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Dispersive leadership to meet challenges of VUCA educational situations under COVID-19 pandemic: A systematic review

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Abstract
This paper is the result of a systematic review of the content on distributing leadership applications in the specific situation of the COVID-19-induced VUCA academic environment It studies several leadership issues in precarious academic organisations and considers the relevance of distributed leadership in such situations. The theoretical components are accomplished via a systematic review and consequent conceptual textual analysis of literature such as journal articles and findings from relevant articles; these were thoroughly analysed, and the high similarity documents were purposefully shortlisted for acceptance in order to achieve an outcome. The result emphasises the necessity for educational leaders to embrace effective approaches for academic and administrative development in order to explore via the quickly evolving reality and get the finest results possible given the constraints. The implementation of personalised distributing leadership to engross interested parties in peacefully minimizing obstinacy is designed and recommended using a semantic subjective model. This approach can help educational leaders spot possibilities through this situation and make intelligent choices about how to tackle issues and foster an inclusive environment. This paradigm can help an educational leader tackle interested parties' anticipations by cooperating together to overcome predicted challenges and adding worth towards both administrators and academics.

Keywords: globally, educational administration, educational leadership, distributive leadership, COVID-19, VUCA, systematic review, research design

Introduction

The COVID-19 epidemic, which follows the Spanish flu outbreak as the worst worldwide tragedy of the era, has caused humanity to strive for survival. The situation worsened, with many individuals losing their jobs as a result of the prolonged cessation of activity, which had a negative impact on the industrial sector. Routine lectures have been forced to online format employing various means due to limited meetings caused by social alienation and transport constraints, posing significant obstacles to the academic area (Brooks, 2020) [47].

Even if educational institutions appear to have done their great work to execute classes online employing whichever modern technologies they had, issues arose as an outcome of continued lockdowns, halting of education and enrolment assignments, discontinuity from the event calendar, management of class continuity, prolonged appraisal academic session assessments, practical's, and implementation on time.

Though institutes tried their best to conduct online classes using whatever technology was available to them, but the problems intensified with prolonged lockdowns, stalling of academic and admission sessions, deviation from adherence to academic calendar, maintenance of class regularity, conduction of continuous assessment, organizing semester examinations, performing practical classes, execution of learner's evaluation for publication of result in time, administering merit-based admission examinations and providing counselling to encourage students to pursue further study make academic provision susceptible.

This circumstance is expected to remain until the regulatory measures are implemented. Unexpected reforms had created instability in the education system, creating it VUCA (volatile, uncertain, complex, chaotic and ambiguous). This word VUCA has been coined by the US Army War College in the late 1990s to define the after-Cold War situation (Forsythe, *et al.*, 2018) [20] as well as to designate the context of the twenty - first - century combat, which may be characterized by quick shifts and flexibility. The current academic system has also witnessed of that kind quick transformation and volatility as a result of the COVID-19 issue.

Such developing VUCA scenario has disrupted the harmony as well as tranquilly of learners and lecturers. In this kind of VUCA circumstances, education systems must establish a sense of ethics, coordination, and collective learning. As a result, academic decision makers should learn both from uncertain surroundings (Sabherwal, 2013) [21] and reconfigure styles of leadership to fulfil the standards. Present review provides information into distributing leadership conduct which will have the ability to cope the unpredictable situations by community participation as well as inclusiveness. Purpose of the Review.

To look at the following concerns
1. Issues and obstacles in the academic implementation phase in the COVID-19 VUCCA situation.
2. To Improve a leadership background to support prospect verdicts to overpower problems caused by COVID19 a VUCA situation.

Methodology
A comprehensive literature review focused on bibliographic sources and gray publications (unpublished) of earlier performed studies was done to fulfil the aforementioned aims. Based on Casino's *et al.* (2019) method the present review study was designed. Appropriate bibliographic sources have been acquired through publications by Taylor and Francis (Routledge), Sage, Springer, and other applicable publishers during this study. Science Direct (Elsevier-Scopus), Springer Journal Archives, JSTOR, SAGE Publications, Search EBSCO academic library and Research Gate, Google Scholar, Academia.edu, and Researcher App have been used to find online databases for complete transcript and summaries. Amazon had also been searched, as well as the National Library of India, the American Library, and the National Digital Library of India's electronic databases. Unpublished official literatures, such as released sources being discovered by a digital inquiry employing Google Scholar, as well as newspaper, and official websites, and also similar inquiries have been conducted employing references from related publications resulting in a domino cycle. The searching and including approach are depicted in Fig. 01, and the parameters for article screening and incorporation are listed in Table 01.

Table 1: Showing inclusion and exclusion criteria

| Criteria	Research Based Data		Official Gray Literature
Inclusion	It mainly includes peer-reviewed research articles, proceedings of conference, book, book chapters, review articles, short communications, surveys, etc.		English reports, blogs, websites, newspaper articles, whitepapers, etc.
Exclusion	Prior to bring them in to bibliographic list. In the course of title screening stage. In the course of full-text screening stage.	Articles in other languages, those having missing abstracts, notes, editorials. Editorials reported to learning distributive leadership, VUCA and COVID-19 circumstances. Specifying precise views.	Accounts on distributive leadership, VUCA and COVID-19 conditions.
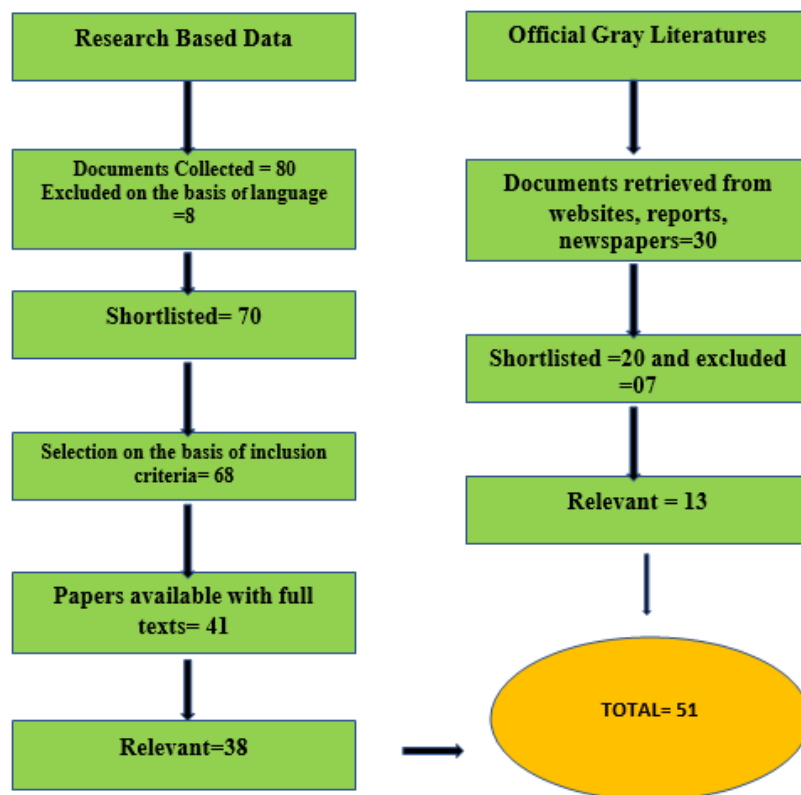
Fig 1: Searching and including approach.

VUCA (Volatility, Uncertainty, Complexity and Ambiguity) Academic Situation: With the government's objective to include and propagate learning to the inaccessible sections of population the variety of academic universities and colleges in India is constantly rising (Bakshi, 2019) [5]. Several educational organizations need students to assemble in classrooms, library resources, labs, and canteens, as well as boarding in hostels when required, in which they create

student's group and gatherings in dining areas in the conventional style of education (Bhattacharya, 2020) [27]. However, due to the lockdown, academic organizations were forced to take part in virtual instructional operations. Upon subsequent opening, academic organizations are still not given any kind of relief to restart university college academic tasks and the online studying environment continued. Due to a major absence of actual interaction with those around, creating reports of jobs being lost and increasing joblessness significantly reduced their level of confidence, and difficulties faced by the outside known universe disrupted their efficiency, the students have been noted to be mentally depressed and can't fully engage in digital learning and teaching as intended; consequently, they have been seen to struggle from various psychological disorders (Karthick, et. al., 2020) [33]. Furthermore, educators are having difficulty keeping students' concentration engaged in virtual classroom periods, as they have been observed engaging in several other events such as community interaction, group chats, playing, cinema viewing, and many (Vardhaman, 2020) [24]. Besides that, students remain concerned regarding prospective employment opportunities, as end assessments have perhaps been missed or remained unfinished owing to the proclamation of an unexpected lockdown (India today, 2020). Although associating educational establishments and the UGC seemed to have no definitive notice on the start schedule of the forthcoming admission period 2020-21, there was a lot of uncertainty. It harmed self-sponsored colleges the much more because they had to accomplish entire enrolment procedure on time. In other circumstances, schools have indeed been claimed to be battling with survival due to a decline in enrolment, bad facilities and the decline number of professors and members of staff, all of which have an impact on learner's academic achievement and, as a result, a fall in students' desire to get admission in the organization. "The privatized universities had entirely overlooked how well their teachers, and in certain instances academics are threatened to continue overdue or terminated until they fulfil the enrolment tasks," says one source (Ramakrishnan, et. al., 2020) [19]. The unpredictability of fresh admission period has caused major difficulty to most privatized organisations causing their budgets turn to be more unsustainable, prompting most to contemplate file closing.

Furthermore, throughout the COVID-19 VUCA scenario, guardians belongs to weak and moderate category faced sustained economic and personal sufferings in paying necessary payment at time periods students either won't pay fees or requested minimal payment refunds (Bajaj, 2020) [15]; or even in certain instances, guardians had no choice other than to withdraw admission of their child from the organisation. Guardians from various places had already petitioned India's Supreme Court for a prohibition on late fees (firstspot.com, 2020) [38]. There had been a lag in taking payments as a result of this, and several self-sponsoring institutes were unable to pay the staff on schedule. Despite lecturers' hard work throughout employment from residence for transforming curriculum data script to e-format, examining assigned tasks, and communicating to academic institutions on a regular basis (Sankar, 2020) [14], employees' payment were due for months (Baruah, 2020) [16] or even with back out salaries (Borwankar, 2020) [37], putting a substantial percentage of lecturers' livelihoods in jeopardy. AICTE got countless claims alleging that colleges had lowered payments by up to 30percent and even certain organizations had not received either payment to teachers and other employees (Nanda, 2020; Nagari, 2020) [17, 1]. Incidents like this and others created a volatile environment.

Inconsistency with in academic system arose mostly from problem of evaluation postponement; at first, academic institutions posited declaring final exam report relying through an 80-20 evaluation regime, as well as the 80 percent score calculated mostly on mean of earlier academic scores or formative evaluation and 20 percent on teacher-assigned assignments (Dey, 2020) [34]. However, the (UGC) University Grants Commission (2020), based on the suggestions of a esteemed committee panel, informed and established procedure that higher education institutions would have been required to perform writing exams within such a specified time frame employing each of two written, digital, or mixed format. As institutions devised own procedures that were refused by the UGC, other problems arose due to social detachment and revocation, stalling examinations. Numerous applications were filed with the Honourable Supreme Court asking for the assessment to have been dismissed, but even that was determined that final exams could only be rescheduled, not abolished (businesstoday.in, August 2020). The halting of examinations hampered students' career advancement, creating a climate of ambiguity.

Even though quite a few instances of social isolating rules have been disclosed both with AIEEE (Minocha, 2020) [7] and for NEET (huffingtonpost, September 2020), the petition has been rejected (Kumar, 2020) [46], so both NEET and AIEEE were carried on their scheduled dates, in this situation of NEET, the social distancing was 2 feet instead of the necessary 6 feet (thehindu.com, September 2020). Such incidents demonstrate that administering examinations in a normal manner while adhering to social distancing rules is difficult. More than 223 social media posts (consisting of 148 learners and 75 teachers) from across India were randomly selected and followed for the purpose of this investigation, in which they explicitly stated one's doubt about the uncertainty of evaluations as students couldn't even proceed toward the university education or preferred job opportunities as multiple Government Authorities/Commissions and other important State PSC examinations. Several examination authorities postpone their screening competitive examinations due to COVID-19 situations (Kumar, 2020) [46]. As stakeholder participation in governance systems has expanded and their goals have evolved, academic administration in the 21st century has evolved more complicated. In teaching and learning, modern technology such as AI-powered educational technologies chat-bots, and virtual conferencing (Jones, 2020) [23] has gained popularity. Aside from these, the introduction of a choice-based national curriculum, result-oriented education, and skill development have all altered the approach knowledge is given over the years. Learners are currently able to take MOOCS (Massive Online Open Courses) in place of traditional courses, and credit earned from these courses are counted; however, administering such a system is difficult in and of itself complicated in temperament, and it befitted additional complexity in present pandemic condition.

Previously, higher education institutions were not allowed to offer over 20 percent of their courses electronically associated with quality concerns and a lack of monitoring and standards (McKenzie, 2020) [18]. Since both instructors and students are unfamiliar with the interactive educational system, maintaining learner consistency in virtual classroom

and conducting assessments creates a hectic situation Students have also been observed disappearing and turning off their microphones and video cameras. Due to lower attendance, lack of training (for learners and faculty and staff members), lack of awareness, lack of physical presence, and lack of doubt clearing sessions, Arora, *et al*. (2020) [32] found that a significant benefit of implementing online ways of teaching and learning are considerably lower than the actual positive effects. Virtual lessons have been hampered by an absence of sophisticated phones or tablets, network concerns, and visual blurring due to bandwidth limitations.

However, due to a quick time period and constrained digital access both the teachers and students suffered major obstacles, an article by Kumar (2020) [46] reveals that, even though the system of education has adapted to e-learning, there still is a barrier to attempting to make the entire development impactful, as only 45 crore Indians possess connection to the web. According to an assessment by U. Raj (2020) [30], India's technology infrastructure is not yet able to transition the system of education to totally online systems.

Furthermore, electricity failures in remote regions are impeding the continuous connection of instructors and students as a result, substantial infrastructure upgrades in energy supply and fiber optic connection are needed to support proper education. As per the report of National Sample Survey (2017-18) on Education, hardly 42% of city residents and 15% of village residents have access to the web accounting for 24% of the country's population. In India, just 24 percent of individuals use a phone or tablet, and only 11% of residents own a computer, as well as desktop, laptop computers, notepads (Kundu, 2020) [29]. All such issues, along with a lack of information exchange clearness, had also created an unclear situation with in educational system. Disruption rates indicate the above-mentioned properties of the VUCA situation Since this COVID-19 epidemic had revealed academic institutions' flaws to interested parties as well as modified their notion for instruction, teamwork performance in a VUCA academic arena needs a fresh academic style of leadership which contributes and thus is reason for existence (Waller, *et al*., 2019) [31]. Somehow in this VUCA environment, academic institutions seeking to establish an innovative way of learning, creation of value, and execution in the context of COVID-19 will have to effectively meet learner desire and cultivate an innovative environment to help align the academic processes (Ganonshilon, 2020). To maintain control over these complexity and uncertainties, academic institutions must move quickly in researching but also assessing respective roles, as well as quickly understanding expectations then translating them to academic activities via an interpretative approach (Ganon-Shilon, et. al., 2017) [25].

Recommendation
Last year 2020 has already been designated as a period of educational reformation, necessitating the mandatory reformation of traditional academic progress to digital technologies as well as innovative educational approaches, which must be augmented by the acceptance of modern technologies to undertake the study. The above necessitates adjustments as well as a shift in mode of thinking as well as the creation of an approach that supports creativity. To tackle numerous challenges associated to the classroom environment academic institutions will further required to keep communicating and often with all interested parties via

several modes of communication. Administrators should employ a novel toolkit to encourage creativity provide motivation and social interaction to teacher, and ensure that necessary education assistance, and funds are available. Administrators with in COVID-19 VUCA academic environment must provide appropriate instructional, as well as the production and distribution of worth to students, consequently minimizing their stress, panic, and anxiety through sufficient guidance. Universities must give sufficient technological and conceptual assistance to instructors and students in order to achieve this (Dhawan, 2020) [39].

Throughout this tumultuous environment, academic institutions must consider if they are willing to reform or not. Transformation can't be forced; studies in academic institutes flourishing shows a proper association between joy and traits that provide gratification; as a result, administrators must collaborate (Dean, *et al*., 2015) [11] and stay continually updated. As a result, administrators should concentrate on building organizations and fostering a multifaceted atmosphere, even as lot of contemporary education is multi - disciplinary in character (Awasthi, 2020) [44].

This was critical to concentrate on re-engineering capacities to thrive by collaborating with either a shared vision and enthusiasm to create classroom opportunities that enhance academic performance (Cherkowski, *et al*., 2016) [10]. As a result, academic institutions must work to ensure that lecturers participate in concept of multidisciplinary initiatives. As per Martin (2020) [40] an educational psychologist, educators must address 5 elements during conducting virtual lessons: firstly, virtual instruction must be precise, excellently, and up to date to allow students to achieve, and assessment should indeed be provided promptly. Secondly, relevant excellent content should always be supplied in accordance with the student's skills and knowledge. Thirdly, students must be inspired to study in such a digital context by enticing students with a well-designed timetable and engaging them in a classroom module framework. Fourth, by emphasizing the requirement of developing an instructor -lecturer relationship across various digital platforms as required, educators must psychologically help student and present material that is appropriate for their abilities and interests. Finally, educators must be concerned regarding their students' psychological health and make required arrangements.

We conclude that distributive leadership could be embraced enabling distributing, directing, and spreading administrative and academic duties across prominent representatives based on our findings. The notion of distributive leadership emerged during the late 2000s, based on Lave and Wenger's social groups in social philosophy (1991), as well as concepts of distributive cognitive ability and action theory, to clearly keep the focus over how leadership had been embraced as an action and extended along all institutional and interpersonal settings (Spillane, 2001) [6].

This type of leadership necessitates a transformation in the leader's behaviour further towards the organization's overall objective (Shava, et. al., 2018) [49]. Distributive leadership entails assigning duties and responsibilities to various providers at the lower levels of the organization, as well as providing direction for value creation (Harris, 2004) [48]. In terms of achieving restructuring in an academic environment even when operating with a collaborative frame of mind, distributive leaders concentrate on establishing partnership to a mutual vision and collaborative accountability regardless of

position in the organization (Keppell, *et al.*, 2010) [2] and create a structure that fosters involvement, versatility, and creativity mostly on basis of consensual integrity (Brown, 2004; Bakshi, 2019) [3, 5].

Academic institutions harness the strengths of their staff by employing a distributive leadership skill that promotes cooperation and enables every faculty to work at their best. Academic institutions who really are risk takers determined, and deliberate scholars get a strategic lead by maintaining good staff safe in their remodelled academic setting by employing distributive leadership approach.

The service provider groups are inspired and encouraged to concentrate mostly on solving problems instead of the institution's side scrolling leadership model by distributive leadership design aesthetic. This involves a sense of accountability and quality enhancement even as system transforms from a "me towards we" concept to a "we" concept (McKinsey, 2020). As a result, this leadership is capable of initiating performance management in an organization as a result of a stressful circumstance in a simple term, it is a method of transitioning from directing to enabling everyone to manage and achieve results while facing various organizational problems. As a result of this review, it can be conceptualised that the implementations of distributive leadership throughout this VUCA situation to enhance the quick concern abilities, the figurehead can organise a support group in 2 components; one with external the organisations and the other to recognise the crisis's impacts for everyday tasks within the organisations and resolve these issues.

The operational executives, such as directors, principals, and deans, would primarily serve as decision makers and role models; they will be expected to create customised policy frameworks tailored to their needs in order to address COVID-19's VUCA environments, based on the shared inputs obtained from interested parties; they will instead subdivide and practise. First category would deal with domestic strategy formulation; here, HODs and faculty members may be given liberty to develop and implement learning content integration, and they'd be in charge of official communications pertaining to educating, studying, and learner administration Professors will be empowered to operate efficiently in the unpredictable situation by identifying objectives and being ready to take steps in these areas, allowing them to give higher-quality virtual education that address the teaching-learning issues posed by the VUCA environment.

Thus, key employees are assigned to deal with foreign issues. These individuals, in discussion with greater governance will interact with the university's surrounding factors on problems such as trying to manage parents, payments gathering, alumni matters, business, Government facilities, Approving and Associating Houses, Exterior Connectivity, and legal prerequisites After addressing concerns connected to organizational values superior administration should focus on implementing an emergency strategic plan for issues such as enrolment, payment issues, and several other concerns (Kezar & Holcombe, 2017) [43]. With adaptability, knowledge, and empathy, great leadership effectively perceive the possibilities of digital or mixed education. The current crisis is just transitory; if things return to routine such web portals can be used to help underprivileged students, establish programmes for modern students (Fernandez *et al.*, 2020) [42], and create MOOC contents.

Suggestions
A strategy is designed by considering these challenges in account. It will help in illustrating how distributive leadership could be effective in resolving several aspects of the academic industry. Education providers can empower worthy important staff and faculty personnel by encouraging them to engage in relevant decision-making processes related to the provision of academic value. It identifies many areas for improvement and suggests strategies to do so by implementing distributive leadership and cultivating a participatory academic attitude of exchanging in order to help combat COVID-19's VUCA situation.

Drawbacks and opportunity for potential study
The current study was descriptive in form and it was limited to research study gleaned through a reviewed literary works. The findings in this paper are adapted from previous leadership studies, as a descriptive survey wasn't really feasible to the COVID-19 issue, which prevented the execution of a ground survey. Because educational officials were preoccupied with a variety of issues, several were unable to take part in the survey. A structured interviews of instructional leaders accompanied by a field investigation can be beneficial in refining the outcomes. Survey descriptive statistics centred on suitable statistical analysis of leadership team and intellectual leaders' duties and responsibilities can be utilised to cross-validate the concept throughout organizational setups.

Conclusion
Our study has provided the learners an understanding of how Distributive leadership can be used to handle VUCA difficulties within COVID-19, as well as a framework that academic institutions can use to tackle complications. For this situation, academic leaders must focus on creativity and inclusivity of teachers and adlminstrative personnel to cooperatively collaborate with alternatives to the requirements of unpredictable contextual issues, according to this study. By using paradigm presented here, a professional or scholarly leader can select the appropriate method for fine-tuning educational procedures while promising interested parties that high- quality education would not be compromised and despite the problems posed by COVID-19's VUCA environment, the educational system will continue to provide value.

Acknowledgement

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