

Humble Leadership in Education: A Systematic Review and Future Direction

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Abstract: The purpose of this study is to systematically review previous research on humble leadership, which is new in the educational context. This study is to fill the gap in the literature and become a comprehensive understanding of positive leadership types in overcoming arrogance and narcissistic issues that exist in the scope of education by discussing the contributions and emphasizing the main issues of previous research related to conceptual humble leadership which is explained through behavioral dimensions, the development of the concept of humble leadership in the educational context, the use of theories used, methodology, antecedent and consequence. This research searched all publications that examined humble leadership published from 2012 - 2024. A total of 18 studies from 261 articles were found from the Scopus database. This research found that humble leadership is a new leader approach that uses few theoretical sources in defining the concept of humble leadership. In addition, the findings of this study also successfully established some factors that shape humble leadership as antecedents and the impact of humble leadership in the educational context. However, this literature review only used 1 database so that future research can expand the range of articles reviewed using other data sources.

Keywords: Education, Humble Leadership, Leader Humility, Systematic Literature Review

A. Introduction

Uncertain external situation makes the dynamics in organizations more complex, making new approaches to leadership increasingly adaptable. The superiority inherent in leaders creates several negative traits that are arrogant, narcissistic, lack of empathy and ignore suggestions from others (Kelemen et al., 2023). This narcissistic leadership makes subordinates experience pressure, depression and psychological tension (Erkutlu & Chafra, 2020). It can be negative to company because leadership style shaping organizational culture (Suryadi et al., 2024). Paying attention to culture is very important because it influences performance of organization (Langko et al., 2024). Therefore, to answer some of the negative effects

of narcissism, humble leadership is the right approach to study because it emphasizes high self-awareness, appreciates the contributions and strengths of subordinates and becomes a model for learning (Owens et al., 2013). The concept of humble leadership is also a relatively new leadership style and has drawn the attention of several researchers to examine the role of this type of leadership in several contexts.

On the other hand, humble leadership needs to be studied in the context of education because there are several previous studies that show narcissistic leadership occurs in an educational context and shows a positive relationship with negative variables such as defensive silence and academic silence (Erkutlu & Chafra, 2020; Mousa et al., 2020). In addition, narcissistic behavior, especially by leaders in general, hinders the process of developing the sustainability of higher education and hinders the implementation of new programs (Milligan et al., 2022). So the need for humble leadership as a positive construct needs to be considered in the context of education. A systematic review conducted by Kelemen et al., (2023) shows the positive impact of humble leadership on subordinates such as OCB, proactive behavior, reducing counterproductive work *behaviour* (CWB), innovation, performance and reducing turnover, but there is no research related to the impact of humble leadership on workload and quiet quitting behavior directly.

Based on the explanation above, it is concluded that it is important to further explore the role of humble leadership to find out the mechanisms that occur by looking at the factors that cause and impact, especially in the context of education as a mitigation step. In addition, there are still research gaps that need to be filled and explored further. Such as research conducted in Zapata & Hayes-Jones (2019) which shows that there is 56% of the total variance due to heterogeneity between studies so this indicates the existence of moderators of humble leadership on a variable, especially in the context of education. This indicates consequence inconsistency so that there is an area of further exploration of what affects a relationship involving humble leadership by looking at moderator variables.

In addition, literature review research has also been conducted by Kelemen et al. (2023) related to humble leadership in a general context. Although the reliability of the literature review was carried out more broadly, according to the researcher, the protocols used in the previous literature were limited in terms of the quality of the assessment and criteria so that the validity of the literature review needed further justification. In addition, Kelemen et al. (2023) also suggested the need for a deeper understanding of the antecedents that shape the humble leadership style. Finally, several previous studies defined humble leadership based on Owens & Heckman's leader humility theory in 2012. However, Oc et al. (2015) identified several leader humility behaviors in the context of eastern culture where there are several characteristics that are overlap with leader humility that refers to western culture as proposed by Owens & Heckman in 2012. Based on this exposure, so this is an area of

potential exploration from several perspectives to get a new definition of humble leadership.

This research focuses on the literature review to gain a deeper understanding by using a more valid approach by narrowing the literature review to one area, namely education. The systematic literature review of the variable relationship above is the first step to add insight related to humble leadership from the literature that has been done before. It is hoped that this will be the foundation for empirical testing to get a better understanding of humble leadership. The context of education is an area that needs to be explored because being an academic is a difficult job due to pressure from several parties, needing to balance several roles, a lot of workload and work scope conflicts (Xueyun et al., 2024). Therefore, several research questions were asked in this study. The first is to thoroughly understand the theory of the variables used in this study. Second is the impact of humble leadership and the causes of humble leadership in the educational context. Lastly future direction to expand humble leadership literature.

B. Methods

The research method used in this literature review uses the guidelines of Tranfield et al. (2003) which focuses on systematic reviews in the management research area by going through several specific steps that can improve the quality of the review by constructing a systematic, transparent and reproducible literature review. Some of the recommended steps include 3 important stages of planning, executing and documenting the literature review, where each stage consists of several steps, but this study each step is adjusted to fit the review procedure including defining research questions, identifying keywords and search strategy, selecting and assessing the quality of primary studies, quality assessment and data extraction. In detail, the mechanism of these stages is presented below (Tranfield et al., 2003).

Search Strategy

The database selection based on Scopus was chosen because it provides 18,000 articles from more than 5,000 international publishers covering 16,500 peer-reviewed journals in science, engineering, medical and social sciences with a level of depth and search capacity that provides high accuracy (Supriharyanti & Sukoco, 2023). So this database largely provides a credible level of articles to produce a good literature review. The first search used the general keyword "humble leadership" in the Scopus database followed by the keyword "leader humility" after that. The search in the article database was limited from 2012 - 2024. The results of the search for the two keywords resulted in 261 articles, of which 151 articles were obtained using the keyword "leader humility" and 110 articles were obtained using the keyword "humble leadership". The table below shows the protocol used for this

literature review research along with the inclusion and exclusion criteria based on the guidelines from Tranfield et al. (2003):

Table 1 Review Protocol

Research Question	<ol style="list-style-type: none"> 1. What does the previous literature overall suggest regarding the concept and research of humble leadership in an educational context? 2. What are the causal and impact factors of humble leadership in educational contexts? 3. What are the possibilities available in the future in terms of developing and extending the existing literature on this variable?
Database dan String	<p>Scopus Database, keywords:</p> <ol style="list-style-type: none"> 1. TITLE-ABS-KEY ("humble leadership") AND PUBYEAR > 2011 AND PUBYEAR < 2025 AND (EXCLUDE (DOCTYPE , "ch") OR EXCLUDE (DOCTYPE , "cp") OR EXCLUDE (DOCTYPE , "no") OR EXCLUDE (DOCTYPE , "er") OR EXCLUDE (DOCTYPE , "cr")) 2. TITLE-ABS-KEY ("leader humility") AND PUBYEAR > 2011 AND PUBYEAR < 2025 AND (EXCLUDE (DOCTYPE , "ch") OR EXCLUDE (DOCTYPE , "cp") OR EXCLUDE (DOCTYPE , "no") OR EXCLUDE (DOCTYPE , "er") OR EXCLUDE (DOCTYPE , "cr"))
Inclusion Criteria	<ol style="list-style-type: none"> 1. English article 2. Document type: Article and Article review 3. Empirical, conceptual and theoretical academic journals that focus on humble leadership. 4. Context: Education in terms of organization type or sample 5. Scopus indexed journal 6. Open access journal
Exclusion Criteria	<ol style="list-style-type: none"> 1. Publications that are not in English 2. Document Type: Book chapter, conference paper, note, book, editorial and erratum. 3. Non-academic journals 4. Context: Business, tourism, health, government organizations 5. Journal is not Scopus indexed. 6. Limited access journal

Source: (Tranfield et al., 2003)

Selection Criteria

Based on the guidelines of Tranfield et al. (2003) all selected articles need to meet several criteria, where articles that become literature review resources are required to be in English, articles that include humble leadership, open access and international reputation with the Scopus index in order to get good quality articles. Then the articles focused on in the literature review will be articles that examine in the context of education. Based on the inclusion standard set, 24 articles exclude due to unmet criteria. So, in the end, 63 irrelevant articles were not selected from 261 existing articles.

Quality Assessment

The purpose of quality assessment is to evaluate the validity of the selected studies, provide appropriate justification and provide readers with the information needed to identify whether the review strategy can be applied to their research (Christofi et al., 2017). The authors refer to Scopus indexed journals especially with the highest quartile because its coverage of relevant publications is broad and high quality (Ahmad & Omar, 2016; Supriharyanti & Sukoco, 2023). Moreover, the Q1 index is the highest Scopus index which indicates the top 25% of journals with high impact among the other indices. Then the educational context was carefully selected from Q1 indexed journals with the aim that the research direction was not contaminated with other contexts so that the discussion of the literature review became focused and exclusive. Out of 198 available articles, a total of 180 article did not meet the quality assessment resulted final 18 articles were selected for the literature review.

Data extraction

After careful quality assessment, data were extracted from the 18 selected articles by writing them in a Google spreadsheet that recorded information related content of article. The PRISMA diagram guide is used in conducting the search strategy, article selection criteria and reporting of the systematic review process, the details of which are described in the figure below (Moher et al., 2009):

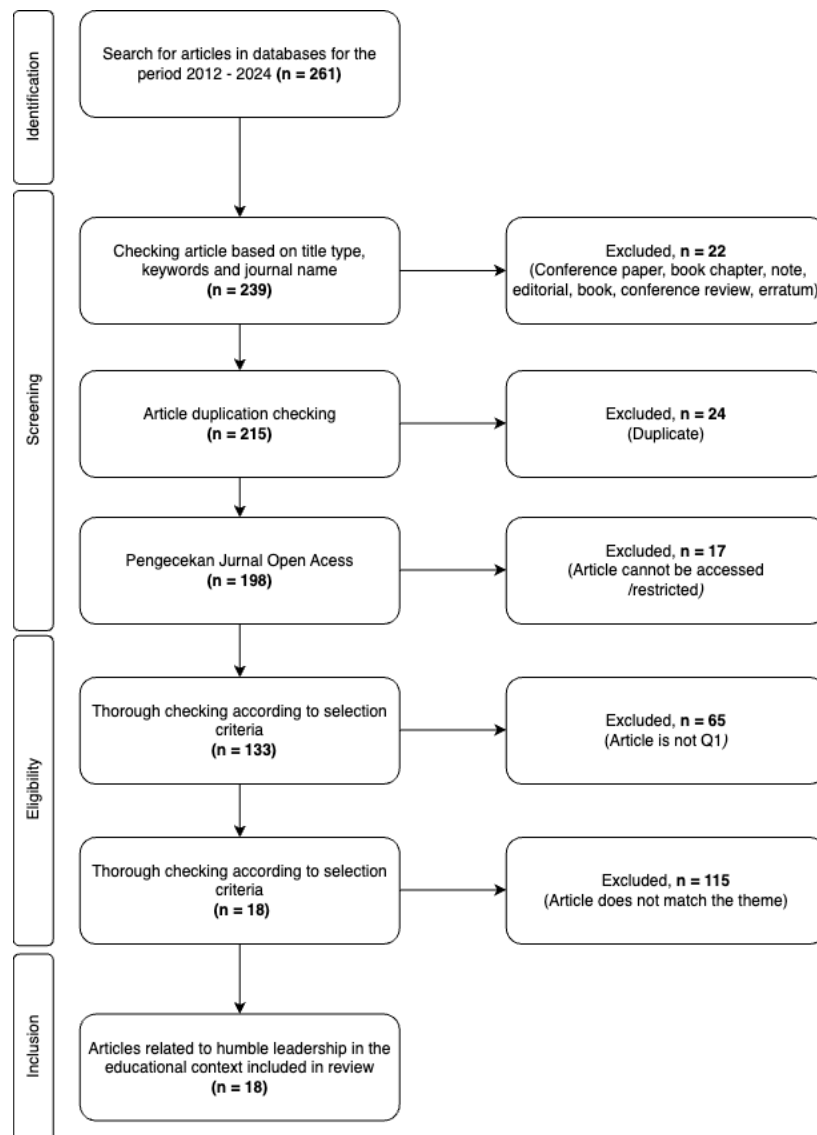


Figure 1. Article search process and selection criteria setting

C. Results and Discussion

This section aims to explore research questions 1 and 2 (RQ 1 and 2). The findings include discussions related to information on the development of academic publications, the definition of humble leadership, the theories used in the research, the use of methodology and the antecedent and consequence of humble leadership from previous research.

Descriptive Findings

The results of a journal search conducted over a span of 12 years show that articles related to humble leadership in the context of education were first published by Oc et al. (2015) that explored leader humility in the context of leadership in Singapore. Humble leadership research continues to experience attention in the field of

education starting in 2021 until it peaks in 2023 and continues to experience stability to date (Figure 2).

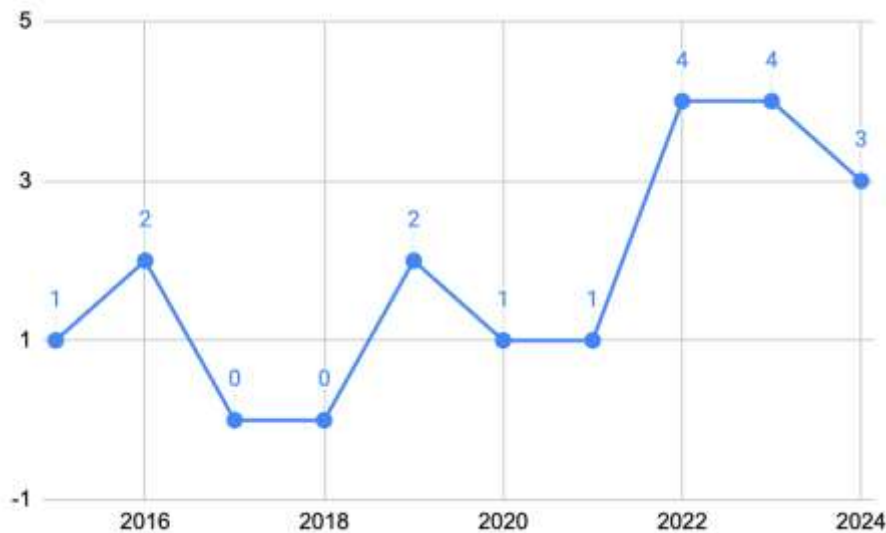


Figure 2. Number of HL publications in the context of education

The results of the findings of the 18 articles reviewed also highlighted the types of journals that published articles related to humble leadership in the educational context, where the majority of journals published in the fields of psychology and leadership such as *Journal of Applied Psychology*, *The Journal of Positive Psychology* and *The Leadership Quarterly*. The article published by Owens & Hekman (2016) is the most cited article with up to 335 citations, followed by an article from Chiu et al. (2016) as many as 223 citations and finally research conducted by Rego et al. (2019) as many as 150 citations.

Definition of Humble Leadership

This humble leadership variable is still rarely researched because it is one of the new concepts that have emerged, so the definitions vary but reflect the same thoughts (Oc et al., 2015; Rego et al., 2019). Some studies have examined how humble leadership affects the interaction patterns that exist within the team (Owens & Hekman, 2016), some have examined the relationship between humble leadership and employees or followers (Krumrei-Mancuso & Rowatt, 2023), and the other examines benefit of leader expressing humility for employees, teams and organizations (Achmadi et al., 2022; Chiu et al., 2022; Chiu et al., 2016; He et al., 2023; Lehmann et al., 2022; Zapata & Hayes-Jones, 2019).

Based on the articles reviewed, the definition of humble leadership that is often used as a reference is the definition of Owens & Hekman which are broadly defined as the behavior of leaders who (a) bring up a willingness to see themselves accurately, (b)

appreciation of the strengths and contributions made by others and (c) become role models who have the ability to teach or are open to new ideas and feedback (Owens et al., 2013; Owens & Hekman, 2012, 2016). There is another definition related to humble leadership which is conceptualized as intellectual humility, namely awareness of the limitations of knowledge or willingness to change one's views if given an evidentiary basis (Krumrei-Mancuso & Rowatt, 2023).

In addition to the definition, research conducted by Oc et al. (2015) conceptualized 9 dimensions of humble leadership that are reflected in the behavior of humble leaders based on the results of their qualitative research analysis which provides theoretical insight, namely having an accurate view of self, recognizing follower strength & achievements, modelling teachability and being correctable, leading by example, showing modesty, working together for the collective good, empathy & approachability, showing mutual respect & fairness and mentoring & coaching. The results of synthesizing and grouping several definitions of humble leadership from the 18 articles reviewed can be seen in the table below:

Table 2. Definition of humble leadership

Author	Definition of Humble Leadership
(Chan et al., 2024; Chiu et al., 2022; He et al., 2023; Hu et al., 2024; Krumrei-Mancuso & Rowatt, 2023; Lehmann et al., 2022; Naseer et al., 2020; Owens & Hekman, 2016; Qu et al., 2022; Remy & Sané, 2024; Zapata & Hayes-Jones, 2019)	Leader humility is an attitude where one recognizes one's own limitations, respects others and is willing to learn from those who are more skilled and capable in certain areas.
(Achmadi et al., 2022; Bharanitharan et al., 2021; Chiu et al., 2016; Mrayyan, 2023; Suryani et al., 2023)	Leader humility is described as a non-hierarchical, power-equalizing interpersonal characteristic that focuses on giving followers the flexibility to learn actively, being open to new ideas and providing feedback, and respect for the abilities of others.
(Oc et al., 2015; Rego et al., 2019)	Leader humility is a leadership approach characterized by certain behaviors and qualities that a leader exhibits towards his team members.

So based on the above definition, this research tries to define humble leadership as:

"The characteristics of a leader who knows about his strengths and weaknesses, is tolerant, appreciates his subordinates with a positive approach, and has a developing and open mindset so that he becomes a leader who can be a role model for his subordinates."

Theory Used of Humble Leadership

There are two theories that are often used in empirical research to explain humble leadership behavior were identified including social information processing (SIP) theory and conservation of resources theory (COR).

Social information process theory (SIP), which was used in 4 studies out of 18 articles reviewed. The conceptualization of social information processing theory was proposed by Salancik & Pfeffer (1978) where this theory individuals understand their work environment by processing social information which then forms work attitudes and behavior. In more depth, this theory goes through stages where individuals receive social information and then are understood through cognitive assessments to form perceptions which are the basis for the emergence of one's motivation and behavior as the final manifestation (Salancik & Pfeffer, 1978).

The second theory used is conservation of resources theory (COR) which was used in 2 studies out of 18 articles reviewed. The definition of conservation of resources theory was proposed by Hobfoll (1989) where individuals tend to maintain, protect and obtain important resources (objects, conditions, characteristic, energy) and take steps to prevent the loss of these resources where the loss of resources or the potential loss of resources will threaten the individual himself. In addition to the two theories stated above, research related to humble leadership also uses other theories such as goal setting theory (Owens & Hekman, 2016), theory of attribution (Bharanitharan et al., 2021), social exchange theory (Achmadi et al., 2022), social ledger theory (Chiu et al., 2022), leader categorization theory (Zapata & Hayes-Jones, 2019), relational self-theory (Lehmann et al., 2022), planned behavior theory (Hu et al., 2024) and human capital theory (Chan et al., 2024).

Methodology of Humble Leadership

The majority of empirical studies conducted in the literature review used a quantitative approach as many as 17 articles (94%) and qualitative as many as 1 article (6%). Articles that explain the conceptualization of humble leadership are only 1 (6%) mentioned in research conducted by Oc et al. (2015), where the majority of quantitative research in this study was conducted using survey methods (71%). Another quantitative method that is often used in humble leadership research in the context of education is experimentation (29%) through a series of manipulations on one of the groups. Furthermore, there are 4 (22%) quantitative studies that use a multilevel approach and the majority of the analysis is done at a single level, namely at the individual level as many as 13 (72%) studies and the team level as many as 1

(6%) study. In terms of analytical tools used, 5 studies (28%) used SPSS, 4 studies (22%) used MPlus, 3 studies (17%) used AMOS, 2 studies (11%) used PLS-SEM and 1 study (6%) used STATA. The results of this study review show that in retrieving humble leadership data, the majority use measurements that refer to the Expressed Humility Scale which consists of 9 scale items (Owens et al., 2013; Owens & Hekman, 2012, 2016).

For qualitative research conducted by Oc et al. (2015) used the grounded theory method in proposing or conceptualizing humble leadership. Based on the participants followed in the research, the majority of subjects are part of education such as students, teachers, lecturers, university employees and employees who work in the education industry. A total of 10 articles used students as research subjects and 8 other articles were employees or teachers in an educational institution or company engaged in education. In addition, the authors also identified the country of origin of the articles reviewed. The majority of the literature reviewed came from America (28%) followed by Taiwan (17%), Indonesia (11%) and China (11%). There were two (11%) studies conducted in many countries/multi contexts, 1 study (6%) in Singapore, 1 study in Africa (6%) and 1 study that did not mention the context of the country where the research was conducted (6%).



Figure 3. Research context distribution map

Antecedents and Consequence of Humble Leadership

This section will discuss the variables that act as mediators and moderators in the empirical research that influence the mechanisms and contextual conditions of humble leadership that influence its outcomes. Findings are derived from the results

of 18 empirical studies identified in this systematic literature review through Figure 4 of the framework below.

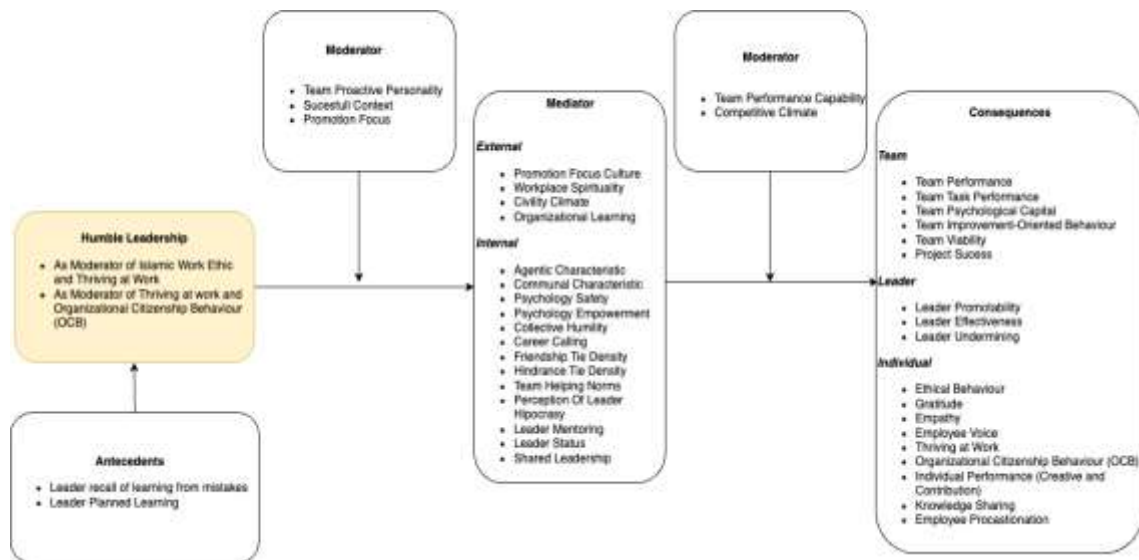


Figure 4. Antecedents and consequence of humble leadership

Antecedents

The results of the literature review found that the factors that cause humble leadership are caused by the majority of individual factors. Research written by Hu et al. (2024) which successfully found the results that a person tends to do a humble leadership style due to self-reflection which involves a cognitive thought process which then manifests corrective action because of his understanding that he has made mistakes in the past. In addition, someone who has the intention to do planned learning behavior has an impact on humble leadership (Hu et al., 2024). This indicates that leaders who seek new information and feedback from others, evaluate work achievements, discuss mistakes and make improvement will show humble leadership (Edmondson, 1999).

Consequence

The results of the literature review of 18 articles show that the positive impact of humble leadership is divided into three levels, namely team, leader and individual. Previous research highlights improved performance at the team level in an organization in employees who have humble leaders (Chiu et al., 2022; Chiu et al., 2016; Hu et al., 2024; Mrayyan, 2023; Owens & Hekman, 2016). Improved employee performance under this positive humble leadership is followed and used as a role model so that it has an impact on the formation of improvement-oriented behavior in a team (Hu et al., 2024). Humble leadership also affects team viability (Chiu et al., 2022) and team's psychological capital (Rego et al., 2019). Then for employees

working on a project, a humble leader is needed because it increases the percentage of success (Remy & Sané, 2024).

In terms of leader factors, humble leaders also increase good perceptions by others regarding their leadership effectiveness and the possibility of being judged worthy of promotion to a higher level above (Chan et al., 2024; Zapata & Hayes-Jones, 2019). However, humble leaders also negatively impact themselves as they influence leader undermining through reduced rewards and appraisals where the leader is weakened due to their humble behavior (Zapata & Hayes-Jones, 2019).

Furthermore, in terms of individual factors, the impact of humble leadership affects employees positively, such as someone with a humble leader will influence subordinates to form ethical behavior, creativity performance, work contributions, employee gratitude and empathy at work (Lehmann et al., 2022; Naseer et al., 2020). Additionally, employees will be freer to express opinions and aspirations to superiors because humble leadership has an impact on employee voice in an organization (Achmadi et al., 2022). Finally, humble leadership also affects organizational citizenship behavior in a company (Suryani et al., 2023), reduces employee procrastination levels (He et al., 2023), increases knowledge sharing (Qu et al., 2022) and thriving at work (Suryani et al., 2023).

Mediator

The author categorizes this mediation process into internal and external processes. The internal mechanism is reflected in research conducted by Lehmann et al. (2022) and Qu et al. (2022) which shows that psychological safety and psychological empowerment mediate humble leadership with the consequences issued. Humble leadership is positive leadership with behaviors that teach subordinates and set an example so that this forms collective humility at the team level which further impacts the output of humble leadership (Owens & Hekman, 2016).

In addition, the impact of humble leadership also plays a role through the mechanism process of agentic (expert, independent, influential) and communal (warm, honest, cooperative) characteristic variables (Qu et al., 2022). The perception of others towards the assessment of humble leadership is an interesting in determining whether it has a good impact or not on the resulting output. As in the research conducted by Bharanitharan et al. (2021) which shows that subordinates' perceptions of leaders doing hypocrisy will determine the behavior of their subordinates.

Additionally, leader status and leader mentoring are processes that occur in the mediation mechanism between humble leadership and the consequences caused (Chan et al., 2024). Interestingly, humble leadership also affects other leadership such as shared leadership (Chiu et al., 2016). Finally, in terms of individual factors,

variables such as friendship tie density, hindrance tie density, team helping norms (Chiu et al., 2022) and career calling (He et al., 2023) are mediating variables in the relationship between humble leadership and its impact based on the results of the literature review in the context of education.

Apart from internal factors, external factors that become mediator variables focus on the scope of the organization, where humble leadership affects a consequence through variables related to organizational culture such as promotion focus culture (Owens & Hekman, 2016), workplace spirituality (Naseer et al., 2020), civility climate (Achmadi et al., 2022) and organizational learning (Remy & Sané, 2024).

Moderator

This section further discusses what affects a relationship involving humble leadership through moderating variables. There are several studies that show that the size of the relationship between humble leadership and mediation is influenced by several variables such as team proactive personality (Chiu et al., 2016) successful context (Zapata & Hayes-Jones, 2019) and promotion focus (He et al., 2023). In addition, this literature review also found that there is a role of moderating variables on a relationship between mediating variables and consequences such as team performance capability (Chiu et al., 2016) and competitive climate (Achmadi et al., 2022). Finally, the findings in this study also highlight humble leadership as a moderator as found in the research of Suryani et al. (2023) who found that humble leadership moderates the relationship of Islamic work ethic to thriving at work and thriving at work to organizational citizenship behavior (OCB).

Future Research Directions

This section attempts to answer the third research question (RQ 3) regarding areas that can be explored in the future regarding humble leadership in an educational context. It is important for research results to be relevant in the development of leadership theory.

Future empirical directions

First, the results of this literature review found that there are still few factors that influence humble leadership in the educational context. Future research can conduct more in-depth empirical research on other factors such as personality and organizational culture as antecedents (Owens & Hekman, 2016). Second, future research can develop measurements of humble leadership measurement tools based on the dimensions found by Oc et al. (2015) and conduct a quantitative research approach based on the development of the measuring instrument to turn off the conceptual generalization of the new humble leadership dimensions in other countries, especially Southeast Asian countries such as Indonesia, Malaysia and Thailand.

Future research is also expected to further explore the benefits of humble leadership, explore various teams of various level (Krumrei-Mancuso & Rowatt, 2023; Owens & Hekman, 2016), cultural differences (Oc et al., 2015) in showing the effectiveness of humble leadership directly (Rego et al., 2019). Empirical exploration related to how humble leadership illustrates based on age which is divided into several generations such as millennials and generation Z and certain genders can also be done further (Oc et al., 2015).

Future theoretical directions

Researchers interested in exploring this variable need to consider the influence of empowerment and participative leadership in relation to humble leadership (Chiu et al., 2016). There is a need to delve deeper into the types of experiences that result in humble leadership (Hu et al., 2024), the tipping point at which the effect of humble leadership on projects on project performance or other outcomes becomes negative (Remy & Sané, 2024) and also how humble leaders can enhance leaders' status enhancement through engagement in psychological mentoring and role modeling (Chan et al., 2024). Future research could also assess humility between humble and arrogance (Krumrei-Mancuso & Rowatt, 2023), and explore more nuanced intragroup network configurations (Chiu et al., 2022).

In addition, it is necessary to consider other theories in explaining the mechanism of humble leadership in the context of education such as self-determination theory and self-regulation theory in order to understand these variables comprehensively (He et al., 2023). Future research can also examine using moderating variables such as employee engagement (Naseer et al., 2020), job involvement (Naseer et al., 2020), job performance (Bharanitharan et al., 2021; Naseer et al., 2020), OCB (Naseer et al., 2020), spirituality (Naseer et al., 2020), employee interaction (Lehmann et al., 2022), work engagement (Bharanitharan et al., 2021), mentoring relationship (formal vs informal) (Chan et al., 2024). It can also further explore other variables that mediate the impact of leader humility (Rego et al., 2019), personality factors can be used as control variables (Achmadi et al., 2022), and culture can be one of the other variables (Remy & Sané, 2024) in researching humble leadership.

Future methodological directions

Future research is expected to use mixed methods by combining quantitative and qualitative approaches to gain in-depth understanding (Mrayyan, 2023; Oc et al., 2015). It is also expected to use longitudinal or experimental methods to provide a deep understanding of humble leadership (Achmadi et al., 2022; Naseer et al., 2020; Suryani et al., 2023), and can use non-experimental data sources (Zapata & Hayes-Jones, 2019) or multiple sources (He et al., 2023) to observe phenomena related to humble leadership naturally. In the future, it is also expected to use multilevel in order to gain a more comprehensive understanding of humble leadership (Chiu et

al., 2016; Naseer et al., 2020). It is also recommended to conduct research in various other sectors and expand the sample or object in order to get a diverse understanding (Achmadi et al., 2022; Krumrei-Mancuso & Rowatt, 2023; Naseer et al., 2020; Owens & Hekman, 2016; Remy & Sané, 2024).

D. Conclusions

This research is a systematic literature review related to humble leadership in the context of education. Theoretical concepts related to leadership are currently experiencing rapid development where new and positive leadership styles emerge. In the context of education, of course, this leadership is an important factor in moving the organization. Humble leadership is proposed to answer issues related to narcissistic and arrogant leaders in the context of education. Therefore, this research is proposed to thoroughly explore humble leadership. Through the identification and evaluation of 18 articles, the findings indicate that additional insights exist regarding the development of humble leadership, the conceptualization of humble leadership, the use of theories, methodologies, influencing factors and the impact of humble leadership and also presents possibilities for future researchers to develop and expand the literature in this domain. This research shows that humble leadership is a leadership style that positively influences subordinates which is needed in organizations in the context of education. Although the concept of humble leadership is still new especially in the educational context, several studies analysed the variables that influence humble leadership and its impact at the individual, team and leader levels. This review also explains the mechanism of humble leadership and the factors that influence it.

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