



The Role of Leadership in Human Resource Management in Educational Institutions: A Qualitative Literature Review

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Abstract. This research examines the role of leadership in human resource management in schools. It also determines the most effective leadership styles to use in dealing with teachers and other school employees. The study presented a qualitative literature review based on the analysis of 35 articles published between 2019 and 2025 and found using the PRISMA stages of identification, screening, eligibility, and inclusion in Google Scholar, Scopus, ERIC, and Science Direct. This results in the findings indicating that leadership can influence greatly recruitment, professional growth, performance assessment, motivation to work and organizational culture. The most relevant models of leadership that were found to be relevant in improving teacher performance and improving the quality of learning included transformational, instructional, and emotionally intelligent leadership models. The study results indicate that the management of human resource in education can be successful only when there is a strategic, flexible and people-oriented leadership. The findings provide information to educational leaders on how to develop more responsive HR policies and leadership development programs.

Keywords: Educational Leadership, Human Resource Management, Educational Institutions, Transformational Leadership, Literature Review.

1 Introduction

School performance highly depends on the quality of personnel especially teachers and support staff. Such individuals play a major role in the learning of students and effectiveness in school. The success of an educational institution in the modern educational systems depends not just on the curriculum, resources, and rules of the institution, but on the ability to manage, build, and match its staff with its goals. Human resource management (HRM) has, therefore, become one of the strategic aspects of improving the quality of education and making institutions sustainable [1].

The growing complexity of issues in learning environments has increased the importance of this issue. Modern educational institutions have to keep up with the fast pace of changes wrought by technological advances, globalization, curriculum reform

and the increased demand of skills applicable in the modern world. In addition, the digital revolution, and the growing use of artificial intelligence in the educational field, have completely changed the requirements imposed on teachers, their capabilities, and flexibility, as well as their attitude to professional duties. As a result, human resource management (HRM) needs to go beyond its traditional administrative roles. Human Resource Management (HRM) ought to be regarded as an organized framework. The main goals include skills development, ongoing professional growth, and helping the employees adapt to changing needs [2-4].

The element of leadership is vital in this case. Educational leaders go beyond simply overseeing routines or upholding organizational structure. They influence the institutional direction, the shaping of organizational culture, and create the environment within which the efficacy of the HRM practices is determined. Past research has demonstrated that there is a significant correlation between leadership effectiveness and teacher motivation, organization commitment, professional growth and learning outcomes. Transformational leadership, for example, has been connected to enhanced motivation and dedication, whereas instructional leadership has been related to better teacher oversight and progress in academic achievement [5-8]. Moreover, according to other studies, combining leadership concepts and strategic human resource management can assist schools in increasing the professionalism of the teachers as well as enable them to adapt to diverse situations [9-10].

Despite these gains, many education institutions are still faced with the same problem of inefficient management of their human resources. Lack of leadership competencies often hampers the strategic HR progress. Also, bureaucratic structures are often obstacles to the speed of decision-making. At the same time, the shift to online platforms has brought new issues to both educational leaders and educators. Human resource management (HRM) in many cases is highly administrative in nature limiting it as an organization strengthening mechanism. The results show that the effectiveness of educational human resource management does not depend on its formal structures and processes as such but also on the leadership strategies to manage [11, 12].

Despite the rigorous research done on the topic of leadership and human resource management (HRM), the existing literature usually covers these two matters separately. It generally focuses on the specific connections, such as leadership-teacher effectiveness, leadership-employee satisfaction, or HRM-quality of education. Few of the researches give a comprehensive outlook on how different leadership models relate to the broader functions of educational HRM. To tackle this limitation, the present study conducts a review and synthesis of existing research regarding the role of leadership in human resource management in educational contexts. This paper will aim to explain the influence of leadership in educational HRM, as well as to determine those leadership models best applicable to improve the management and professional growth of the educational staff.

2 Literature Review

2.1 Leadership in Educational Institutions

Leadership is a key factor in how well an organization can achieve its goals. Leadership in education goes beyond the rank and administrative control; it involves the ability to change people, align institutional processes, and promote unending progress in the method of delivering and student learning. Educational leadership therefore implies that a leader is able to assist, coordinate, motivate and support teachers and other personnel in the classroom. This is done to ensure the school work is improved and in order to achieve the long term educational objectives [13-15].

Education leaders operate in complex environments and simultaneously, they are required to ensure that the curriculum is adhered to, that personnel is trained, that schools are administered effectively as well as ensuring that standards of education are maintained. To be a good leader in schools therefore, you must be capable of controlling people and develop relationships that enable them to grow.

Good leaders make workplaces where there is an emphasis on getting better by teamwork and support. The factors also result in individual people becoming committed to their jobs; they are eager to come up with new ideas to address the emerging educational demands [2, 16].

2.2 Human Resource Management in Educational Institutions

Human resource management is the strategized manner of handling human beings with a view of ensuring that the organizational objectives are achieved. HRM in schools, and other institutions of learning, involves designing the workforce, recruitment, selection, placement, training, development, performance rating, and rewards of teachers and other employees [17, 18].

In contrast to HRM practices in organizations, educational HRM has a lot to do with the assistance of people in achieving their potential during the learning process. Its objectives extend beyond making the labor management more effective, to assisting teachers to become better at teaching, becoming better at professional, social and personal competencies. Thus, a good educational HRM does not only increase the individual person to better heights, it also enhances the overall quality of learning and the institution is propelled into the future [3, 19]. Moreover, schools, when properly managed, are able to provide a higher level of professional development, retention of personnel and enhancement of the outcomes of the organization [5].

2.3 Leadership Models Relevant to Educational HRM

Several leadership models are especially relevant to the management of human resources in education.

Transformational leadership focuses on vision, motivation, giving people power, and making changes. Leaders who use this method push people in the organization to

go above and beyond what is expected of them, work toward common goals, and help the organization get better. In schools, this style of leadership usually makes teachers more motivated, more committed, and more likely to try new things. [20].

Instructional leadership is more focused on the main parts of the educational process. Leaders who use this model are very interested in the quality of teaching, academic supervision, feedback, and making lessons better. This makes instructional leadership very important for helping teachers grow and keeping standards high in schools [21].

Emotionally intelligent leadership stresses a leader's ability to understand and control emotions in both personal and professional situations. In schools, where teachers, students, administrators, and other stakeholders interact with each other every day, emotional intelligence builds trust, helps people talk to each other, helps people solve problems, and makes people happier at work [22].

2.4 Leadership and Human Resource Management

Leadership and human resource management (HRM) are closely associated in education settings. The leadership influences the overall vision of the institution, its strategic goals and identity of the organizational culture. Meanwhile, HRM offers the required procedures to recruit staff, support their career development, evaluate performance, and offer ongoing support. Through the co-ordinated efforts of schools and universities these two areas can devise effective and sustainable structures that enhance the development of the workers and long term performance of the organisation. This integration will ensure that education institutions remain effective, adaptable, and committed to constant improvement [23]. This association is particularly critical in the educational sector since the quality of human resources has a direct impact on the quality of learning. Leadership is what will make the difference between human resource management that is primarily procedural and administrative or becomes strategic and developmental oriented. Adopting flexible and people-centered leadership styles, educational institutions have a more promising chance to align staff management with the organization objectives, professional development, and overall educational standards in the long term [2].

3 Methodology

This research question utilized a qualitative literature review to study the role of leadership in human resource management within the educational setting. The research methodology deliberately omitted any empirical field work, communication with participants and close institutional observation since the analysis was based more on secondary data. The choice of this methodology mostly was aimed at combining ideas, theoretical frameworks, and empirical results of the existing literature, thus leading to

a better understanding of the role of leadership on educational human resource management practice.

The data were carefully analyzed using various scholarly materials such as journal articles, academic monographs, conference proceedings, and the reports of empirical research. The literature review was done using databases like Google scholar, scopus, ERIC and Science Direct. It used a systematic search of articles through the use of relevant topics such as educational leadership, management of human resource in “education”, “teacher performance”, “transformational leadership” and “strategic HRM in education”. To highlight the current trends, the analysis was based mostly on the publications dated 2019-25, however, when the ideas were conceptually important, the earlier publications were included.

This technique of triangulation of sources was used to augment the credibility of the review. The selected articles were critically appraised in terms of provenance (database), thematic consistency, conceptual relevance, and methodological consistency with the research objective. The final analysis has only factored in publications that specifically discussed the interaction between leadership in educational organizations and other human resource management activities such as recruitment, professional development and performance appraisal, motivation and organizational culture.

The methodology of the literature selection followed the PRISMA guidelines. In the databases, a total of 120 records were obtained through the searches performed in the different databases at the beginning. After eliminating the duplicate entries, a sample of 75 records was left to go through the screening process. These 75 articles which were complete and readily available were then considered to determine how they met the set inclusion criteria. Forty articles were eliminated because they lacked relevance to the topic, did not directly report on domains of leadership and human resource management within educational institutions, were not methodologically rigorous or did not have much relevance in the focus of this study. As a result, 35 studies were included into the qualitative synthesis.

The data were subjected to qualitative content analysis. The research approach adopted involved a careful review of the chosen literature, the identification of common themes and conclusions, and the subsequent reduction of these to thematic groups, and the integration of such components to form a holistic picture of the role played by leadership in the context of educational human resource management. Consequently, the aim of the study was to develop a conceptual framework that is systematic and combines leadership practices, HRM functions, significant leadership models, and long-term institutional challenges and the consequences of the same on the management of education in general.

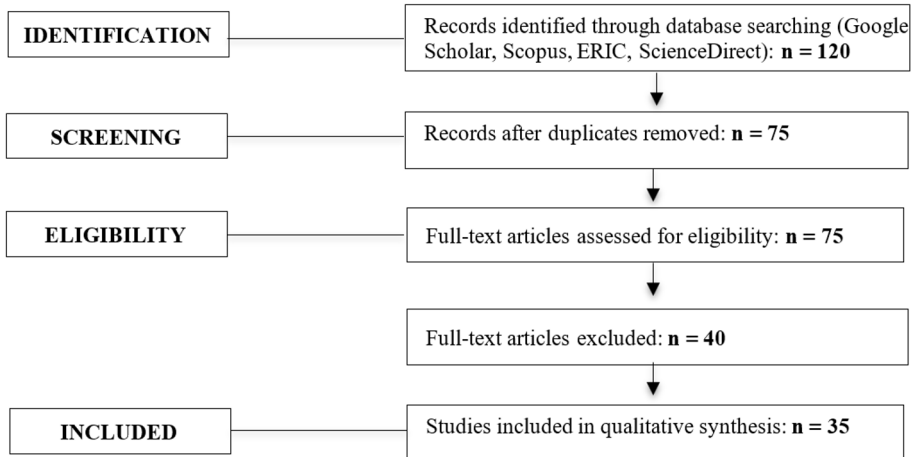


Fig. 1. PRISMA approach flow of article selection process.

4 Discussion

4.1 Synthesis of the Reviewed Literature

A review of 35 selected articles shows that leadership has always been considered as a key factor that affects the performance of human resource management in educational institutions. Leadership in the literature is not only considered as an administrative role, but an aspect of strategic power that outlines how organizations attract, train, supervise, motivate, and retain educational personnel. The models of leadership that have been mentioned most in the study are transformational leadership, instructional leadership and emotionally intelligent leadership. Also, quite a number of recent studies highlight the increasing importance of digital leadership, which responds to technological changes and the growing use of data in managing education.

The current studies emphasize multiple common themes. Leadership is directly linked with the professional growth of teachers, which is strengthened by training, mentoring, supervision, and lifelong professional growth. Second, leadership affects how effective the alignment between human resource management practices and the institution objectives is. Third, leadership plays a very significant role in impacting organizational culture through fostering trust, encouraging collaboration, and fostering commitment. Fourth, leadership serves more and more as a link between conventional educational management and the requirements of digital transformation. These trends indicate that leadership is interwoven into human and structural aspects of educational human resource management.

The literature review has been carried out in order to summarize the main empirical and conceptual findings that are related to the issues of leadership and management of human resource in academic institutions. Of the 35 articles included in the qualitative

synthesis, 15 meaningful articles were selected to be deeply presented in Table 1 as they are closely related to the research focus.

Table 1 presents a consistent correlation between leadership and effectiveness of human resource management in education settings. The studies reviewed all uniformly relate leadership and teacher motivation, professional development, organizational commitment, enhanced performance, and adaptability of institutions. The most frequently mentioned are transformational, instructional, and emotionally intelligent leadership paradigms; however recent research also indicates the increasing role of digital leadership in facilitating technology-based HRM strategies. As a result, the existing literature indicates that leadership goes beyond an administrative role and it can be viewed as a strategic variable that defines the management and development of human resources in learning institutions.

Table 1. Synthesis of studies on leadership and human resource management in education.

No.	Author(s)	Research Focus	Method	Main Findings
1	Kim et al. (2022) [5]	Strategic Human Resource Management	Quantitative	Strategic human resource management contributes to organizational performance when supported by effective leadership.
2	Ren et al. (2023) [2]	Strategic HRM and Organizational Sustainability	Literature Review	Strategic leadership helps integrate HRM practices with broader institutional sustainability goals.
3	Sapian and Kamarudin (2025) [9]	Integration of Leadership and HRM in Education	Conceptual	The alignment between leadership and HRM strengthens teacher professionalism in educational institutions.
4	Deng et al. (2023) [20]	Transformational Leadership	Literature Review	Transformational leadership improves work motivation, organizational commitment, and readiness for change.
5	Nasution et al. (2024) [21]	Instructional Leadership and Teacher Performance	Quantitative	Instructional leadership positively affects teacher performance and contributes to better learning quality.
6	Asrori and Imamah (2023) [22]	Emotionally Intelligent Leadership	Qualitative	Emotionally intelligent leadership supports positive work relationships and increases teacher job satisfaction.
7	Wang et al. (2024) [24]	Digital Leadership and Employee Performance	Quantitative	Digital leadership enhances employee performance through technology-based HRM practices and capability development.
8	Shahiduz-zaman (2025) [12]	Digital Transformation in HRM	Thematic Analysis	Digital transformation requires adaptive leadership to modernize HRM practices in educational organizations.

Table 1 (Continued). Synthesis of studies on leadership and human resource management in education.

No.	Author(s)	Research Focus	Method	Main Findings
9	Kooli and Abadli (2022) [1]	Educational Quality Audit and HRM	Empirical	Effective HRM strengthens institutional quality and supports quality assurance in higher education.
10	Ulfah (2024) [3]	Human Resource Management in Educational Institutions	Literature Review	Educational HR development contributes directly to improved learning quality.
11	Susanto et al. (2024) [4]	Decision-Making in Educational HRM	Descriptive	Leadership plays an important role in personnel-related decision-making within educational settings.
12	Fitri (2023) [19]	Human Resource Development in Islamic Educational Institutions	Literature Review	HR development strategies improve educator competencies and strengthen institutional performance.
13	Khalidi (2024) [6]	Strategic HRM and Organizational Resilience	Literature Review	Strategic HRM enhances institutional resilience and adaptability in times of change.
14	Anastasiou (2025) [10]	HRM and Artificial Intelligence in Educational Leadership	Conceptual	The integration of artificial intelligence in HRM can improve leadership effectiveness and institutional responsiveness.
15	Siraj et al. (2022) [23]	Leadership and Employee Performance	Empirical	Leadership influences employee performance indirectly through human resource management practices.

Source: Compiled by the authors based on selected literature, 2019–2025.

4.2 The Role of Leadership in Educational Human Resource Management

The research findings reveal that leadership has a significant impact on management of educational human resources that affects both the strategic and operational sectors. At the strategic level, leaders determine the institutional priorities, determine developmental paths and shape the importance of human resources in the organization. Operationally, leadership dictates how HRM practices will be implemented, which may include recruitment and selection, competency development, performance appraisal, and support of professional development. This means that effectiveness of HRM depends not only on the level of formalized processes but also on the quality of leadership that directs and sustains the processes.

The academic sources also explain that leadership is a critical component in the development of employee drive and corporate loyalty. The leaders who communicate a

coherent vision, encourages participatory participation, and provide professional recognition is more likely to create a setting where educators feel supported and engaged. In educational institutions, where work quality is closely linked with relational and motivational factors, leadership plays a key role in creating a favorable working environment.

Leadership significantly impacts the development and strengthening of an organization's culture. A positive culture encourages teamwork, continuous learning, and shared commitment towards educational results. Leaders contribute to this by being a model of the values of the institution, promoting innovations, and developing an environment in which continuous professional development becomes an integral part of daily organizational processes. Consequently, leadership transcends the management of HRM processes and brings meaning and strategy.

4.3 Effective Leadership Models in Educational HRM

Transformational leadership as mentioned in the review is especially relevant to enhance motivation, commitment, and change in an organization. This leadership style increases human resource management by inspiring leaders to reveal a shared vision, energize workers and encourage continuous growth. Transformational leadership enhances teacher engagement, professional development, and willingness to adopt new ideas in educational settings, making it important in situations that require change and improvement. Instructional leadership is very crucial due to the direct connection to the main instructional process. Instructional leaders engage in academic supervision, provide feedback to teachers, assist classroom activities and ensure quality of education. Consequently, the given model can be especially applied to Human Resource Management due to the fact that it relates the employee development endeavors to the overall purpose of educational institutions the effective teaching and learning.

The review also includes emotionally intelligent leaders as an example that facilitates a harmonious relationship within the workplace and stability in the organization. Daily communications are very crucial in learning institutions. Leaders can foster a more favorable workplace environment by being empathetic, resolving conflicts and creating a sense of trust. The approach plays a critical role in improving morale, communication, and reducing stress levels in changing learning settings.

4.4 Integration of Leadership Models

The major finding of the review is that there is no one single leadership practice that can effectively address all HRM challenges in educational institutions. Transformational leadership can be useful in setting a vision and a motivation, instructional leadership can be useful in creating teacher skills and quality of learning, and the emotionally intelligent leadership can be useful in offering improved communication as well as organizational climate.

Educational leadership therefore appears to demand a holistic solution as opposed to single aspect. The educational leader has the leadership change depending on the situation that is going on in the institution and what the organization needs at that time. An

example of this is that transformational leadership can be employed to inspire and mobilize faculty, instructional leadership can be employed to improve the teaching strategies and that Emotionally intelligent leadership can be employed to maintain morale during the change in a school or university. It is a complex approach that can help leadership to avoid more than the complex tasks in terms of managing or dealing with human resource in education.

4.5 Challenges in Educational Human Resource Management

The evaluation also raises various challenges currently in existence. One issue is that some of the educational leaders find it difficult to approach human resources in a strategic way. A leadership is often engulfed by day-to-day running of activities and thus neglects the importance of continuous employee development. This is the reason why HRM practices are sometimes being carried out yet they fail to encourage true career development.

Another problem arises due to rigid bureaucracies. Long official procedures are often a barrier to decision making and hierarchical structures can be a detriment to the effectiveness of human resource management. Therefore, as bureaucratic barriers restrict professional growth, performance appraisals, or professional routes, leaders can find it difficult to respond to the demands of staff situations and cope with dynamic learning conditions.

The third barrier is digital transition. Schools and colleges are increasingly expected to incorporate technology to teach, administer and manage their performance systems, but the degree of preparedness varies widely. Leaders are therefore required to create a digital competence in educators and to introduce technology in HRM systems in effective and sustainable ways. This is not only a technical challenge but an organizational one as well because it requires the leaders to steer the staffs through change without losing institutional unity.

4.6 Main Themes and Implications

Based on the synthesis, it is possible to identify four main themes. The first is leadership as a driver to educator excellence. The second one is the capability of combining leadership and strategic HRM. The third aspect is leadership serving as a driving force for innovation and organizational change. The fourth highlights the importance of a adaptive leadership to deal with digital and organizational transformation.

Theoretically, these results enhance the perspective that leadership must be seen as a key element of educational HRM instead of a distinct managerial factor. The review suggests the educational institutions need leadership development structures, which are tightly correlated with HR planning, training, supervising, performance evaluation, and being digital ready. Increasing the capacity of leadership is therefore not merely a management problem but also an educational quality strategy.

5 Conclusion and Recommendation

Leadership plays a very important role in human resources of learning institutions. It influences how the employees are trained, motivated, managed and aligned to organizational objectives. The findings indicate that leadership is more than just administration. It has far-reaching implications on the professional development, organizational culture, quality of education and the ability of the institution to adapt. Transformational leadership especially works well in achieving commitment and encouraging innovation. Instructional leadership on the other hand is paramount in enhancing the quality of the teaching and ensuring the academic supervision. Furthermore, an emotionally intelligent leadership encourages effective communication, fosters trust, and a supportive working environment. These findings demonstrate the significance of strategic, flexible and people-focused leadership in the context of efficient educational human resource management. Therefore, educational institutions are advised to commit to leadership development programs, make leadership positions compliant with competency-related human resource management approaches, and utilize digital technologies to enhance staff development and performance evaluation. Research in the future should be based on this study by empirically studying the correlation between different leadership styles and human resource management outcomes within different educational institutions and organizations.

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