Organizational Leadership Styles Preferred by Generation Z Muslim Organizational Teenagers

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ABSTRACT

This study aims to determine the organizational leadership style preferred by Muslim Generation Z Youth Organizations. This study uses the mixed method with embedded design. The research subjects amounted to 316 subjects determined by purposive sampling and snowball sampling techniques. The research data collection technique used an online questionnaire that revealed five forms of leadership style. The main data analysis used open coding analysis, axial coding, and selective coding. In addition, it uses supporting analysis in the form of descriptive statistical analysis, one sample t-test analysis, and mean analysis. Statistics with the help of the IBM SPSS version 25 program. The findings of this study found that the leadership style preferred by the Muslim Generation Z who are in organizations is a Democratic leadership style, which has the following criteria: 1) leaders who involve members in decision-making; 2) Leaders who value input from each member; 3) Leaders who support open discussions; 4) Leaders who provide opportunities for all members to speak and express their opinions; 5) Leaders who are transparent about the decisions made. The researcher suggests that further research should be conducted on these findings to measure the variable factors that have not been measured in this study. Recommendations for future research to focus on the form of democratic research and its relationship to other variables that influence it.

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1. INTRODUCTION

Leadership style in an organization plays an important role in determining the success and sustainability of a group (Akparep et al., 2019; Piwowar-Sulej & Iqbal, 2023). Leadership style is an important aspect that plays a role in determining the direction and success of an organization, community, or country. Leadership is not only understood as the ability to lead, but also the art of influencing and inspiring others to achieve common goals. In general, leadership styles can be classified into various types, such as authoritarian, democratic, transformational, and transactional. Each of these styles has its characteristics that can affect followers and the cultural context in which the leadership takes place. (Abdelwahed et al., 2023).

In recent years, there has been increasing attention to leadership styles in the context of younger generations, especially Generation Z. Generation Z, generally born after 1996, grew up in a dynamic digital era with rapidly developing information technology and dominant globalization values. This generation tends to have more inclusive, progressive views and different values than previous

generations. This presents new challenges and opportunities in how they view and implement leadership. (Irhamni et al., 2024).

In particular, research on Muslim youth from Generation Z offers a more specific perspective. They are not only influenced by broad technological and social changes but also by Islamic religious norms that govern their ethics, morals, and principles of life. A deep understanding of the leadership styles of this group is important as they will be important actors in the global Muslim community in the future. However, there is still a lack of research on how leadership styles are adopted and developed by Muslim youth from Generation Z, both in local and global cultural contexts. In this article, we will explain why research on this is so important. This study focuses on determining the leadership styles preferred by Muslim youth from Generation Z who join organizations.

Generation Z Muslim teenagers, who are young people who grew up in the era of technology and information, have their own preferences for leadership styles they like (Dwiaryanti, 2023). Generation Z Muslim youth tend to favour leaders who are inclusive and empathetic. They value leaders who can listen to their opinions, provide opportunities for all group members to participate, and have the ability to understand the feelings and needs of group members (Dania Gabriel et al., 2022; Yılmaz et al., 2024).

This is in line with findings showing that Generation Z Muslim youth prefer leaders who are able to create an inclusive and welcoming work environment (Abdelwahed et al., 2023; Khalid Arar et al., 2023; Syafruddin, 2023). In addition, Generation Z Muslim youth also tend to favour leaders who have a clear vision and are able to inspire group members. They value leaders who have clear goals, are able to provide clear direction for the group, and have the ability to motivate group members to achieve common goals. (Singer et al., 2023). Generation Z Muslim youth prefer leaders who have the ability to inspire and motivate group members (Irhamni et al., 2024). Generation Z Muslim youth also tend to favour leaders who are fair and transparent. They value leaders who can make decisions objectively, fairly, and transparently, and have high integrity (Izzah et al., 2022).

Generation Z Muslim youth prefer leaders who have high ethical values and act consistently in accordance with these values (Primaldhi Dahlan Sahat Khrisfianus Panggabean & Paksi Walandouw, 2022). Generation Z Muslim youth are part of a society that has its own characteristics and preferences in choosing organizational leadership styles. Therefore, it is important to conduct in-depth research on their preferred leadership style. In this article, we will explain why research on this is so important. Researchers conducted research on teenagers who joined Muslim organizations who are teenagers in Generation Z to find out the preferred form of organizational leadership style in teenagers who are students at universities in the capital city of Jakarta, Indonesia.

First of all, Generation Z Muslim youth are part of a group that plays an important role in shaping an organization's future. They are a generation that grew up in the era of technology and information, so they have different mindsets and values from previous generations. Therefore, understanding the leadership style that suits their characteristics and values is necessary for the organization to develop optimally (Abdelwahed et al., 2023). In addition, research on the preferred leadership styles of Generation Z Muslim youth can also help organizational leaders to better understand how best to lead them. By knowing the preferences and expectations of the organization's members, leaders can more easily direct them toward their desired goals (Hidayat et al., 2023; Khalid Arar et al., 2023).

In today's era of globalization, effective leadership is the key to success for organizations, especially in the context of Muslim majority or multicultural organizations. Research conducted in this area not only contributes to scientific knowledge but can also provide practical leadership strategies that can be applied in various situations. The study conducted by Zaim et al. (2024) is worth highlighting because it is a study on how Islamic values can influence leadership style. In the study, they found that leaders who apply Islamic values such as honesty, justice, and compassion tend to be more effective in leading their teams. This study also supports previous findings that show that value-based leadership has a positive impact on organizational performance. In addition, this study also provides valuable insights for multicultural organizations. In a heterogeneous environment, leaders need to have a deep understanding of the values

held by each member of their team. By understanding these values, leaders can be more effective in motivating and guiding their teams toward achieving common goals.

In the context of multicultural organizations, diversity is considered an asset to be utilized, not a barrier. Leaders who are able to appreciate differences and utilize them to create synergy within the team will be able to achieve greater success. Therefore, this study provides practical leadership strategies for leaders in managing diversity in their organizations (Harris, 2004). This study shows how important values are in leadership, both in the context of Muslim-majority organizations and multicultural organizations. By incorporating these values into practice, this study highlights the importance of values in leadership, both in Muslim-majority and multicultural organizations. By integrating these values into daily leadership practices, leaders can foster a harmonious and productive work environment. As a result, this study not only contributes to scientific knowledge but also inspires leaders to enhance their leadership qualities.

This will help create a harmonious and productive work environment. It is important to conduct research on organizational leadership styles preferred by Generation Z Muslim youth. With a deep understanding of their preferences and expectations, organizations can optimize performance and create a conducive work environment (Lianto, 2023). Support from reference sources of scientific journals is also an important factor in validating research findings (Panduwiyasa, 2022). Thus, this research is hoped to make a valuable contribution to the development of organizational leadership that can meet the needs and expectations of generation Z Muslim youth. Hopefully, this article can provide insight and inspiration for researchers and practitioners in organizational leadership.

2. METHODS

This research uses a miexed method with Embedded Design (Creswell, 2014). This research design is used when one method, be it qualitative or quantitative, is prioritised while the other is merely supplementary. In other words, one method has more weight than the other. However, data interpretation is still done simultaneously. In this research used online questionnaires. By using online questionnaires, researchers can efficiently collect data from respondents in different geographical locations. According to Creswell (2014), Online questionnaires allow researchers to collect a larger amount of data, making the research results more representative. For quantitative research, it is devoted to an additional process of data analysis to complement the research findings.

This study prioritizes a qualitative approach as the main method in data collection, with quantitative as a supporting method to strengthen the results of the analysis. The combination of these two methods is known as a mixed methods approach, where qualitative is used to explore in-depth understanding, while quantitative provides statistical validation of the findings. Qualitative methods were used in the early stages of the research to gain in-depth insights into the experiences, views, and perceptions of respondents. Qualitative data were collected through open-ended questionnaires and in-depth interviews with purposively selected respondents. This technique allows researchers to understand the complex nuances of the topic being studied, for example, the views of Muslim Generation Z on the leadership styles they perceive and adopt. Qualitative data collection provides space for respondents to explain their answers in detail, allowing researchers to identify themes, patterns, or concepts that are relevant to the research question.

The qualitative role in this study is very important because it helps build an initial conceptual framework and generate clearer hypotheses, which can then be further tested with quantitative methods. Thus, qualitative data not only serves as a basis for developing research instruments, but also becomes the main source of a deeper understanding of dynamics that cannot be measured directly through numbers. After the initial findings were obtained through qualitative analysis, quantitative methods were used to strengthen the validity of the data. A closed-ended questionnaire with a Likert scale, designed based on qualitative findings, was used to measure respondents' perceptions and attitudes on a broader scale. The results of this quantitative survey allow researchers to conduct more

in-depth statistical analysis, such as validity tests, reliability tests, or regression analysis, which can show correlations or causal relationships between variables.

Quantitative data helps to strengthen qualitative findings by providing numerical evidence and a broader representation of the phenomenon being studied. For example, if qualitative interviews show that most young Muslim Generation Z prefer a transformational leadership style, quantitative data can test this finding on a larger scale to determine the extent to which this preference is shared across the broader population. Qualitative and quantitative research complement each other at every stage. In the early stages, qualitative data helps inform the design of quantitative instruments, such as the formulation of more specific survey questions. In the later stages, quantitative results are used to test and confirm previously identified patterns from interviews or open-ended questionnaires.

In this research, the selection of subjects is not based on probability but on the purposeful selection of informants who are deemed capable of providing relevant and in-depth data aligned with the research objectives. The criteria for respondents include: 1) Active students at a university in DKI Jakarta, Indonesia; 2) Students who have participated or are currently participating in both internal and external campus organizations; 3) Male or female; and 4) Willing to participate as research respondents.

The subject determination technique in this study uses purposive sampling and snowball sampling techniques. Purposive sampling is a deliberate sampling technique (based on the researcher's consideration) to select informants who are considered capable of providing information according to research needs. In this case, the researcher selects respondents based on certain criteria that are relevant to the research focus. This technique is usually used in qualitative research because it aims to obtain in-depth and comprehensive data from informants who have certain experiences and knowledge related to the phenomenon under study (Palinkas et al., 2015).

In the context of your research, students who are active in organizations (both internal and external to the campus) were chosen because they have direct experience relevant to the research theme. The researcher ensured that the respondents met the criteria, such as being active in organizations, currently or having participated in organizational activities, and having experiences relevant to the issues raised in the research.

Snowball sampling is a sampling technique in which initial informants (first respondents) who have been selected using purposive sampling are then asked to recommend or suggest other informants who have similar characteristics or match the research criteria. This technique is very useful if the population being sought is difficult to identify or find at one time. In the case of research on students who are active in organisations, first respondents can recommend their friends or colleagues who also have similar experiences in campus organisations, so the sampling process continues to grow until the researcher reaches data saturation, which is when the data obtained is considered sufficient and there is no significant new information. (Noy, 2008).

The first step was to select active students in higher education who have been or are currently organised through purposive sampling. Researchers could contact student activity units (UKM) or campus organisations to obtain initial respondents. After identifying the initial respondents, the snowball sampling technique was applied by asking for recommendations from the initial respondents to connect the researcher with other students who also met the research criteria, such as students who were active in other organisations, both internal and external to the campus. With this approach, the researcher can ensure that the selected sample is truly relevant to the topic under study and is able to provide in-depth information. The purposive sampling technique provides a directed initial focus, while snowball sampling allows the researcher to expand the network of respondents based on the recommendations of initial informants who are considered appropriate.

The use of online questionnaire research requires a careful strategy so that the data obtained is valid and reliable. According to Creswell & Poth (Creswell & Poth, 2021), Researchers can use various techniques to improve the validity and reliability of the data, such as checking the consistency of respondents' answers and ensuring that the questionnaire questions match the research objectives. The online questionnaire in this study totaled 25 items arranged based on 5 leadership styles, including: 1)

Transformational leadership style (Bass & Avolio, 1994); 2) Transactional leadership style (Burns, 1978); 3) Democratic leadership style (Gastil, 1994); 4) Autocratic leadership (Lewin et al., 1939); 5) Laissez-Faire Leadership Style (Skogstad et al., 2007). Data analysis in this study used several quantitative statistical analyses using the IBM SPSS version 25 program, in the form of descriptive statistical analysis, one sample t-test analysis, and mean analysis (Manzoor et al., 2019). The results of the validity test show a rix value > 0.30 for all items, which means that the validity of each item is maintained and the reliability test value with alpha 0.882 is getting closer to 1, which means that its reliability is maintained (Ghozali, 2012).

3. FINDINGS AND DISCUSSION

3.1. *Findings*

In this study, the research subjects involved totaled 316 subjects who were collected using purposive sampling and snowball sampling techniques. The following informs the findings in this study with several sub-themes.

3.1.1. Leadership Styles Preferred by Generation Z Muslim Organizational Teenagers

Researchers conducted the main analysis stage in this study, namely by using a one sample t-test analysis of 5 forms of leadership styles asked in an online questionnaire to research subjects collected as many as 316 subjects. Using the help of the IBM SPSS version 25 programme, the results are as follows:

Table 1. One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Transformational	316	17.4684	5.14756	.28957	.000
Transactional	316	15.9114	3.98550	.22420	.000
Democratic	316	17.8544	5.07759	.28564	.000
Autocratic	316	12.6108	4.82359	.27135	.000
Laissez-Faire	316	13.0854	4.38493	.24667	.000

Based on the data analysis above, it can be seen that the Democratic leadership style has a mean value = 17.8544 as the highest score value. From these results, it can be analysed that the biggest tendency of the leadership style preferred by Generation Z teenagers in organizations is the Democratic leadership style. Democratic leadership encourages the involvement and participation of organizational members in the decision-making process (Gastil, 1994).

A democratic leadership style is a leadership approach in which the leader involves team members in decision-making and creates a collaborative work environment. (Babar et al., 2023; Hafian Wahyuwardhana & Wisesa, 2024; Iqbal et al., 2023). Here are some key aspects of the democratic leadership style and their explanations:
1. Active Participation of Team Members

In this leadership style, team members are invited to share ideas, views, and feedback in the decision-making process. This creates a greater sense of ownership among members, which encourages engagement and motivation.

2. Shared Decision Making

Democratic leaders listen to different points of view before making decisions. They weigh the majority opinion and seek the best solution for all parties. This approach often results in more informed and comprehensive decisions.

3. Team Member Empowerment

This style encourages the development of team members' skills and knowledge. By giving them the opportunity to be involved in important decisions, team members feel more valued and motivated to continue contributing.

4. Open and Transparent Communication

Democratic leaders ensure there is open communication. Information is shared clearly so that everyone understands the situation and the direction to be taken, which strengthens trust among the team.

5. Flexibility in Conflict Management

This leadership style is more effective in handling conflicts as the leader provides space to discuss and find fair and mutually beneficial solutions. This approach emphasizes equality and cooperation.

Muslim Generation Z youth involved in organizations tend to prefer democratic leadership styles over transformational, transactional, autocratic, or laissez-faire styles for several reasons related to the unique characteristics of this generation, such as openness, inclusiveness, and the desire to actively participate in decision-making. Here are some of the main reasons why Generation Z youth prefer democratic leadership styles in organizations. Democratic leadership style provides opportunities for team members to contribute to decision-making. Generation Z teenagers grew up in an era of information technology that provides wide access to various information and opportunities to voice opinions, both through social media and other platforms. They tend to want leadership that allows them to actively participate in the decision-making process, rather than simply following instructions (Yavuz Aksakal & Ulucan, 2024).

Generation Z is known to have a more inclusive outlook and value social justice. In a democratic leadership style, all voices are considered important, and decisions are made based on deliberation and consensus. This is in line with the values of inclusivity held by Generation Z youth, who tend to reject rigid hierarchies and authoritarianism seen in autocratic or transactional styles (Nicoleta Dorina Racolţa-Paina & Radu Dan Irini, 2021). Gen Z teens also want to be recognized as independent and empowered individuals. A democratic leadership style, with its more horizontal pattern, gives them the freedom to express themselves and put forward their ideas, so they feel valued and heard. Other leadership styles, such as autocratic or transactional, tend to be more rigid and centered on the leader's power, which conflicts with Gen Z's need for independence (Meskarpour-Amiri et al., 2021).

Autocratic leadership styles that focus on the leader's power are unattractive to Generation Z, who tend to be skeptical of rigid authority. They prefer leaders who are collaborative and willing to listen to ideas from below, rather than leaders who simply give orders without receiving feedback. Transactional leadership styles are also less appealing because they focus on rewards and punishments, which are often not intrinsically motivating. Generation Z is a generation that grew up in the digital era, where collaboration is done through open and participatory digital platforms. Democratic leadership styles are more supportive of this kind of collaboration, where ideas can be shared quickly and everyone has the opportunity to contribute (Pizzolitto et al., 2023).

Transformational leadership focuses on big changes and long-term vision, but sometimes, Gen Z feels that such radical changes are not always realistic or do not align with their desire for a more collaborative and inclusive process. They prefer a democratic style that allows change to happen through consensus, rather than following a grand vision set by the leader alone (Kazeem Ogunsola & Kareem Arikewuyo, 2024).

From the results of further data analysis, five criteria of leaders preferred by Generation Z in organisations were found, including: 1) leaders who involve members in decision-making; 2) Leaders who value input from each member; 3) Leaders who support open discussions; 4) Leaders who provide

opportunities for all members to speak and express their opinions; 5) Leaders who are transparent about the decisions made.

3.1.2. Demographic Data Subject Age

In this study, researchers divided the age level of the subjects into three categories including 15-17 years old, 18-20 years old, 21-24 years old. When viewed from the demographic data, the age of the subjects involved in this study can be seen in the table below:

Table 2. Subject Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-17 Year	1	.3	.3	.3
	18-20 Year	281	88.9	88.9	89.2
	21-24 year	34	10.8	10.8	100.0
	Total	316	100.0	100.0	

The number of subjects aged 15-17 years is 1 subject or 0.3%, the number of subjects aged 18-20 years is 281 subjects or 88.9%, and the number of subjects aged 21-24 years is 34 subjects or 10.8%.

3.1.3. Demographic Data Subject Gender

In this study, researchers divided gender into two categories, namely male and female. When viewed from the demographic data, the gender of the subjects involved in this study can be seen in the table below:

Table 3. Subject Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	71	22.5	22.5	22.5
	Woman	245	77.5	77.5	100.0
	Total	316	100.0	100.0	

The number of male subjects is 71 or 22.5%, and the number of female subjects is 245 subjects or 77.5%.

3.1.4. Demographic Data Type of Organisational Experience Subject

In this study, researchers divided the subject's organizational experience into three categories, namely Less than 1 year, 1-3 years and More than 3 years. When viewed from the demographic data of the subject's organizational experience, the subjects involved in this study can be seen in the table below:

Table 4. Experience Organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	158	50.0	50.0	50.0
	1-3 year	131	41.5	41.5	91.5
	More than 3 years	27	8.5	8.5	100.0
	Total	316	100.0	100.0	

The number of subjects who have less than 1 year of organizational experience is 158 or 50%. The number of subjects who have 1-3 years of organizational experience is 131 subjects or 41.5%. The number of subjects who have more than 3 years of organizational experience is 27 subjects or 8.5%.

3.1.5. Leadership Style Reviewed From Age

Based on statistical data analysis using the assistance of the IBM SPSS version 25 program using a mean comparison analysis as shown in the table below:

Table 5. Case Processing Summary

| | Cases | | | | | |
| | Included | | Excluded | | Total | |
	N	Percent	N	Percent	N	Percent
Total * Age	316	100.0%	0	0.0%	316	100.0%

Table 6. Report

Total Age	Mean	N	Std. Deviation
15-17 Year	89.0000	1	.
18-20 Year	76.9324	281	13.30678
21-24 year	76.5588	34	23.07194
Total	76.9304	316	14.61641

From the results of the data analysis above, it can be seen that 15-17 Years has the highest mean value of 89, which shows that the Muslim Generation Z who are organized are more concerned with assessing leadership style in organizing. For ages 18> years, it has been influenced by various other factors.

3.1.6. Leadership Style Reviewed From Gender

Based on statistical data analysis using the assistance of the IBM SPSS version 25 program using a mean comparison analysis as shown in the table below:

Table 7. Case Processing Summary

| | Cases | | | | | |
| | Included | | Excluded | | Total | |
	N	Percent	N	Percent	N	Percent
Total * Gender	316	100.0%	0	0.0%	316	100.0%

Table 8. Report

| | Total | | |
Gender	Mean	N	Std. Deviation
Man	78.2394	71	17.60233
Woman	76.5510	245	13.64819
Total	76.9304	316	14.61641

From the results of the data analysis above, it can be seen that men have the highest mean value, namely 78, compared to women with a mean value of 76, which shows that Muslim generation Z men who are in organizations prioritize the assessment of leadership style in organizations more than women.

3.1.7. Leadership Style Reviewed From Organizational Experience

Based on statistical data analysis using the assistance of the IBM SPSS version 25 program using a mean comparison analysis as shown in the table below:

Table 9. Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Total * Experience_Organization	316	100.0%	0	0.0%	316	100.0%

Table 10. Report

Total			
Experience_Organization	Mean	N	Std. Deviation
Less than 1 year	74.1582	158	16.70940
1-3 year	80.8397	131	11.64924
More than 3 years	74.1852	27	9.60784
Total	76.9304	316	14.61641

From the results of the data analysis above, it can be seen that the age of organizational experience ranging from 1-3 years has the highest mean value of 80 compared to the age of those in the organization under 1 year and over 3 years, this shows that organizational experience ranging from 1-3 years in Muslim generation Z who are in the organization prioritizes the assessment of leadership style in the organization. While those under 1 year old are still looking for meaning, those over 3 years old have begun to relax and get used to the leadership style.

3.2. Discussion

This study concludes that the Muslim generation in organizations tends to prefer a democratic leadership style. An individual's performance plays a key role in determining the success of achieving organizational targets. When performance is strong, the organization thrives, but if performance is poor, the organization's performance will suffer. Many factors influence performance, with leadership style being one of the most significant (Novita, Cahya, & Meilani, 2023). Leadership is often regarded as the heart of any organization and involves the process of guiding teams or followers. To achieve better results and meet organizational goals, a leader must be attuned to both their employees and themselves (Ade et al., 2023).

Robert Greenleaf (2002) reveals servant leadership in relation to two forces: the dramatic globalisation of markets and technology and the creative forces that generate value in markets, organisations, families, and individual lives. Enduring leadership, natural authority, moral authority, and the dimensions of moral authority (conscience) are discussed with respect to their influence on servant leadership, responsibility and excellence. Destructive leadership advances knowledge, facilitates nuanced theory development, generates useful directions for future research, and makes evidence-based recommendations for policy and practice (Mackey et al., 2021).

Leaders should be the primary source of ethical guidance for employees. Ethical leadership is related to behaviors of consideration, honesty, trust in the leader, interactional justice, socialised charismatic leadership (as measured by the idealised influence dimension of transformational leadership), and ruthless supervision, but not all of these. Finally, ethical leadership predicts outcomes such as leaders' perceived effectiveness, followers' job satisfaction and dedication, and their willingness to report problems to management. (Brown et al., 2005).

The role of followers in the charismatic leadership process can be categorized into two types of charismatic relationships, which are influenced by social dynamics. General propositions suggest that followers' self-concepts play a crucial role in determining the type of charismatic relationship they form

with their leader. Additionally, more specific propositions address the role of followers at various stages of the charismatic relationship process (Howell & Shamir, 2005).

There is a notable correlation between the level of leaders in the organisation and how strongly they believe they are powerful in the workplace. Leaders suggest that the power of relationships can be better harnessed by identifying desirable relationships, investing in those relationships, and repairing damaged relationships. In an organisational environment, leaders must use power to achieve individual, team and organizational goals. Leaders should be able to influence followers to achieve better performance; superiors and peers to make important decisions, and stakeholders to ensure the vitality of the organization (Bal et al., 2008).

The relationship between leader-member exchange and work performance from the two perspectives of myopic and ultravisasim that human economic or social; and thus summarised the influence mechanism of leader-member exchange on the relationship between performance from three aspects: individual characteristics, organisational characteristics, and cultural characteristics; finally, this paper supports the shortcomings of existing research and puts forward future prospects. (Wang, 2023).

Emotions and moods play a central role in the leadership process. More specifically, it is suggested that emotional intelligence—the ability to understand and manage emotions in oneself and others—contributes to effective leadership in organizations. Four key aspects of emotional intelligence are highlighted: the appraisal and expression of emotions, using emotions to enhance cognitive processes and decision-making, emotional awareness, and emotional management. The authors propose that emotional intelligence supports effective leadership by focusing on five critical elements: setting collective goals and objectives, fostering an appreciation for the importance of work activities, generating and maintaining enthusiasm, confidence, optimism, cooperation, and trust, promoting flexibility in decision-making and adaptation to change, and establishing and sustaining a meaningful identity for the organization (George, 2000).

This discussion focuses on the application of the motivation model, specifically expectancy theory, as a practical tool for leaders. The authors propose that every organization requires a workforce of leaders. Three key components of the model are highlighted: the relationship between effort and performance, the relationship between performance and outcomes, and valence. They suggest that leadership can be achieved through the consistent application of principles from the expectancy theory model. Furthermore, high levels of performance are likely when a motivational environment is created that encourages followers to exceed expectations (Isaac et al., 2001).

Leaders have been said to play a key role in determining organizational effectiveness at all levels (e.g., individual, team, unit) within the organisation. A key component in a leader's ability to be effective in such an environment is the extent to which subordinates and co-workers trust him or her. Therefore, it is not surprising that researchers and practitioners are interested in identifying the mechanisms through which trust in leadership can be developed as well as the factors that moderate this relationship (Gillespie & Mann, 2004). Transformational leadership and shared values: The building blocks of trust (Kouzes & Posner, 1995; Roberts & O'Reilly, 1974). Failure in upward communication in organisations: Three possible causes (Whitener, 1997).

Nonetheless, research addressing the factors that foster trust in leaders and the outcomes of this trust has been disjointed and, to date, no comprehensive model has been presented to systematically examine these factors. Therefore, the purpose of this article is to present an integrative model of trust in leadership (Burke et al., 2007).

These complex environmental events necessitated a shift from single leadership to team-centred leadership in these three schools. The principals in this study played a critical role, fulfilling the role of team leader and applying leadership functions flexibly to enable team development, management and effectiveness. Furthermore, the results of this study provide insights into the complexities of leadership exercised synchronously by a team. (Barnett & McCormick, 2012).

In addition to providing strong correlation estimates, this study examined two critical issues: the relative importance of different leadership constructs and the factors that moderate the relationship between leadership and members' creativity and innovation. Authentic, empowering, and entrepreneurial leadership demonstrated the strongest connections to creative performance, while transactional leadership (contingent reward) and supportive leadership were particularly relevant for innovative performance. This study synthesizes important and diverse research, offering nuanced evidence that can inform theoretical developments, improve research designs, and guide current policy recommendations on leadership for fostering creativity and innovation (Lee et al., 2020).

4.　CONCLUSION

This study concludes that Muslim Generation Z in organizations generally prefer a Democratic leadership style, which is characterized by leaders who involve members in decision-making, value the input of each member, encourage open discussions, provide opportunities for all members to express their opinions, and ensure transparency in decision-making processes. However, this study has certain limitations, including a limited sample size and a focus on specific cultural and organizational contexts, which may affect the generalizability of the findings. The implications of this research suggest that organizations seeking to engage Muslim Generation Z employees should adopt more participatory and inclusive leadership practices. Future research should expand on these findings by examining different cultural contexts and exploring unmeasured variables, such as the influence of organizational size or industry type, to better understand the broader applicability of Democratic leadership preferences among Muslim Generation Z. Additionally, further studies could investigate the long-term impacts of Democratic leadership on employee performance and organizational success within this demographic.

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