

Humble Leadership and Personality Traits in Academic Leaders: A Pathway to Curriculum Co-Creation in UK Higher Education

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Abstract: Leadership is a critical factor in how individuals work toward achieving organizational objectives. It is widely acknowledged that leaders in Higher Education (HE) face unique challenges and perform distinct roles compared to their counterparts in the corporate world. As a result, Higher Education is beginning to rethink their traditional approach to managing institution and a call for student to engage in the designing process. Humble leadership is instrumental in reaching these goals. This paper explores the impact of personality traits and humble leadership on team effectiveness, specifically among leaders in Higher Education and examines how the curriculum in UK higher education can be co-created. The study employs a mixed method research design through surveys and focus group, aiming to describe and explain the current state of leadership by evaluating the spectrum of humility and personality traits in this context. A total of 30 respondents were targeted through convenience and purposive sampling techniques, with a response rate of 77%, sufficient for drawing conclusions and generalizing findings. The results indicate that subordinates strongly agree that their leaders demonstrate humility. Furthermore, the study examines the personality traits of these leaders, revealing that those with low levels of neuroticism are less affected by negative feedback or criticism and are better equipped to handle challenges and setbacks with greater adaptability. Spearman's rho correlation (0.749) shows a strong positive link between student engagement and satisfaction ($p = 0.001$), indicating higher engagement leads to greater satisfaction. Consequently, the study concludes and recommends that humble leadership and positive personality traits, particularly agreeableness and openness, among university staff significantly contribute to enhanced team effectiveness. Rich qualitative data were collected from the same group of surveyed participants through a focus group session involving three (3) university staff members, two (2) students, and two (2) employability experts. This session was conducted as part of a co-creation process aimed at developing a learning curriculum. Key themes identified through thematic mapping during the session included skill gaps between what students learn in school and what is required by the industry, technology advancements such as ChatGPT in writing essay, student needs as they are viewed as active participants rather than passive recipients of education, employability among others. Curriculum co-creation between university staff, student and industry voice has become increasingly popular in recent years. The author research indicates that curriculum co-creation has the potential to bring together diverse perspectives and expertise to address complex social issues, generate innovative solutions, and foster mutual learning and knowledge exchange.

Keywords – Humility, Personality, Co-creation, Higher Education, Leaders

I. Introduction

Over the years, one of the most profound debates among scholars has been centred on leadership. Numerous researchers have extensively debated whether leaders are born (innate) or made (cultivated), as leadership abilities were previously considered to be hereditary, as noted by Kirkpatrick and Locke in 1996 (Harrison, 2018; Uslu, 2019). This resulted in the birth of a new idea that posits there is no singular correct approach to leadership; rather, varying situations necessitate the adoption of the most effective leadership style. This made quite a stir.

A variety of leadership theories have been established, including trait theory (Baptiste, 2018), behavioral theory (Uslu, 2019), and situational or contingency approaches (Mulyana et al., 2022). More recently, additional perspectives on leadership styles, such as ethical leadership (Ko et al., 2018), servant leadership (Keets and Abaldo, 2017), and humble leadership (El-Gazar, 2022), have been embraced. Despite the longstanding presence of effective leadership behaviors, organizations encounter difficulties in their adoption as they disrupt traditional hierarchies by promoting employee voice, valuing diverse opinions, and advocating for superior ideas within teams. It is widely acknowledged that leaders in Higher Education face unique challenges and perform distinct roles compared to their counterparts in the corporate world (Tarbert et al., 2008). As Higher Education continues to expand globally, even established systems like the United Kingdom's are not exempt.

Universities are often viewed as unique organizations, with effective leadership, but they are affected (Musselin, 2021). Also, Higher education institutions are starting to reevaluate their conventional methods of management and are urging students to participate in the design process by reviewing the curriculum, co-creating knowledge, promoting reflective learning, and fostering collaborative teaching in higher education (Bergmark and Westman, 2016).

Despite this, Ruben et al., (2023) asserts that there are ongoing debates in the academic literature regarding university governance and management, particularly with regard to the role of leaders in Higher Education institutions. This interest has been driven by the significant influence of Higher Education institutions in shaping the development of future leaders in society, as well as by the

changing landscape of Higher Education leadership in response to global challenges in the sector (Žalėnienė, and Pereira, 2021). For example, the personal journey of AM Kilday, Vice Chancellor of the University of Northampton, from student to teacher and ultimately VC, serves as a typical illustration. More recently, most society in the world are interested in leadership groups at universities (Jones, et, al; 2021). Thus, this paper explored more insight to the existing literature on Humility and Personality Traits most especially in academic environs with contextual focus on its impact on student satisfaction and engagement.

II. Research Rationale

More recently, higher education are beginning to rethink their traditional approach to managing institution and a call for student to engage in the designing process by; rethinking curriculum, co-creating knowledge, facilitating reflective learning and teaching co-creation in higher education (Bergmark and Westman, 2016). *The tendency to sustain such a learning approach greatly depends, to a large extent, on individual personality traits and a leader's humility, as humble leaders have shown to encourage employees to speak up, respect differences of opinion, and champion the best ideas within their team.* Thus, humble leaders are more likely to see students as informed and collaborative actors whose insights into, and expertise on, their own thoughts, remarks, and actions are crucial to a profound comprehension of what happens and changes at school. This profound strategic management approach is needed to boost team effectiveness most especially in academia. As leaders needs to start seeing students as their customers and provide platform which student as well as staff could help co-create a system that defines how academic leaders should engage in critical matters for delivering quality service to the student.

Therefore, this study explore the relationship between personality traits and humble leadership on team effectiveness with a hope to provide a platform for staff, student and industry expert to co-create the higher education. **Thus, I investigated such links in an area recognized in the literature as lacking empirical research** not to condemn the existing practices in Higher Education in the UK but to expand on it.

III. Literature Reviews

For a detailed understanding of the research approach, we capture the encapsulating keywords around the research topic using a top-down approach through the review of relevant literature.

Leadership Theory

In the study of leadership, multiple theories are available to be reviewed. In their examinations of several theories of leadership, the writers offer different interpretations of what leadership entails in practice (Ospina et al., 2020). This section examined leadership theories according to the variables that are predominantly highlighted in each theoretical framework. Consequently, we shall examine four theories in leadership studies: the great man theory, trait theory, behavioral theory, and situational theory.

Great Man Theory

In 1847, Thomas Carlyle proposed his "great man theory" which posited that leaders are innate and only men endowed with heroic potentials could become leaders (Uslu, 2019). According to Carlyle, great men are born and not made (Harrison, 2018) and they emerge as leaders in all situations. However, subsequent events have revealed the moral flaws in this concept of leadership, as seen in the cases of Hitler, Napoleon, and others, which challenge the credibility of the Great Man theory. These great men eventually became irrelevant and hindered the growth of their organizations (Nawaz and Khan, 2016). Furthermore, one of the criticisms of this theory is that it is based on gender-based prejudice, as the name implies (Iyer et al., 2023).

Trait Theory

Due to criticisms of the great men theory, trait theory has emerged as an alternative that proposes leadership is a combination of both genetic and acquired characteristics (Uslu, 2019). Early trait researchers believed that there was a universal set of traits that guaranteed a leader's success in any given situation. They posited that certain physical and personality traits distinguished born leaders from non-leaders (Ogwuche, 2018). However, this initial focus on traits that distinguished leaders from non-leaders was later criticized as suggesting that there were only minor differences between them (Munna, 2021). Examples of traits considered in trait theory include the big five personality traits.

Behavioural Theory

The theory posits that a leader's effectiveness is not determined by their personality characteristics, but rather by their actions or behaviour (Northhouse, 2010). These behaviours are not innate and can be observed and learned, which means effective leadership can be developed through training (Uslu, 2019). According to an article by Engard in 2017, different researchers have proposed three types of leadership styles: autocratic, democratic, and laissez-faire (Uslu, 2019). In the autocratic style, the leader makes decisions without involving subordinates and is task-oriented. In contrast, the democratic style involves consulting with subordinates before making decisions, while the laissez-faire leader allows subordinates to make decisions without assuming a real leadership role beyond their position (Harrison, 2018). However, a significant criticism of the behavioural theory is its failure to consider environmental factors such as employee maturity level, follower acceptance of the leader, the nature of the task, and the cultural values of employees.

Situational Theory

The shortcomings of the great men, trait, and behavioural theories have given rise to contingency theory. This theory asserts that there is no one-size-fits-all approach to leadership, as the internal and external factors of the environment necessitate that the leader adapt to the situation at hand. In many cases, it is not only the dynamics and environment that need to be altered, but also the employees within the organization. Contingency theories propose that no leadership style is universally optimal, as the style employed depends on factors such as the quality and situation of the followers, or other variables (Uslu, 2019).

Humble Leadership Style

Leadership research in the 21st century has shifted towards a new paradigm that emphasizes the facilitative and nurturing role of leaders in fostering employee development and contribution to corporate objectives (Daft, 2014). In response to criticisms of traditional leadership approaches, scholars have explored the influence of non-traditional leadership, specifically, the effects of leader humility on team processes and performance (Owens and Hekman, 2016; Rego, 2019; Liu et al., 2022). This has generated increasing interest from both scholars and practitioners as an effective and promising leadership style (Hu et al., 2018).

Humble leadership is generally viewed from two perspectives: the trait view and the behaviour view, with the latter increasingly gaining attention from scholars (Owens and Hekman, 2012). Humility is considered a foundation for virtues and character strengths, and humble leaders view their subordinates as partners in success and strive to empower them (Budur and Poturak, 2020). Empirical studies have shown that humble leaders can psychologically empower followers, enrich their autonomy in the workplace, and encourage them to execute tasks with a sense of self-determination (Owens et al., 2013).

Moreover, humility is a contagion trait, with a humble leader creating collective humility in the team, promoting a collective focus and a sense of empowerment among followers (Owens and Hekman, 2016). A humble leader admits faults and limitations, highlights the strengths and contributions of followers, and models teachability (Owens and Hekman, 2012). Although humble leadership has been recognized as an ideal model for 21st-century management, organizations struggle to adopt it because it challenges the traditional hierarchy and encourages employees to speak up, respect differences of opinion, and champion the best ideas within their team (Kirkland, 2019).

Humble leadership shares similar constructs with other bottom-up leadership styles, such as authentic leadership, servant leadership, and inclusive leadership (Zhang and Song, 2020). In summary, academic leaders who adopt humble leadership and empower their staff will likely see more proactive behaviours at work (Kirkland, 2019).

The Big Five Personality Trait

Personality is a significant area of study in organizational behaviour that provides insights into how individuals differ from one another. Each person has a unique set of qualities and characteristics that distinguish them from others and these patterns tend to be consistent over time as cited in Greenberg and Baron in 2003 (Anderson, 2021 and Verdejo-Garcia, 2021). Suggesting that an individual's character is shaped by a combination of genetics and experience, which are commonly referred to as "nature" and "nurture." Some researchers have found a strong link between personality traits and leadership style, with the Big Five model being the most commonly used to analyse personality (Özbağ, 2016; Delima, 2019; Murmu and Neelam, 2022). The Big Five model includes five personality dimensions: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, which have been shown to be reliable and valid measures of personality (Murmu and Neelam, 2022).

Openness

Openness to experience involves being informed, creative, insightful, aesthetic sensitive, responsive to inner sentiments, intellectual curiosity, independence of judgment, and open to new ideas (Delima, 2019; Kiarie et al., 2017). Intellectually curious, these individuals seek new experiences through travel, the arts, movies, and reading. Leaders that are open to experience are personable and good listeners, creating a psychologically safe team atmosphere, while those who are closed tend to have narrower interests and prefer routine (Salleh et al., 2014).

Conscientiousness

Conscientiousness measures dependability. Conscientious people are goal-oriented, strong-willed, and actively plan, organize, and complete tasks. Achievement orientation (hardworking and persistent), dependability (responsible and careful), and orderliness (planful and organized) are signs of conscientiousness to Delima (2019). Conscientious people are precise, structured, controlled, reliable, and resolute. Conversely, low-Conscientiousness people may have moral principles but apply them less strictly.

Extraversion

Extraversion encompasses chatty, active, and forceful features (Delima, 2019). Extroverts are extraverted, while introverts are less extraverted. Extroverts are energetic, like to talk to others, create pleasant feelings, desire power, and are competitive and assertive (Wilmot, 2019). Introverts are quiet, restrained, unexuberant, balanced, serious, distant, and task-oriented. To clear up any confusion, introverts are reserved, autonomous, and even-paced. Highly extraverted leaders dominate and control power in teams, while less-extraverted leaders are more reserved, low-key, and share power (Hu and Judge, 2017).

Agreeableness

Agreeableness is the ability to get along with others by being kind, cooperative, forgiving, compassionate, understanding, and trusting. Agreeable people are friendly, have many friends, and can regulate their bad emotions. Unlike uncooperative people who are egotistical, distrustful of others' intentions, have fewer personal relationships, and compete.

Neuroticism

Neuroticism, also known as Emotional Stability, is linked to stress vulnerability, depression, anxiety, insecurity, moodiness, vulnerability, and hostility. Emotionally healthy leaders can tolerate stress, criticism, and don't take failure personally. However, leaders with low emotional stability may become tense, worried, or sad (Salleh et al., 2014). They have reduced self-esteem and may lash out when overwhelmed or scolded.

Humble Leadership and Personality Traits on Team Effectiveness

Based on scholarly findings, there are no doubt that leadership style of organizational leaders directly impacts staff effectiveness as they are seen to fosters a constructive work environment that enhances performance, accountability, and work ethic (Abdulla et al., 2020). Presently, among several leadership styles, humble leadership as an emerging domain of leadership, has garnered more interest from scholars. Recent research has linked humble leadership to favorable employee behavior (Ye et al., 2020; Hiwa et al., 2021). According to Ali et al., (2020), humble leaders motivate and educate their followers regarding self-esteem, skills, and capabilities.

Humble leadership has been demonstrated to enhance employee voice behavior in the context of student-staff interactions (Bharanitharan et al., 2018; Li et al., 2018; Ma et al., 2019), proactive behavior (Chen and Lu, 2018), feedback-seeking behavior (Qian and Lu, 2020), gratitude (Naseer and Lu, 2020), self-efficacy (Mao and Lu, 2018), relational energy (Wang and Lu, 2018), follower development (Owens and Hekman, 2012), well-being (Zhang and Song, 2020), and job performance (Yang et al., 2022; Rego et al., 2018; Chiu et al., 2016), for a comprehensive review, refer to Kelemen et al. (2022).

Initially, many studies thought a standard set of traits guaranteed a leader's success in all circumstances which however, has been criticized by various scholars. This research seeks to elucidate the impact of personality traits and humble leadership on team effectiveness in Higher Education, as informed by prior findings (Qu et al., 2013).

Hierarchies in Higher Education

To improve operational efficiency, universities have reorganised their academic hierarchies to be more management-led. Academic departments at universities have become commercial entities overseen by management teams focused on corporate aims and financial restrictions (Waring, 2017).

The idea that vice chancellors should become chief executives of firms, heads of department should become line managers of business divisions, and individual academics should become servants of the company fit nicely with the neoliberal rhetoric on business efficiency and managerial prerogatives. However, such concepts go against long-standing academic traditions (Waring, 2017), and recent improvements in labour and its organisation cast doubt on the validity of such a hierarchical paradigm.

The present control structure provides regulators of transition from one state to another, organising, ordering, and directing the educational system at all levels (Levina, 2016). These HEIs are independent, autonomous legal organisations with Councils or Governing Bodies that set the strategic direction, monitor financial health, and ensure effective management.

The category of participant survey is further discussed below.

Programme Leader

Every programme should have someone who designs learning and teaching and cares about students' experiences. The Programme Leader is this individual. Each programme has a leader, however one individual may head many. In universities, the Program Leader function is crucial to improving learning and teaching experience (Coates et al., 2008). Programme leaders in UK higher education are expected to do a variety of difficult tasks and be more productive. However, programme leader's perspective on the position has not been fully addressed (Cahill, 2015).

Module Leader

The key responsibilities of Module leaders are to co-ordinate the delivery of the module in line with the approved module specification (Serrano et al., 2018). The module leaders are to liaise with staff to build and maintain a strong, fully-informed consensus among all teaching and programme managing staff, concerning all aspects of their module. This includes the module's domain/skills content, its delivery and its assessment processes/standards. The key accountability and duties of the module leader are not limited to the stated below.

Tutors

UK academic tutors play an important role in providing personalized, one-on-one instruction to help students achieve their academic goals. They are typically experts in a particular subject or subjects, and they can provide in-depth instruction and support to students in those areas. They may also help students to develop effective study skills, provide guidance on university applications, and offer general life skills mentoring and guidance.

Students

According to Locke (2013) and Nixon et al. (2017) assert that with the increase in student numbers, universities in the UK have become more competitive, positioning students as consumers in the education marketplace. As of 2019, there were 164 universities and higher education institutions in operation in the UK, and in 2011, over 2.75 million students were enrolled in UK universities. The proportion of UK residents aged between 30 and 34 with a tertiary level education is among the highest in Europe (Clark, 2022). Furthermore, the number of applications to study at university in the UK has increased significantly, with around 750,000 applications in 2020, compared to 405,000 in 1994 (Clark, 2022). In the 2020/2021 academic year, the average age of Masters students in the UK was 27 years old, according to data from the Higher Education Statistics Agency (HESA). For the 2019/2020 academic year, HESA data shows that the average age of UK postgraduate students was 30 years old, covering both taught and research postgrads across all fields.

Current Statistics of Academic Setting and Staff

Over the past decade, UK universities have experienced a sharp increase in insecure employment and excessive workloads, while pay and pensions have been diminished. Approximately 70,000 academics are employed on temporary, fixed-term contracts, and an additional 66,000 are employed on atypical contracts that lack basic employment protections. As of 1 December 2020, there were 224,530 academic staff (excluding atypical) in the higher education (HE) sector, representing an increase of less than one percent from 223,525 in 2019. The number of academic staff employed on full-time contracts increased by 2% to 149,085 in 2020, compared to 146,780 in 2019. Although the overall number of academic staff (excluding atypical) has increased annually, the number of UK nationals has decreased for the first time in the five-year time series.

In 2020/21, 49% of full-time staff and 66% of part-time staff in HE were female, and 3% or 6,480 academic staff were aged 25 and under. Conversely, 43,110 or 19% of academic staff were aged 56 and over, and almost half of professors were in this age group. Additionally, 98,630 or 44% of academic staff were employed on contracts described as having a teaching and research function, and a further 32% of academic staff were on teaching-only contracts. The University and College Union (UCU) represents 120,000 practitioners and professional administrators in further and higher education, including professors, researchers, lecturers, tutors, and senior administrators. UCU's universities serve nearly 2.8 million students, a 15% increase since 2016, highlighting their significance to the economy and society. However, staff on campuses are demoralized, angry, and anxious about the future of higher education, according to UCU (Shorter, 2022).

In the 2019/2020 academic year, the average age of associate professors in the UK was 46.7 years old, while the average age of professors was 53.5 years old, according to data from the Higher Education Statistics Agency (HESA).

IV. Methodology

The research design used is a descriptive research, focusing on describing and explaining the current situation leader by assessing Spectrum of Humility and Personality Traits among Higher Education Leaders. Questionnaire are used as the source of data collection, the survey comprises a set of self-assessment questions that provide information on the level of humility, personality trait, team effectiveness, student satisfaction and engagement level. The paper adopted quantitative analyse, using a convenience and purposive sampling techniques, a total, 30 respondents were targeted. The study population was strictly focused on the university being studied, including its students, staff, and employability experts within the project management department, as a case study. The project management department was used due to its managerial techniques and skills, both in academia and industry. This study considers two classifications of leadership positions: first, module leaders, who have been appointed by the faculty to assume final responsibility for academic leadership, management, and evaluation of their specified modules. Secondly, there are the programme leaders who collaborate closely with their corresponding module leaders and the faculty Associate Dean (Academia).

The pathway (loop) designed for respondents in the survey was represented in the Figure 1 below and was designed in a way to reduce individual bias from respondent, retain anonymous and enhance accessibility. Primary data collected through JISC survey database are essential to the study, as they provide relevant information that is analysed using the e-view method for full testing and interpretation. However, since one or both variables collected are ordinal data i.e Likert scale, therefore a non-parametric approach which calls for spearman correlation analysis was adopted. Descriptive and non-parametric statistics (Spearman's correlation) were analysed using IBM SPSS 27.

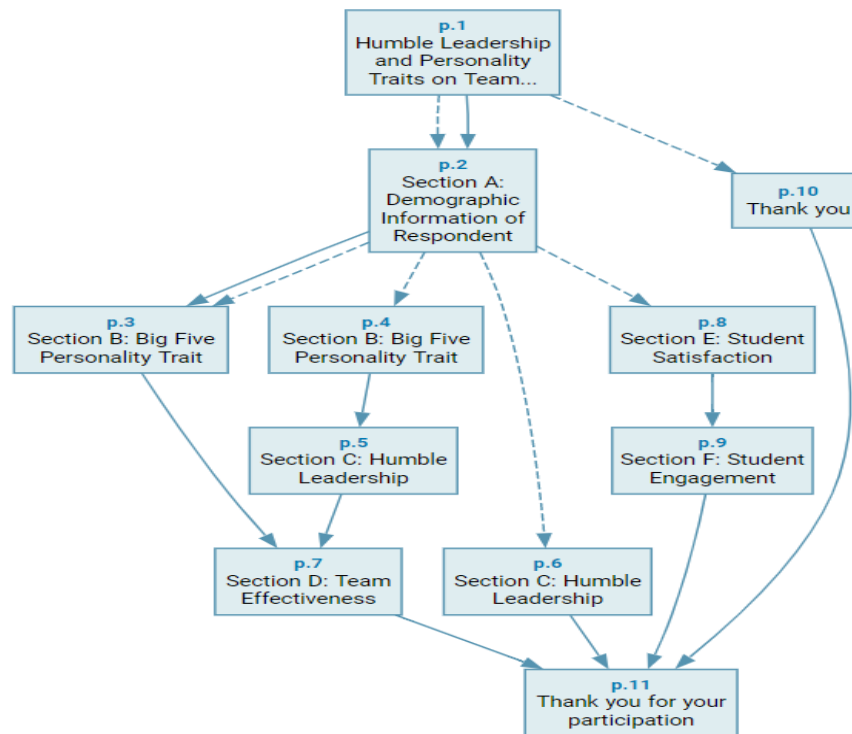


Figure 1: Survey Pathway/Loop for Respondents (Source Field: 2023)

The questionnaire was presented as a Likert scale and divided into seven subsections. Section A covered demographic characteristics like gender, age range, marital status, level of qualification, and position, as previous studies have attempted to link some of this data to leadership style. Section B is an independent variable that measures construct via questionnaires utilizing John et al.'s 1991 Big Five Inventory model (Soto and John, 2017). Section C, an independent variable, will use Owens et al. (2013)'s five-item scale to assess humble leadership. Sections D measure team effectiveness, while Section E and F rates student satisfaction and engagement respectively. It is worthy of note that Section B to F are collected as ordinal data.

Rich qualitative data were collected from a focus group session involving three (3) university staff members, two (2) students, and two (2) employability experts. This session was conducted as part of a co-creation process aimed at developing a learning curriculum. Detailed results and insights from this session are presented in tables and plots in the preceding chapter.

Two classifications of academic leadership roles were considered in this study:

Module Leaders – Faculty-appointed individuals who hold ultimate responsibility for the academic leadership, management, and assessment of specific modules.

Programme Leaders – These individuals collaborate closely with module leaders and the Associate Dean (Academic) to ensure alignment between modules and overall programme goals.

It is important to note that the original plan for this project was to conduct a quantitative analysis to inform the selection of participants. Based on the initial survey results, three representatives were chosen to reflect each stakeholder group's perspective; university staff, students, and employability experts for the co-creation focus group.

In simpler terms, a qualitative method was ultimately adopted through the use of a focus group. This group consisted of key stakeholders invited to collaboratively contribute to the curriculum design. The participant pathway for the survey, as illustrated in Figure 4, was structured to minimize individual bias in the selection process.

Originally, the selection criteria were as follows:

- **Staff:** Top three individuals who scored highest in humility.
- **Students:** Top three students with the lowest engagement scores (to better understand student disengagement).
- **Employability Experts:** Professionals with a minimum of three (3) years of relevant experience.

However, due to time constraints and a low response rate, the author opted to proceed with the focus group session while leaving the JISC survey open. A post hoc (post factum) survey was then distributed via link and QR code to collect additional data. Staff and students were selected based on availability, whereas the selection criteria for employability experts three years of relevant

experience remained intact. The 30-minute focus group co-creation session was recorded, and the audio was transcribed and coded using NVivo 12. Thematic analysis was then employed to identify key themes, providing deeper insights into participants' views on how the academic curriculum can be co-developed to better meet their needs.

V. Findings and Analysis

Quantitative Approach

The findings present a summary of the obtained data and the methodologies employed to analyze each objective. The researcher aimed to include thirty (30) respondents, comprising ten (10) university staff members and twenty (20) students. Nonetheless, merely 6 of the 10 targeted university professionals and 17 of the 20 students participated in our survey, as illustrated in Figure 2 below. A total of 23 out of 30 respondents participated in our survey, resulting in a 77% response rate. Irungu et al., 2022 states that a response rate of 50% is adequate for analysis, a response rate of 60% is good and a response rate of 70% and over is excellent. Hence, the response rate of 77% as reflected in this study is adequate to enable the researcher to draw a conclusion and generalize the research findings.

Responses Rate

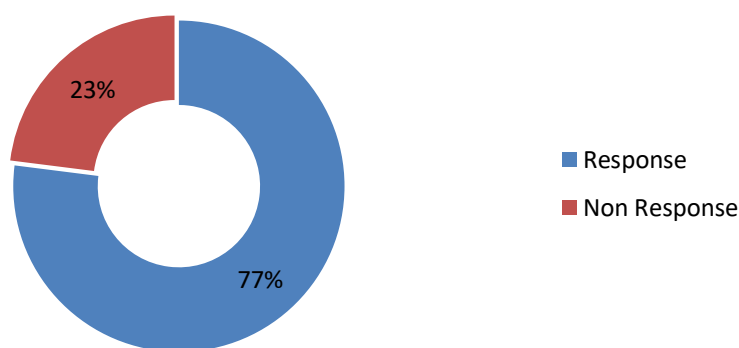


Figure 2: Doughnut Chart of Response Rate (Field Survey, 2023)

Demographic Characteristics of Respondents

Table 1 indicates that 4% of respondents are under 27 years, 13% are between 27 and 30 years, 74% are between 30 and 47 years, and 8% are 47 years or older. The mean age of students ranges from 30 to 37, consistent with the 2019/2020 HESA data indicating that the average age of UK postgraduate students is 30 years. Furthermore, 52% of the respondents are female, while 48% are male. The marital status of the respondents indicated that approximately 13% are single, while 87% are married.

Table 1: Demographic Characteristics

	Frequency	Percentage Frequency
Age (yrs)		
Less than 27	1	4%
27 – 30	3	13%
30 – 47	17	74%
47 and above	2	8%
Total	23	100.0%
Gender		
Male	11	48%
Female	12	52%
Total	23	100.0%
Marital Status		

Single	3	13%
Married/partnership	20	87%
Total	23	100.0%
Highest Qualification		
Bachelor	2	8.7%
M.SC	17	74%
PHD	4	17%
Total	23	100%

Source: Field Survey, 2023

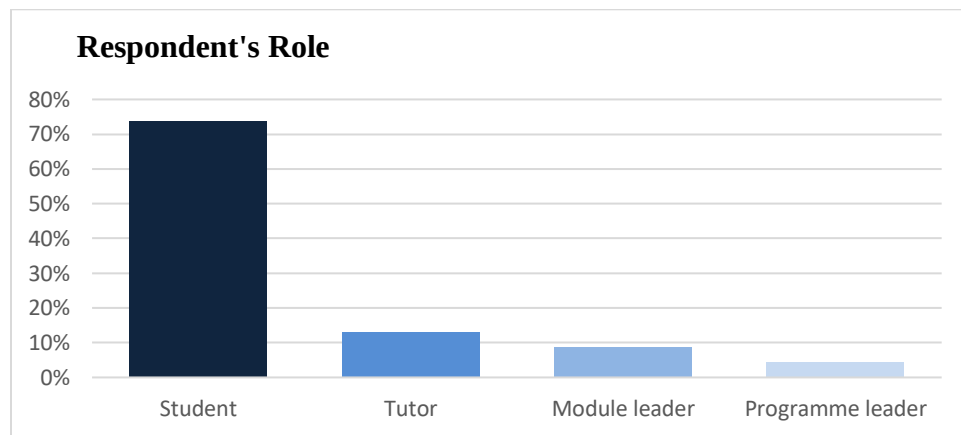


Figure 3: Column Chart Showing the Role of Respondents (Field Survey, 2023)

Humble Leadership

Humble leadership is a leadership approach that emphasizes the leader's capacity to own errors, solicit feedback, and enable team members to participate in the decision-making process. Owen et al. (2013) contend that this leadership style is constructive in intricate and dynamic settings due to its capacity for flexibility and adaptation.

Owen et al. (2013) contend that humble leaders cultivate an atmosphere conducive to creativity, innovation, and learning. By cultivating a culture of transparency and inclusivity, leaders motivate their team members to share varied opinions and ideas (Roberson and Perry 2022). Furthermore, by acknowledging their errors, leaders exemplify accountability and inspire team members to embrace risks and derive lessons from their setbacks. The results indicated that subordinates unanimously concurred that their leaders possess the capacity for self-awareness (Mean = 5) with a frequency percentage of 100%, recognize the strengths and contributions of others (Mean = 4.9) with a frequency percentage of 98%, and exhibit teachability (Mean = 5) with a frequency percentage of 100%, as illustrated in Table 2. The investigation reveals that subordinates strongly agreed that their leaders exhibit humility.

Table 2: Subordinate Perception of Leader's Humility

Variableness	No. of items	PF(%)	Mean	Decision	Min	Max	
Humble Leader							
WSSA	3	100	5	Strongly Agree	5	5	
AOSC	3	98	4.9	Strongly Agree	4.7	5	
TA	3	100	5	Strongly Agree	5	5	
Total	9	99	4.96	Strongly Agree	4.9	5	

Source: Field Survey, (2023)

Overall, the studied university leaders are humble. Owen et al. (2013) offer a compelling case for humble leadership in complex and dynamic situations. This leadership style encourages creativity, invention, and learning through transparency, inclusivity,

accountability, and appreciation of followers' abilities. However, further research is needed to examine this leadership style's limitations and provide concrete examples of its success.

The Big Five Personality Trait

The study in Table 4.4 reveals the following percentages for leaders' personality traits: openness (78%), conscientiousness (79%), extraversion (68%), agreeableness (84%), and neuroticism (64%). The elevated score of 84% in agreeableness signifies that the University staff possess a substantial level of team cohesion, which can therefore improve their performance (Table 3). A high degree of agreeableness signifies being good-nature, collaborative, and empathetic which is crucial in fostering a healthy and productive workplace (Kiare et al., 2017). Good-natured leaders with an optimistic perspective cultivate an open and Cooperative environment that promotes innovation and problem-solving. Cooperative leaders that prioritize cooperation and actively listen to others can attain collective objectives through collaboration, resulting in enhanced productivity and superior work quality. Empathetic leaders that prioritize the well-being of their team foster a supportive work environment, resulting in enhanced job satisfaction and improved employee retention. These attributes are essential for proficient leadership and can assist firms in attaining their goals and objectives. Furthermore, persons exhibiting elevated degrees of openness in their personality traits are typically characterized by creativity, curiosity, and receptiveness to novel ideas and experiences. In a leadership setting, this may result in innovative and progressive tactics, as open-minded leaders are more inclined to accept change and undertake calculated risks (Seijts and Gandz, 2018).

On the other hand, leaders exhibited the lowest average score in neuroticism (64%), suggesting they are typically composed, steady, and emotionally resilient, advantageous traits in high-pressure scenarios (Table 3). This characteristic allows leaders to stay calm in stressful and difficult situations, make logical decisions, and uphold a pleasant demeanor, so enhancing their team's morale and productivity. Moreover, leaders exhibiting low neuroticism are less susceptible to negative feedback or criticism and can navigate challenges and failures with enhanced ease and adaptability, as corroborated by Eissa and Lester (2017).

Table 3: Personality Test of Leaders

Variableness	No. of items	PF(%)	Mean	Decision	Min	Max	
Personality Test							
Openness	10	78	3.9	Agree	3.4	4.2	
Conscientiousness	10	79	4.0	Agree	3.9	4.0	
Extraversion	10	68	3.4	Neutral	3.0	4.0	
Agreeableness	10	84	4.2	Agree	3.8	4.6	
Neuroticism	10	64	3.2	Neutral	2.2	3.9	
Total	50						

Source: Field Survey, (2023)

Team Effectiveness

Team effectiveness has an item of 56 questions and 8 defining variables (Table 4). Results reveal academic leaders' views on subordinate performance. Academic leaders said that subordinates possess a sense of purpose and goals (87%), recognize their duties (83%), grasp team dynamics (84%), foster team relationships (85%), navigate intergroup interactions (85%), engage in problem-solving (83%), exhibit passion and commitment (84%), and demonstrate skills and learning (85%). The data analysis indicated the effectiveness of the team (Mean=4.2), with an aggregated minimum and maximum mean (Min=3.7, Max=4.5), and an average percentage frequency (PF=85%).

This aligns with the conclusions of Salman and Hassan (2015), which assert that heightened team effectiveness can enhance decision-making, boost productivity, improve output quality, and promote job satisfaction among team members. Effective teams share knowledge and skills, handle disagreements, and produce new ideas and solutions. Additionally, high team effectiveness can enhance the University's reputation and attract top talent, leading to increased competitiveness in the marketplace.

Table 4: Leader's Perception of Team Effectiveness

Variableness	No. of items	PF(%)	Mean	Decision	Min	Max	
Team Effectiveness							
Purpose and goals	7	87	4.3	Agree	3.9	4.6	

Roles	7	83	4.1	Agree	3.7	4.4	
Team processes	7	84	4.2	Agree	3.4	4.6	
Team relations	7	85	4.3	Agree	3.7	4.6	
Intergroup relations	7	85	4.4	Agree	4.0	4.6	
Problem solving	7	83	4.1	Agree	3.4	4.5	
Passion and commitment	7	84	4.2	Agree	3.5	4.5	
Skills and learning	7	85	4.3	Agree	3.6	4.6	
Total	56	85	4.2	Agree	3.7	4.5	

Source: Field Survey, (2023)

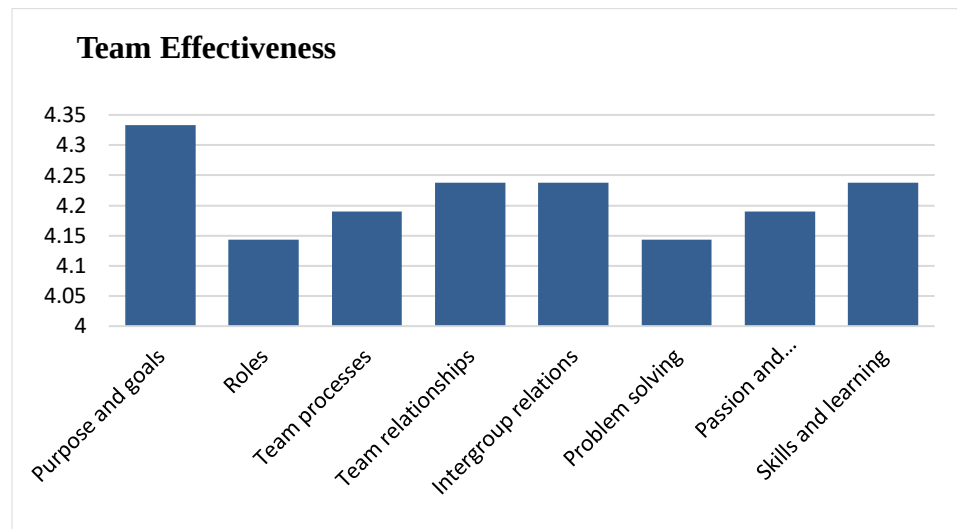


Figure 4: Dispersion of Team Effectiveness Across Dimensions

Student Satisfaction and Engagement

According to Olivier et al., (2019), academic performance is linked to both student engagement and satisfaction. Engaged students have better grades and perform better on standardized examinations, while satisfied students finish their degrees. Table 5 illustrates that students were asked an item of 11 questions about their curriculum satisfaction on a 5 Likert Scale where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. Questions about student happiness include;

“I am satisfied with the competence of teaching staff”,

“I am satisfied with the feeling that the rewards gained are consistent with the effort I put into assessment”

On the other hand, student were also asked an item of 33 questions on their level of engagement. Some of those questions include and are not limited to;

“I am very interested in learning”

“When I study I figure out how the information might be useful in the real world”

“I try to think through topics and decide what I’m supposed to learn from them, rather than studying topics by just reading them over”

Table 5: Student Satisfaction and Engagement

Variableness	No. of items	PF(%)	Mean	Decision	Min	Max		
Student satisfaction	11	85	4.26	Agree	3.09	5		
Student Engagement	33	85	4.27	Agree	3.06	5		

Source: Field Survey, (2023)

The aggregate of student satisfaction was recorded to be 85% with mean value of 4.26 out of 5, signifying a high level of agreement among students that they are satisfied. The scores vary from 3.09 to 5, indicating fluctuation although predominantly favorable comments (Table 5).

Student involvement was evaluated using 33 items, resulting in a mean score of 4.27 out of 5, signifying a strong consensus among students over their participation. 85% of replies yielded valid feedback. It may be inferred that the examined students are content and involved with the University. This elevated satisfaction may be associated with the leader's humility, openness to experience, agreeableness, and subordinate efficacy. There is limited research on the direct relationship between leader personality traits and student satisfaction. However, some research indicate that leader personality may indirectly influence student satisfaction via subordinate effectiveness. Leaders demonstrating significant humility, openness to experience, and agreeableness are likely to be more effective in guiding their teams, leading to enhanced subordinate effectiveness. This may consequently enhance student satisfaction and engagement, as students may view their learning environment as more helpful, collaborative, and successful. Institutions that emphasize student involvement and happiness may experience favorable effects on retention rates, graduation rates, and overall student achievement (Kuh, 2009).

The study expanded its investigation to investigate the correlation between student happiness and participation among various age groups. The author discovered that students aged 30 to 47 demonstrated greater satisfaction ratings than other age groups (Figure 5). The statistics on student satisfaction reveals that the 30 to 47 years age group constitutes the largest category, comprising 12 out of 17 respondents (70.6%). This indicated that satisfaction levels probably correspond to the program's effectiveness in addressing the distinct demands of each age demographic.

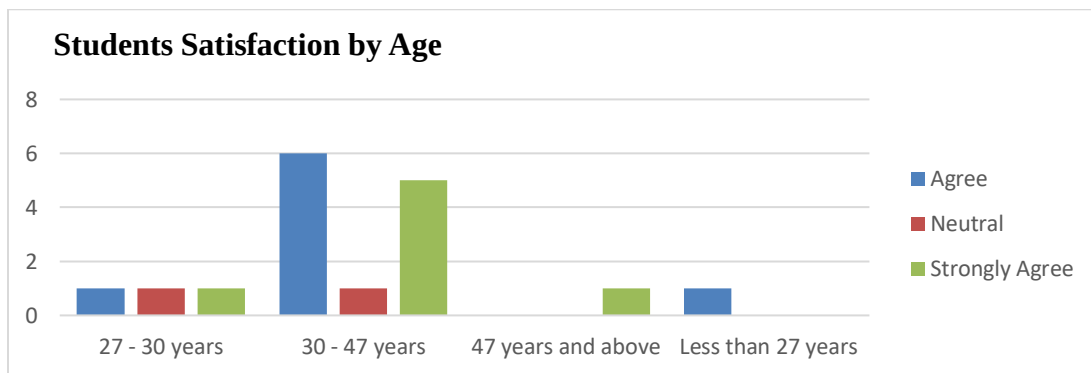


Figure 5: Students Satisfaction by Age

The Spearman's rho correlation coefficient between student satisfaction and engagement was determined to be 0.749, indicating a robust positive link. This indicates that students with higher engagement levels generally express increased satisfaction. The association was statistically significant, with a p-value of 0.001, which is considerably lower than the typical criterion of 0.01 (Table 6). This significance level indicates that the observed correlation is improbable to be a result of random chance, implying a dependable association between students' satisfaction and engagement. Higher Education (HE) institutions can utilize these insights to improve student satisfaction by augmenting engagement through activities that generate value and correspond with the needs of the industry. In other words, by creating curricula that include practical applications, industry partnerships, and skill-oriented learning, Higher Education can enhance student engagement and ensure that their education is perceived as pertinent to future professions.

Table 6: Correlation Between Student Satisfaction and Engagement

Correlations				
			Satisfaction	Engagement
Spearman's rho	Satisfaction	Correlation Coefficient	1.000	.749**
		Sig. (2-tailed)	.	.001
		N	17	17
	Engagement	Correlation Coefficient	.749**	1.000
		Sig. (2-tailed)	.001	.
		N	17	17
**. Correlation is significant at the 0.01 level (2-tailed).				

Qualitative Approach

The author gathered rich qualitative data through semi-structured interviews involving university staff, students, and industry representatives. These interviews were conducted during a workshop, where the research process and guidelines were explained to participants. A key communication method used during the session was **Clean Language**, a technique developed by David Grove that encourages neutral, non-judgmental, and assumption-free questioning to promote clarity and authentic responses.

The 30-minute session featured eight open-ended questions, including:

- "How can we strike a balance between meeting the needs of the industry, students, and university staff while still maintaining academic rigor?"
- "How can we ensure that the curriculum remains relevant and up-to-date as industry needs and trends evolve over time?"

The responses were analyzed and categorized to address key concerns related to curriculum co-creation, particularly in balancing stakeholder needs, maintaining academic standards, and ensuring curriculum relevance over time.

Skill Gap

The gap between what students learn in school and what is required by the industry has been a matter of concern for a long time. One of the biggest challenges faced by students today is to bridge the gap between the theoretical knowledge they acquire in school and the practical skills that are required by the industry. This issue is particularly pronounced in fields like technology, engineering, and data science where the industry is constantly evolving. Radermacher et al., (2014), findings claimed that new university graduates have trouble with utilising configuration management platforms (and other software tools), interacting successfully with clients and coworkers, writing unit tests for their code, and other skills or talents.

The University staff and student made the following statement regarding the disparity between the skills possessed by graduates and the expectations of employers.

T1: "I think we can actually strike a balance by bringing more people from industry into the university as lecturers. With their industry experience, they can contribute valuable ideas on how to create a curriculum that integrates both academic and industry perspectives to achieve meaningful outcomes. I think that's better. Thank you

A student (S1) responded by saying: "I think one of the things that needs to be looked into is the skill gap in each industry, and I believe statistics can provide insight into this. Sometimes we go online, search for jobs, and wonder what's happening, only to find that many applicants don't meet the required skills. So, one of the challenges for universities is to examine and clearly define those skills"

The programme leader's (PL) perspective was: "So we go into the industry and speak with professionals to understand what they're looking for in new graduates. They often share some of the fundamental skills they expect. We also need to consider global trends—what's currently happening in the world, the emerging skills in demand, and what the government is prioritizing. Our goal is to ensure that the degree we design aligns with these requirements. When a student completes the degree, they should have the necessary skills and competencies to succeed and thrive in the industry.

When it comes to curriculum design, I mentioned earlier how we involve students, but I think at the moment we don't spend enough time engaging with them. One thing we can definitely do is hold regular meetings, because the student voice is incredibly important. At the end of the day, you're the ones enrolling in the program and studying what we've put together. So, it's vital to understand your views—what you think about the program and what actually attracts students to our courses. I think this is essential. And of course, the student element is just one part of the bigger picture".

Based on the following remarks made on the skill gap it can be concluded that there is an issue with the skill gap in relation to industry expectations this is related to previous research by Jackson (2010), which assert that a vast and complex variety of meanings attributed to specific abilities, reinforcing concerns about present graduate employability standards and asking for a new way to defining industry's expectations of the modern graduate. The researcher went further saying higher education institutions (HEI) are frequently accused of soft skill deficits, and many are increasingly implementing generic skill development plans. To address this issue, educational institutions must adapt their curricula to include practical training and hands-on experiences. Many institutions have started offering industry-specific courses that provide students with relevant skills and knowledge required by the industry. The author therefore suggest that in order for industry and university to cooperate effectively, it is necessary for both parties to engage in a comprehensive dialogue that encompasses current educational and pedagogical perspectives.

Technology Advancement

Technology has had a significant impact on the co-creation of higher education in the UK. The integration of artificial intelligence (AI) in education is growing rapidly, with various applications such as adaptive learning, smart campuses, teacher evaluations, intelligent tutoring robots, and virtual classrooms. However, it can be challenging for institutions to keep up with the latest tools

and platforms due to the rapid pace of technological advancements, which may result in a digital divide between institutions and students (Alam, 2022). The employability expert and programme leader made the following remarks.

Employability expert (E1): “If you look at it, the future is all about authentic assessment—making coursework and the curriculum as practical as possible, especially with the rise of generative AI tools we're seeing today. This shift is inevitable, and we have to adapt. It's already happening, particularly with the growing focus on employability.

I'm currently leading an initiative on ChatGPT and similar tools, exploring how we can openly and effectively integrate them into our teaching. Since everyone is using these tools, the question becomes: how do we make their use accessible and meaningful? This shift has compelled us to design more authentic assessments.

Given everything happening with generative AI, I think universities are still somewhat behind in fully accepting and responding to this change.”

PL: The rise of generative AI is a major shift in education, similar to the impact of COVID-19. The education system has remained largely unchanged since the 16th or 17th century until COVID forced the adoption of online teaching. Now, ChatGPT is transforming how education works.

Essay writing, for example, is changing. I spoke with a university Director of Learning and Teaching who emphasized that institutions must embrace ChatGPT. We need to redesign assessments to encourage students to use these tools creatively, as this aligns with industry demands.

This is reminiscent of the 1960s when calculators were introduced and met with resistance from mathematicians. Like then, we are facing a revolution that will affect every field.

Upon assessment of the effects of AI technology on teaching and learning, it can be confidently concluded that AI has a positive impact on both the quality of teaching delivered by educators and the academic performance of students, this findings are in line with that of Chatterjee and Bhattacharjee, (2020).

Students Needs

In co-creation, students are viewed as active participants rather than passive recipients of education (Smørvik and Vespestad, 2020). Students can provide insights on their learning preferences, challenges they face, and the resources they need to succeed. By incorporating their input, co-creation ensures that programs and services are student-centered, responsive, and inclusive (Fish et al., 2022). Moreover, students are more likely to engage and participate in educational programs and services when they feel that their needs and opinions are valued and taken into consideration.

T1: “The key question there is, what do we expect from the course taught in the University, do we just teach student reflective writing? Or do we just learn how to paraphrase? Is it beyond that?”

PL: “Now if we sit down, we get students involved. We ask the students what you want for making programs. We want to make sure that the degree that we design is somehow aligned with the requirement and when the student competes with a degree, we have to make sure that they have all the skills we have that should go to survive in the industry. When it comes to curriculum design. I mentioned earlier how we get the students, but I think at the moment we don't spend that much time with students. So I really think one thing we can do is having those meetings because student's voice is really, really important because, at the end of the day, you're going to be the one enrolling on this program and studying, you know studying what we put together. So I think it's really viable to get your view on what you think about the program, what actually attracts those students to our courses. I think it's essential and you know just the student elements are just one”.

E1: “When I was a student, I used to look at a module and wonder, “What is the real-world value of this?” At times, teachers would stress the real-world value, but they were just telling us. I would ask, “Why can't I use this right now in a scenario? Why can't I apply it to a hypothetical situation? Why can't you make a case for coming up with something?” I think this is the future, and academics and faculties need to work with the wider university departments and make use of all the resources available now”.

S2: “I think you mentioned that after the course, you asked students what they thought about the course. And one thing that I experienced at the previous university was that they asked us how they could improve? This of course is just a simple question, but for a student, it's almost impossible to answer. Sometimes the way you ask for feedback from student it's very difficult to come up with something.”

PL: “We have the student evaluation survey, and we take all these surveys. You know all that feedback that we see from students really really seriously. At the end of the semester, we go through all the quantitative data provided and qualitative feedback provided and this will really help us to improve the following session that we run for the second time.”

Observation drawn from the remarks shows that getting feedback from students is an essential aspect of improving the quality of education and ensuring that their needs are being met (Mulliner and Tucker, 2017). However, one problem with the way universities often ask for feedback from students is that it is often done in a way that does not encourage honest and meaningful responses.

Some universities may ask students to fill out a generic survey with standardized questions, which may not address specific concerns or issues that students have. Therefore, questions should be asked in such a way that will get the student actively contributing.

Employability

In recent years, there has been a growing recognition of the importance of student employability in higher education (Wilson et al., 2017). Employability refers to a set of skills, knowledge, and attitudes that enable students to successfully enter and progress in the job market. Students invest significant amounts of time and money in obtaining a higher education degree, and they expect to receive a return on their investment (Toutkoushian and Paulsen, 2016). As universities increasingly focus on preparing students for the workforce, cocreation has emerged as a valuable approach to developing and enhancing student employability. Below are the remarks from the participant.

PL “So, we go into industry and speak to people to find out what they are looking for in new graduates. They tell us some of the basics—they want someone who can analyze data, visualize data, and work with statistics. They provide us with these key skills. We also look at what’s happening globally, the current trends in new skills, and what the government is seeking. We want to ensure that the degree we design aligns with these requirements. When a student completes the degree, we must make sure they have all the skills needed to survive in the industry.

For example, in my field, after finishing my first master’s degree, it was really hard to find a job. I had to take additional courses, like the N+ certification in networking, MCSE, and Cisco certifications, to acquire the technical skills I needed. What some colleagues have mentioned is true: a degree alone may not always be enough to get a job. You really have to supplement it with practical skill”.

E2 We go in and teach those skills, working closely with the employer engagement team here. We try to get employers to come onto campus and participate in these sessions to teach our students the skills they are actually looking for. As careers consultants, we can talk about these skills all we want, but having employers involved makes a real difference. This is definitely something that needs constant attention

PL “So I think what my colleague mentioned earlier about attending job fairs to gather information from employers is really essential. Another way we do this is by building connections with organizations across the country, the UK, and sometimes internationally. Sometimes the university pays these organizations, but often we don’t.

For example, I’m currently working with about five students on a project with a local council. The council faces many problems but doesn’t have the budget to hire a large organization to solve them. Instead, they outsource these problems to us, and our students work on the projects. It’s a win-win: students gain valuable experience working with a real organization, and the council receives feedback and solutions at a lower cost.

This kind of partnership in the region is a great way to gather information and provide practical experience.

Quality Assurance

PL It takes a long time to put all these things together. We involve students, industry experts, and academics—all of whom play important roles. For a degree to be validated at a university in Britain, it often requires quality assurance (QA). QA is a body that ensures the program meets certain standards. We have been thinking about this for quite a while now, as I have designed five or six undergraduate and master’s degree programs.

One key recommendation from our leaders is that programs should be linked to professional education bodies. So, we try to map our programs against these professional education agencies. Once students complete our courses, they can gain fellowship or membership with these organizations, making the degree more relevant.

Employers are often less motivated by money in this context. One effective, but underused, method is to engage with professional bodies that hold conferences. For example, CIPD has its conference, CMI has an annual conference, and the Association of Project Management hosts events as well. Employers come to these events, set up stalls, and showcase their work.

This is a great opportunity to send students with iPads or questionnaires to gather feedback directly from 15 to 30 employers under one roof. They can ask questions like, “What skills are you looking for in graduates?” or “What gaps do you see?” Because employers are there to network and promote their organizations, they are usually willing to engage.

In my experience, sending questionnaires to hundreds of companies often results in very low response rates maybe 15 to 20 out of 300. That’s not enough data to base a curriculum on. Conferences, on the other hand, provide direct access to many employers who are eager to talk. It’s a great way to collect meaningful feedback and shape our curriculum accordingly..”

E1 “For a curriculum to stay relevant, I think every department, every faculty should come up with a new position which could be this kind of a role like it could be called curriculum evaluation officer or maybe lead the sole job of that person should be to sit down and say is the curriculum obsolete or not. Are we doing the new things that are happening in the world right now. I think one

position would be more than enough to do that and nudge this conversation forward. Creating a new position, a person who does that, whose sole job is to see trends and see how we could make our curriculum up to date.”

Values

The value of a curriculum in the real world is multifaceted. A well-designed curriculum provides a structured framework for learning that prepares students for success in the real world by equipping them with the knowledge, skills, and competencies needed to navigate various personal and professional situations (Hobbs et al., 2018). The customer value co-creation model focuses on the interrelationship between customer resources, interaction, co-creation experience, and customer satisfaction (Goi et al., 2022). It can be deduce from the remarks of employability experts and students that the value of curriculum goes beyond knowledge sharing.

E1 “When I was a student, I used to look at a module and wonder, “What is the real-world value of this?” At times, teachers would stress the real-world value, but they were just telling us. I would ask, “Why can’t I use this right now in a scenario? Why can’t I apply it to a hypothetical situation? Why can’t you make a case for coming up with something?” I think this is the future, and academics and faculties need to work with the wider university departments and make use of all the resources available now”.

S1 “You know, I think the part where the faculty are not maximizing is even the student themselves, especially for Blackwood level, you find out a lot of people value costs. They already have industry experience. Take for example project management. Some have been into project management and they have the knowledge about the tools and the skills, but it's just varied. Nobody's extracting it. So to have one of those sessions, you have this knowledge, have this skill, let me see it. Can you teach this software? Is it Microsoft Project? Is it Excel? Is it the primavera?. It's part of what you can integrate with other, you know, change-maker activities and stuff like that. And it will reduce resources for universities in acquiring good professionals from the industry themselves.”

Evaluation from both participants revealed that student value practical application of what they are taught in the university, its essence and how it could be applicable in the industry. In order words, students value an academic curriculum that is relevant to their future career goals, provides hands-on learning opportunities, fosters critical thinking skills, and offers flexibility in course selection. They also value a curriculum that is up-to-date with current industry trends and technologies, as well as one that emphasizes real-world application of knowledge.

VI. Conclusion and Recommendation

Despite the evident benefits of humble leadership, its adoption can be challenging due to its departure from traditional hierarchical leadership models. Humble leadership requires a shift in organizational culture, where power dynamics are more balanced, and all team members are encouraged to contribute to decision-making processes. The results of the Big Five personality traits used to assess the leadership qualities of university staff showed high levels of agreeableness (84%), openness (78%), and conscientiousness (79%), which are crucial for fostering a collaborative and innovative atmosphere in educational settings. On the other hand, lower levels of neuroticism (64%) suggest that leaders are generally calm and emotionally resilient, which is beneficial in handling the pressures associated with leadership roles in Higher Education (HE).

The combination of humble leadership and positive personality traits (especially agreeableness and openness) among university staff contributes to greater team effectiveness. The paper revealed that academic leaders perceive their teams as highly effective, with strong agreement on purpose, roles, processes, and relations, among other aspects, averaging a team effectiveness score of 4.2 (PF = 85%). Leaders who are cooperative, compassionate, and open-minded are more likely to create a supportive and productive work environment, leading to higher job satisfaction, better team performance, and more successful outcomes in educational settings.

As a result, the following recommendation should be taking into consideration;

Personality Development: Openness, conscientiousness, and agreeableness help teams work together, solve problems, and collaborate; hence leadership development should prioritise these traits.

Strengthen Team Effectiveness: Universities should clarify purpose, responsibilities, and methods to improve teamwork. Teamwork and continual learning boost institutional performance and employee satisfaction.

Improve Student Engagement and Satisfaction: Institutions should create policies that inspire and support learning. This includes boosting curriculum relevance, teaching staff competence, student effort-reward alignment and bridging the gap between Higher Education curriculum and industry needs.

Leadership Impact Research: Leader personality qualities and student happiness should be examined in more depth. Understanding this link can help create leadership models that improve student learning.

Curriculum co-creation between university staff, student and industry voice has become increasingly popular in recent years. The author research indicates that curriculum co-creation has the potential to bring together diverse perspectives and expertise to address complex social issues, generate innovative solutions, and foster mutual learning and knowledge exchange.

However, successful academic co-creation requires careful planning, communication, and a commitment to building trust and relationships between academic and non-academic partners.

Limitation of the Study

One significant limitation of this study stem from the fact that the author did not take into consideration the neurodiversity of the participant which may have contributed to bias in our study. Therefore, it is essential to consider neurodiversity in a study to ensure that the findings are inclusive and representative of all individuals. Therefore, researchers can leverage on this to further improve the findings in this research.

Another limitation is that the findings in this research is limited to the studied Higher Education and cannot be generalized. The author therefore recommends that to improve the quality of the findings, further research can be carried out across all UK higher education and rich quality dataset could be pooled which may further be used to understand team dynamics and cocreation at a broader perspective by inviting industry experts, University professors and student to revise co-creation in UK Higher Education.

Further Area of Research

While humble leadership has been shown to promote inclusivity, creativity, and accountability, further research is needed to examine its potential drawbacks. One key area of concern is how humble leadership functions in highly hierarchical organizations where authority and decision-making are traditionally centralized. In such settings, a leader's humility may be misinterpreted as a lack of confidence or decisiveness, potentially undermining their effectiveness.

Future studies should also examine how tutors perceive and respond to humble leadership during crises compared to other leadership styles, determining whether humility fosters resilience or if it is viewed as a lack of assertiveness in urgent situations.

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