of sub-ordinates readiness.<sup>53</sup>

Hersey and Blanchard classify leadership style into four categories: telling, selling, participating, and delegating. This classification is based on the configuration of relationship motivated and task motivated behaviour.<sup>54</sup> *Telling style* represents leaders who have a high concern for task and low concern for relationship. Leaders with this style are very directive. They tell subordinates what they should do. In the *selling style*, leaders provide general rules of the task, but they also maintain a good relationship with subordinates. This style focuses on both task and relationship. The *participating style* provides greater portion on relationship than task behaviour. Leaders with this style encourage subordinates' participation in the decision-making process. The *delegating style*, gives more area of freedom to subordinates to deal with tasks. Leaders only provide general

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<sup>47</sup> *Ibid.*

<sup>48</sup> *Ibid.*

<sup>49</sup> *Ibid.*

<sup>50</sup> Dubrin, A.J., C. Dalglish, and P. Miller, *Leadership, 2nd Asia-Pacific ed.* 2006: John Wiley & Sons Australia.

<sup>51</sup> Campling, J., et al., *Management: 2nd Asia-Pacific ed.* 2006: John Wiley & Sons Australia, Ltd.

<sup>52</sup> Dubrin, A.J., C. Dalglish, and P. Miller, *Leadership, 2nd Asia-Pacific ed.* 2006: John Wiley & Sons Australia

<sup>53</sup> Daft, R.L., *Organization theory and design*, p. 649.

<sup>54</sup> *Ibid.*

guidance and give authority to subordinates to make the decision. This style has low concern for both task and relationship.<sup>55</sup>

In this situational theory, subordinates' readiness is classified into four categories: low (R1), moderate (R2), high (R3), and very high (R4). These four categories are highly influenced by degree of education, skill, experience, and self-confident.<sup>56</sup> The figure 2 and 3 below illustrate when leaders should display certain leadership style regarding the level of subordinates' readiness.<sup>57</sup>

Figure 2. Leadership style matrix and Followers Readiness

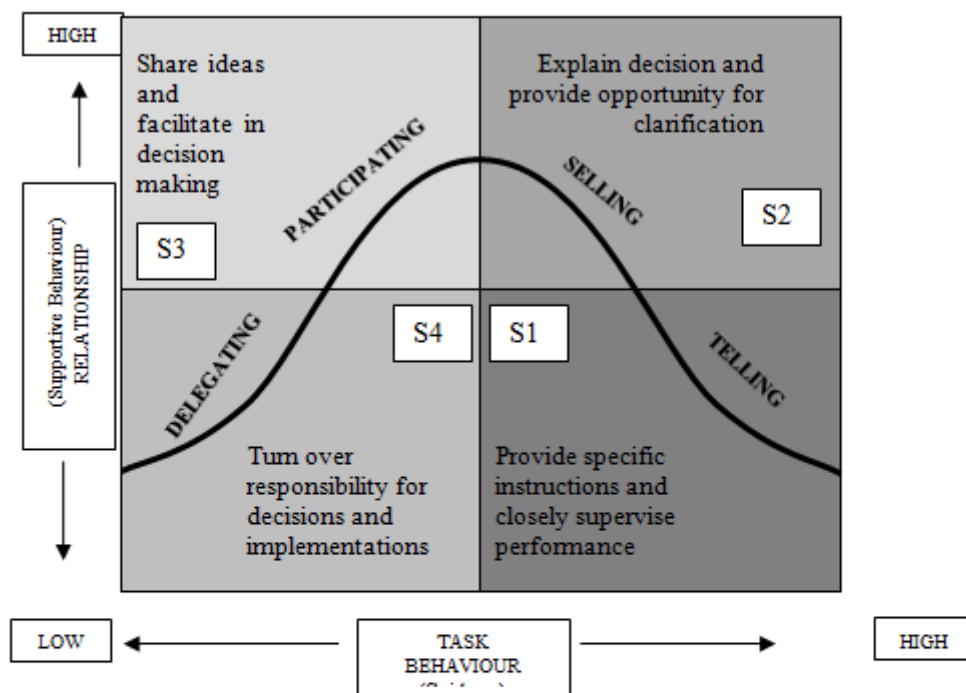


Figure 3. Follower Readiness

HIGH	MODERATE		LOW
R4	R3	R2	R1
Able and willing or Confident	Able but unwilling or Insecure	Unable but willing or Confident	Unable and willing or Insecure
FOLLOWER		LEADER	

### Normative Decision Model (Vroom, Yetton, and Jago)

<sup>55</sup> *Ibid.*

<sup>56</sup> Dubrin, A.J., C. Dalglis, and P. Miller, *Leadership, 2nd Asia-Pacific ed.* 2006: John Wiley & Sons Australia.

<sup>57</sup> Daft, R.L., *Organization theory and design*, p. 649.

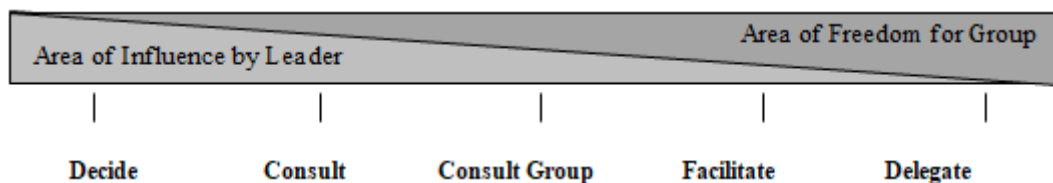
The normative decision model is introduced by Victor H. Vroom and Philip W. Yetton, then it refined by Vroom and Arthur G. Jago. Likewise other contingency theories this model has some contingency factors that influence leadership style in terms of followers' nature, situational characteristics, and leadership style.<sup>58</sup> However, this leadership theory focuses on leaders' participation and its effect to the quality and accountability of decision.<sup>59</sup>

The Vroom-Yetton-Jago model begins with the existence of problems that should be solved by leaders. In this situation, through a set of some diagnostic questions, the model practically provides some choices to the leaders whether they should decide it alone or ask group members' participation, even delegate the decision to the group members.<sup>60</sup>

There are three main elements in this normative decision model: the leader participation styles, set of diagnostic questions to analyse the situation, and a series of decision rules.<sup>61</sup>

### Leadership Participation Styles

The Vroom-Yetton-Jago theory conceptualizes five types of leadership participation style as illustrated by the exhibit below.<sup>62</sup> However, some researchers such as Dubrin classify the five styles into three major categories: autocratic, consultative, and group.<sup>63</sup>



#### Five Leader Decision Styles

Source: Vroom, 2000; cited by Daft, 2010 p. 80

Figure 4. Five Leader Decision Styles

The figure 4 shows that leader has more area of influence in *decide style*. In this style leader makes the decision alone. While in the *consult individually style* leader states the problem to followers and ask their suggestion individually. Similarly, the leader also presents the problem to the subordinates in the *consult group style*, unless it is presented to a group and the leader asks for suggestions then makes the decision. *Facilitate leadership*

<sup>58</sup> Vroom, V.H. and A.G. Jago, *On the validity of the Vroom-Yetton model*. Journal of Applied Psychology, 1978. 63(2): p. 151.

<sup>59</sup> Vroom, V.H. and A.G. Jago, *The role of the situation in leadership*. American psychologist, 2007. 62(1): p. 17.

<sup>60</sup> Daft, R.L., *Organization theory and design*, p. 649.

<sup>61</sup> *Ibid.*

<sup>62</sup> *Ibid.*

<sup>63</sup> Dubrin, A.J., C. Dalglish, and P. Miller, *Leadership, 2nd Asia-Pacific ed.* 2006: John Wiley & Sons Australia.

style gives more space to subordinates to take part in the decision-making process. In this style, leader and subordinates work together as a group to make the decision. The leader acts as facilitator to the group. Leaders with *delegate style* give more freedom to subordinates group to handle the problem and find the solution. However, the leader also gives a set of rules and limits. It is important to notice that leader should consider the existing situation in choosing the style.<sup>64</sup>

### Diagnostic Questions & Decision Rules

Vroom, Yetton, and Jago formulate a set of diagnostic questions and a series of decision rules in order to help leaders and managers to choose the most appropriate leadership style. The diagnostic questions are based on seven significant situational factors that influence leadership styles and decision-making process.<sup>65</sup> The set of diagnostic questions underneath is adopted from Daft (2010).

1. *How significant is the decision for the project or organization?* If the decision is important and influential to the program, the leader should be actively involved.
2. *How important is subordinate commitment to carrying out the decision?* If their position is important, they should be involved in the decision-making process.
3. *What is the level of leader's expertise in relation to the problem?* If the leader is not competence enough, leader should involve the subordinates to solve the problem.
4. *If the leader were to make decision alone, would subordinates have high or low commitment to the decision?* If the subordinates will likely do every decision taken by the leader, then involving the subordinates becomes minor factor.
5. *What is the degree of subordinates' support for the team's or organization's objectives at stake in this decision?* If the level is low, the leader should not delegate the power to the group to make the decision alone.
6. *What is the level of group members' knowledge and expertise in relation to the problem?* If the level is high, the leader can delegate the decision to the group.
7. *How skilled and committed are the group members to working together as a team to solve problems?* If the skill is high and they are committed to work as a team, the leader can delegate the decision to them.

The set of diagnostic questions above together with a series of rules (figure 5 and 6) will lead leaders to achieve the most suitable leadership style.<sup>66</sup>

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<sup>64</sup> Daft, R.L., *Organization theory and design*, p. 649.

<sup>65</sup> *Ibid.*

<sup>66</sup> *Ibid.*

# Time-Driven Model for Determining an Appropriate Decision-Making Style—Group Problems

(Source: Vroom, 2000; cited by Daft, 2010 p. 82)

Instruction: The matrix operates like a funnel. It starts at the left with a specific decision problem in mind. The column headings denote situational factors which may or may not be present in that problem. You progress by selecting High or Low (H or L) for each relevant situational factor. Proceed down from the funnel, judging only those situational factors for which a judgment is called for, until you reach the recommended process.

PROBLEM STATEMENT	Decision significance?	Importance of commitment?	Leader expertise?	Likelihood of commitment?	Group support?	Group expertise?	Team Competence?	
H	H	H	H	H	-	-	-	Decide
				L	H	H	H	Delegate
						L	L	Consult (Group)
					L	-	-	
			L	H	H	H	H	Facilitate
					L	L	L	Consult (Individually)
						-	-	
					L	-	-	Facilitate
				L	H	H	H	
					L	L	L	Consult (Group)
						-	-	
					L	-	-	Decide
					-	-	-	
			L	L	H	H	H	Facilitate
						L	L	Consult (Individually)
						-	-	
						-	-	Decide
						-	-	
L	L	H	-	L	-	-	H	Delegate
							L	Facilitate
							-	Decide

Figure 4. Time-Driven Model for Determining an Appropriate Decision-Making Style

Development-Driven Model for Determining an Appropriate Decision-Making Style—Group Problems								
(Source: Vroom, 2000; cited by Daft, 2010 p. 83)								
PROBLEM STATEMENT	Decision significance?	Importance of commitment?	Leader expertise?	Likelihood of commitment?	Group support?	Group expertise?	Team Competence?	
	H	H	-	H	H	H	H	Delegate
							L	Facilitate
						L	-	Consult (Group)
					L	-	-	
				L	H	H	H	Delegate
							L	Facilitate
						L	-	
					L	-	-	Consult (Group)
		L	-	-	H	H	H	Delegate
							L	Facilitate
						L	-	Consult (Group)
	L	H	-	H	-	-	-	Decide
				L	-	-	-	Delegate
		L	-	-	-	-	-	Decide

Figure 6. Development-Driven Model for Determining an Appropriate Decision-Making Style Group Problems

## Choosing the suitable contingency theory for Indonesian Islamic Educational Context

Having been elaborating the four major contingency theories in the literature, it is important to summarize and evaluate the four theories in order to consider and choose the suitable theory for Indonesian Islamic educational context. The easiest way to summarize as well as compare the four contingency theories is to put them into a tabular form. The table 2 illustrates the important features of the four contingency theories.

Table 2. The Comparison of Four Contingency Leadership Theories

Contingency Theory	Core Concept	Core components
Fiedler's Contingency Theory	<ul style="list-style-type: none"> <li>Leadership style is something relatively permanent</li> <li>Leaders should identify his or her leadership style using LPC Scale.</li> <li>Subsequently, leaders should maintain the situation in accordance with his or her leadership style</li> </ul>	<ul style="list-style-type: none"> <li>Measuring Leadership Style</li> <li>Measuring Leadership Situation</li> <li>The Leader-Match Concept</li> </ul>
Path-Goal Theory	<ul style="list-style-type: none"> <li>Leaders should adjust their style in accordance with the existing situation</li> <li>Clarifying the path of the task or increase the reward to help subordinates in achieving organizational and personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>Leader behavior/style</li> <li>Contingency factors</li> <li>The use of rewards</li> </ul>

Contingency Theory	Core Concept	Core components
<b>Situational Theory</b>	<ul style="list-style-type: none"> <li>Subordinates' characteristics considered as the determinant factor of effective leadership</li> <li>Leaders should display leadership behavior that match the level of subordinates' readiness</li> </ul>	<ul style="list-style-type: none"> <li>Leadership styles</li> <li>Level of sub-ordinates readiness</li> </ul>
<b>Normative Leadership Theory</b>	<ul style="list-style-type: none"> <li>Focuses on decision making and problem solving</li> <li>Leaders should follow a set of diagnostic questions and series of decision rules to identify the most suitable leadership style.</li> </ul>	<ul style="list-style-type: none"> <li>The leader participation styles</li> <li>Set of diagnostic questions to analyze the situation</li> <li>Series of decision rules</li> </ul>

The nature of contingency theories is that they are contingent upon some situational factors. Thus, the theory denies the existence of a single theory that suits all situations. However, all contingency theorists unintentionally trapped<sup>67</sup> with the fact that they all consider a single component as the most important factor in leadership, which is the leadership style.<sup>68</sup>

Vroom-Yetton-Jago leadership style is one of the contingency leadership styles that accommodate both directive and participative leadership. It also provides specific guidance for leaders or managers when they should be directive or participative, as well as how they should act. Moreover, this leadership model provides two possible orientation models: time concern and development concern. In addition, a computerized decision model has been developed.

Regarding the above features and advantages, Vroom-Yetton-Jago model can be a suitable leadership style for Indonesian Islamic education context for two reasons. First, Indonesian education institutions' members consist of administrative staff, teachers, and other supporting staff such as librarians. These different groups imply different capacities and skills which may need different style of leadership. Second, organization fund depends on students' enrolment. Thus, sometimes fast decision making is needed.

However, there are some adjustments that should be made. *First*, Vroom-Yetton-Jago model perceives decision making as a single discrete process starting from one point and finish at another point.<sup>69</sup> In fact, decision making is a complex process which may involve numbers of meetings, repeated cycles for revision, and different people from different components.<sup>70</sup> *Second*, the normative decision model only considers leaders and subordinates as two aspects in the decision-making process. It forgets the importance of stakeholders' involvement in the process. Thus, the model should consider the complexity of decision-making process. Similarly, it should also involve stakeholders in the decision-

<sup>67</sup> Fulop, L., *Management: A critical text*. 1999: Macmillan International Higher Education.

<sup>68</sup> Agazu, B.G., Z.A. Birbirs, and S.Z. Werke, *Leadership Models and Change Management: A Systematic Review*. 2022.

<sup>69</sup> Daft, R.L., *Organization theory and design*.

<sup>70</sup> Gentsoudi, V., *Leadership theories review*. Предприимачество, 2022. 10(1).

making process such as department of education, foundation board, educational experts, parents, and school committee. In addition, the external contexts should also be considered in any decision making.

In regard to this notion, it is important to consider the concept of leadership substitute or leadership neutralizer introduced by Steven Kerr and John Jermier.<sup>71</sup> Leadership substitute is a factor that minimizes the importance of leadership behaviour. For instance, professional subordinates with a high commitment to the job will certainly maintain horizontal relationship inside or outside their organization.<sup>72</sup> Therefore, displaying any leadership style will be less relevant. It is mainly because highly educated subordinates tend to seek autonomy and minimize the leadership role.<sup>73</sup> Moreover, it is important to notice that leaders should avoid redundant leadership behaviour.<sup>74</sup>

## CONCLUSION

It is well perceived that leadership is one of the most important factors in organizations' features. However, it is important to notice that there are many factors in organizations that are inter-related in terms of situational factors, subordinates' characteristics, task structures, technology, and other factors that may affect the sustainability of the organizations. Therefore, considering all inter-related factors as the basis of organizational performance is highly important. Vroom-Yetton-Jago leadership style can be one of the most suitable choices among the four major contingency model of leadership. However, some adjustments toward the model are highly recommended. Moreover, this study is based solely on literature. Therefore, further field research to examine the suitability of the model with the educational context is highly essential

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<sup>71</sup> Fulop, L., *Management: A critical text*. 1999: Macmillan International Higher Education.

<sup>72</sup> *Ibid*.

<sup>73</sup> *Ibid*.

<sup>74</sup> Campling, J., et al., *Management: 2nd Asia-Pacific ed*. 2006: John Wiley & Sons Australia, Ltd.



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