

Review of: "Art, Science, and Technology of Safeguarding the Outstanding Engineering Faculty Members From the Institutional Hazards, Planned Destructions, and Booby Traps"

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The research addresses a pressing issue in the realm of education leadership, specifically in the context of Indian higher education institutions. The paper skillfully explores the detrimental impacts of toxic leadership on both faculty members and the institutions they serve. It endeavors to understand the causes, consequences, and potential remedies for this critical problem.

One of the strengths of this research lies in its comprehensive literature survey. It effectively contextualizes the issue by delving into existing literature on toxic leadership in higher education, providing readers with a robust foundation to understand the problem's depth and scope. The authors thoroughly elucidate the toxic behaviors exhibited by leaders, which include ignoring feedback, rewarding incompetence, bullying, and favoritism. Additionally, they shed light on the adverse effects of such leadership on faculty members' job satisfaction and institutional commitment.

The research methodology is well-structured and rigorous. Gathering data from nearly 489 faculty members who have excelled in their fields and yet suffered from toxic leadership provides credibility to the findings. The SWOT and force field analyses employed in the study offer an insightful framework to evaluate the dynamics of toxic leadership in higher education institutions. Moreover, the article's emphasis on examining the role of informal academic faculty groups (IAG) in perpetuating discrimination is an important contribution.

The proposed strategies to address toxic leadership are practical and feasible. Suggestions such as open communication, counseling, and incentive structures are well-founded and could be instrumental in fostering a healthier work environment. The emphasis on maintaining records and taking recourse through the legal system, including the High Court, provides a concrete pathway for affected faculty members to seek justice.

The research's focus on faculty members' proactive role in safeguarding their careers is commendable. Encouraging them to build a strong online presence, participate in professional development activities, and engage in revenue-generating initiatives empowers them to protect their interests in the face of toxic leadership.

Nonetheless, there are areas in which the research could be further strengthened. It would be beneficial to include more specific case examples or anecdotes that illustrate the experiences of faculty members dealing with toxic leaders. Such

narratives can make the research more relatable and engaging to readers. Additionally, while the proposed solutions are comprehensive, it might be beneficial to prioritize them or outline a roadmap for implementation to make them more actionable.

To sum up, the present research offers a comprehensive exploration of a critical issue in the academic landscape. It effectively blends theory with practical solutions, providing a valuable resource for educators, administrators, and policymakers seeking to combat toxic leadership in Indian higher education institutions.