

The impact of leadership competence and administrative leadership on higher education institutions around the world

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ABSTRACT

Situational leadership style is closely linked to leadership effectiveness in universities and global settings. Effective academic leaders employ the four leadership modalities of "telling, selling, participating, and delegating" and must possess a set of skills and take on specific responsibilities. Good academic leaders have the necessary skills and positions when hired and use different leadership philosophies depending on the scenario. To ensure good academic leadership, systematic programs for leadership development are crucial. The study aims to review literature on leadership competences and administrative leaders in higher institutions worldwide. The researcher used ProQuest and various web-based providers to search for published articles in social science and management education related to leadership competences and administrative leaders in higher institutions. Review findings show that administrative executives struggle with change management in the real world, struggle to embrace new practices, and struggle with using constructive aspects of conflict in conflict resolution. Additionally, administrative leaders struggle with setting priorities to make the best judgments.

Keywords- Leadership, Competences, Administrative, Higher Education

INTRODUCTION

[1], state that leadership is commonly acknowledged as a crucial component of an organization's achievement, poorness, or failure [2] In advanced education, where the efficacy of leaders and leadership is crucial to academic and administrative success, this is no less true. This is predominantly true in light of the frequent problems that higher education faces, such as the sharp decline in public support, the divergent views on the value of higher education, the chances provided by new knowledges for learning and teaching the quickly evolving and fiercely competitive global economy. Given the current volatile environment, there is an urgent need to strengthen the focus on internal leadership development [3]. This essay begins with a summary of the current higher education landscape, with a focus

on a number of leadership issues that are relevant to colleges and universities throughout the world. The essay continues by examining the research on leadership competencies and prerequisites for higher education, as well as the strategies currently employed to give leadership training. In order to fulfill the demands for knowledge and skill development in higher education, the Center for Organizational Development and Leadership at Rutgers University has developed a framework for leadership development and a portfolio of programs [4]. The framework has led to the creation of a portfolio of academic and administrative leadership programs, which will be covered in this article. These initiatives are currently in different stages of development. What we believe will be a useful model for academics and

practitioners throughout higher education is this conceptual, strategic, and operational approach to leadership education. The key concepts presented in this article may be useful for individuals who are involved in creating and delivering leadership education programs for higher education, the medical field, and other large organizations with a range of audiences, needs, and objectives. Furthermore, those interested in the research and implementation of leadership education may find the framework provided by the separation between the conceptual, strategic, and operational components to be beneficial [5].

[6], undertook a qualitative research study, the study's findings showed that there were several issues with change management in the real world. Overall, the interview findings show that administrative executives have trouble embracing new practices for carrying out responsibilities when it comes to change management. In addition, the administrative leadership struggles to use the constructive aspects of conflict in conflict resolution. In order to make the best judgments, administrative leaders struggle with setting priorities. Administrative executives struggle to explain things to employees because of different communication styles, which is another communication issue. The leadership has trouble forming work teams and managing staff for the competency of the team building. Another equally significant issue was that the leadership found it challenging to construct employee development plans and to reprimand personnel to impose discipline [2].

[5], conducted a study on the planning aspect of administrative Leadership Managerial Competencies in Higher Education. institutions as viewed from a planning perspective. This study used descriptive quantitative methods. A total of all university administrative leaders made up the study population. All of Kasubang made up the study's sample, which totaled 25 persons. Total sampling was employed in this investigation, but only during the data collection phase. There were 20 heads and subdivision

heads in the research sample. The research tool was a questionnaire with five possible answers. Averages and percentages were used to analyze the research data. The study findings demonstrated that each leader held the managerial competence of higher education administrative leaders, seen from the aspect of planning ability, with a percentage of 69,39% in the "able category, hence accomplishment still needs work. According to this study, administrative leaders in higher education need to take a tangible step to increase their managerial competency. This step may be taken by providing them with training.

In the current study, an effort is made to bring together various forms of educational management and the leader's digital capabilities. The study gave particular attention to e-leadership skills, which, according to the European Commission, characterize a leader as a digital leader. The samples were acquired by the Senates of the Technological Educational Institute of Western Greece and the University of Patras in Greece during the course of two academic years, 2018-19 and 2019-2020, respectively. The findings indicate that there is a strong correlation between digital leadership and transformational leadership, and that high levels of both, together with high levels of digital leadership implementation, coexist in higher education. Additionally, it was shown that in higher education, high levels of digital leadership implementation coincide with high levels of transformational leadership. In conclusion, universities must, like other organizations, change their ways of doing things and keep doing so in order to remain relevant in the Internet age. In conclusion, it is essential to rely on the digital abilities that define a leader and to recognize the notions of leadership and digital transformation as being inexorably intertwined.

[3], Within the commercial context, the value of competent management leadership is crucial. Business executives, especially those in the financial services sector, face a number of difficulties. The special developmental requirements of

company leaders must be regularly met in order to effectively handle such problems. Business executives in South Africa face particular difficulties such as globalization, cultural diversity, black economic empowerment, and transformation. Leaders that have sufficiently developed competency levels can deal with these problems and successfully contribute value to their organizations. The issue is whether the necessary leadership skills can be learned through higher education programs that are especially geared at adult learners, and if this learning aids in the development of effective company leaders. This study examined the impact of the Bachelor in Management and Leadership degree (offered by the University of the Free State in South Africa) on the leadership development of First National Bank, a significant provider of financial services in South Africa, with a focus on the leadership competencies needed by leaders in the financial services industry. The study's findings showed that First National Bank's management leaders had their needs for studied managerial leadership qualities fulfilled by the BML, and that the program had made a substantial contribution to their development. However, certain gaps were found, and it is advised that First National Bank establish and execute a coaching and mentorship program in order to guarantee the longevity of learned knowledge and abilities. Additionally, it was shown that African leadership suffers particular difficulties, and it is anticipated that South African businesses would emphasize African leadership skills more in their leadership development initiatives.

In our rapidly changing society, this essay identified the qualities of a creative educational leader. It explored the distinction between a manager and a leader as well as the particular personality traits that set apart an innovative educational leader from what many see as the typical leader. The writers emphasized the leadership qualities and talents that many practitioners consider required to be considered an innovative leader by using the acronym "HELPSS". This article outlined the characteristics of a creative

educational leader in our quickly changing culture. It examined the differences between management and leadership as well as the distinctive personality features that distinguish an innovative educational leader from what many consider to be the normal leader. The abbreviation "HELPSS" was used by the authors to highlight the leadership attributes and skills that many practitioners believe are necessary to be regarded as an innovative leader [4].

Information technology governance (ITG) requires the design and implementation of formal processes at the highest level of the organization in order to generate commercial value from IT expenditures. Structures, processes, and interpersonal behaviors should all be part of these practices. But it's still challenging to find the finest ITG methods. According to past research, the health and finance industries use IT governance techniques. Given that colleges have many unique features, it is highly unlikely that the ITG experiences from the financial and health industries can be readily applied to universities. Design science research (DSR) is used in this study to provide a baseline and identify best practices for the university sector. The analysis of 34 case studies from the literature review provides a set of practices as a starting point for the development of the baseline model proposal: eight new practices emerge in this study through multiple case studies involving interviews with IT directors at ten universities in five countries. Experts evaluated the proposed model. Consequently, a fundamental model with adequate practices for IT governance at universities has been established, together with a list of suggestions for its implementation. Results indicated that the ITG processes' baseline might be raised when taking into account certain variables. [4], carried out a research study to examine the management leadership skills and responsibilities of department heads in higher education establishments. Kerala, India has 36 institutes of higher learning. Semi-structured interviews and an analytical tool were used to interview heads of department who lead academic departments with subordinate staff. In

addition to giving respondents the option to share their thoughts on important management leadership abilities, the findings contribute to defining the role of department heads in Indian higher education institutions. The department heads think that a specific set of management and leadership qualities is necessary for them to succeed in higher education institutions. Department heads claimed that managers in general are generally credited with having many of the management leadership abilities they are required to possess. However, there are several skills that might make it easier for them to function in the organizational and cultural environments that they do. The identification of managerial leadership qualities and their operationalization in ways that will benefit the Head of Department and the higher education institution in terms of selection, performance management, and development are recommendations for practices.

According to [3], Universities throughout the world, but especially those in the US, manage their operations through a plethora of unrelated, segregated programs and processes. Efforts to improve academic administration leadership should be given more attention. We present a simple technique that serves as a foundation for the evaluation and improvement of administrative practices inside universities. The proposed framework intends to provide a framework to coordinate administrative work across the institution, to offer uniformity while allowing for unit-specific adaptations, and to serve as a foundation for defining and assessing continuing development. It is based on research into academic administration literature and comments from students in Ohio State University's academic leadership programs. The framework's division into six areas of competence and the corresponding skills enable administrators to talk about their role in a single, uncomplicated language. The framework is contrasted with other techniques for rating academic administration work, and generalizations about its application are drawn.

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[2], ongoing globalization of the industry have all put additional pressure on higher education institutions' leadership. Because of the rapid pace of change, higher education institutions are being compelled to consider how to develop their leaders and what constitutes appropriate leadership conduct. When the many leadership paradigms seen in the higher education sector are compared to the state of existing leadership theory and practice, it is possible to identify extra complications in the development of higher education leaders. If competence frameworks may aid in the development of leaders, the realities of higher education should be further thought out. An assessment of whether the same constructs apply to the expectations placed on leaders in higher education is made after looking at a newly created complete framework of leadership characteristics applied in a different industry. Analysis shows that the constructs are still acceptable and valid even with slight wording adjustments. A

prospective framework of leadership capacities for Higher Education may be created using the definitions of activities and behaviors since they provide insight into how leaders in higher education might be formed [5].

The purpose of this study is to ascertain the effects of the Work From Home (WFH) policy on work discipline and motivation on teacher performance. The methodology employed in this study is a quantitative descriptive methodology. 63 respondents, all of whom worked at SMKN 9 Bekasi, served as the study's subjects and served as its data. In place of the structural equation model (SEM), partial least square (PLS) is used to evaluate this study. The reliability and validity of each variable are assessed in the first step. evaluating the impact of WFH policy on work motivation and discipline on teachers' performance under pressure Intervention is anything that is carried out in the second phase. The results of this study show that the work motivation variable has a positive and considerable impact on performance, as does the work discipline variable, which also positively and significantly affects performance. The drive to work under stress and the work discipline to work under stress both demonstrate a negative and substantial influence. The connection between occupational stress and performance comes last. This demonstrates a favorable and considerable impact on output. According to [5], for a very long time, private institutions have played a crucial role in the higher education systems of many different areas and nations throughout the globe. The neo-liberal policies that were put in place in the wake of the 1980s economic crisis, which significantly reduced funding for public universities, are what gave rise to the phenomenon in Sub-Saharan Africa. Basing from [4], Making decisions at the school fosters success and autonomy. The assumption that effective school functioning and growth are often achieved when there is decentralized decision-making is supported by the current approach of today. As a result, the goal of the study is to determine how best to balance decision-making in a school-based

system between centralized and decentralized structures. Methodology: A thorough search of important databases turned up 35,822 studies on the issue, 9 of which matched the requirements for inclusion. Data were gathered and thematically evaluated using a comprehensive literature review. Studies of decision-making in school administration from a sociological perspective. In order to improve education, it also highlights the importance of blending centralized and decentralized approaches. The following are a few conversation topics that may need more research: (1) The principal's decision-making; and (2) the decision-making about expenditures and running costs at the school. Research Implications: The study's findings will contribute to improved employee performance and greater community awareness of education. The autonomy and accountability of schools may expand with greater internal and external stakeholder participation. The novelty of the study: As part of a school-based management plan, the appropriate mix of centralized and decentralized decision-making may enable the best performance from businesses and educational institutions.

This article covers exploratory research that uses quantitative techniques to hone a qualitative model of higher education leadership abilities. Three groups of higher education leaders name key skills required for successful leadership. The results of a survey were evaluated. Analytical, communication, student affairs, behavioral, and external relations were the five types of competency that developed.

[3], looked at the factors that determine institutional strategic positioning adds to the discussion on university organizational actorhood. It contends that in addition to environmental factors and management reason, the organizational aspect must be taken into consideration. We conceptualize the organizational dimension as a meso-level intervening variable mediating both external effects (outside-inside) and organizational activity (inside-outside) in order to

address the mixed empirical findings in the pertinent literature. Organizational structure, identity, and centrality are the three components we use to operationalize the organizational dimension. These three components are further broken down into sub-components and indicators. There is supplied a collection of hypotheses for empirical investigation. The article presents fresh viewpoints on organizational actors' strategic agency and the processes of change in higher education.

According to [3] The purpose of this article is to evaluate the literature on departmental leadership effectiveness in higher education. The literature is based on works published in the USA, Australia, and the UK. Unexpectedly little systematic study has been done to determine the kind of leadership that are most strongly linked to departmental effectiveness. 13 types of leader behavior that are linked to departmental effectiveness were found after the analysis of the studies that were chosen. The findings are taken into consideration in regard to the idea of competency frameworks, and its broad implications are discussed in relation to the idea of leadership alternatives in the conclusion.

[4], looked at decision-making system along with new ideas on academic leadership. Internationally, the perception of an academic leader as a management has slowly but surely spread. The concept of modern public management has altered the way academic work is expected to be handled, favoring more managerial control and placing a lot of expectations on academic staff. These changes are in addition to the structural changes in the higher education system. It is plausible to conclude that these changes inside higher education institutions, coupled with adjustments to the partnership between the government and higher education institutions, have altered the role of leaders, both in terms of the problems they are expected to address.

[3], contends that factors such as rising student enrolment, modifications to student housing finance, more marketization and student choice, and

continued industry globalization have all increased pressure on higher education institutions' leadership. Because of the rapid pace of change, higher education institutions are being compelled to consider how to develop their leaders and what constitutes appropriate leadership conduct. When the many leadership paradigms seen in the higher education sector are compared to the state of existing leadership theory and practice, it is possible to identify extra complications in the development of higher education leaders. If competence frameworks may aid in the development of leaders, the realities of higher education should be further thought out. An assessment of whether the same constructs apply to the expectations placed on leaders in higher education is made after looking at a newly created complete framework of leadership characteristics applied in a different industry. Analysis shows that the constructs are still acceptable and valid even with slight wording adjustments. A prospective framework of leadership capacities for Higher Education may be created using the definitions of activities and behaviors since they provide insight into how leaders in higher education might be formed.

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data analysis. Relationships between lower reported leadership frame behaviors, crisis readiness, and crisis-leader

evaluations were also revealed by analyses. It is advised to conduct further in-depth study on crisis leadership.

Critical thinking

Adopting critical thinking abilities in all facets of leadership decision-making in the global environment is referred to as global critical leadership ability. The dearth of critical thinking courses in higher education and the consequent shortage of recent graduates with critical thinking skills are highlighted in this essay, which also examines the acts of critical thinking and makes the case that global leaders must also lead critically. It is difficult for leaders, followers, and educators to lead critically, which is described as using critical thinking abilities to make judgments regarding leadership activities in various contexts. However, in order to make wise judgments in global contexts, global leaders, stakeholders, and instructors in global leadership programs must accept this challenge. University of Phoenix, 2012.

This study looked on the academic staff's performance effectiveness and motivation in higher education. A descriptive survey was used as the study design. All teachers and department heads at Adekunle Ajasin University in Akungba Akoko, Ondo State, make up the population. Ten (10) department heads and fifty (50) lecturers were chosen at random to participate in

Higher education management staff

This essay discusses how higher education management staff models psychological competency. Many social and political challenges that are occurring worldwide. The competency assessment of responsible leadership (CARL) developed by Muff et al. (Corporate Social Responsibility and Environmental Management Journal, 2020, 27, 2254-2274) is expanded upon in this paper, which also assesses the data gathered from a sample of 9'566 participants in 122 countries during the time period. The study contributes significant, occasionally surprising insights that advance the way responsible leadership (RL) is currently understood. Thus, "self-awareness" becomes the essential element of RL. There is evidence to back up the claim that

the study. Data was meticulously gathered using a questionnaire that assessed each item using a four-point Likert scale, and it was appropriately analyzed using frequency counts and simple percentages. The study found that university lecturers perform better when they are encouraged to be innovative and creative, when their efforts are recognized, when they are given titles that are impressive, and when they are acknowledged for their accomplishments. Additionally, 60% of the respondents agreed that the head should provide regular salary payments and other forms of compensation to encourage performance. This study also showed that the provision of suitable opportunities for professional development and instructional resources influence lecturers' effectiveness. The following suggestions were made: University managers and other tertiary institutions should continue to offer sufficient opportunities for professional development and research development, availability of Institutional facilities, positive relationships with academic staff, and prompt payment of lecturers' salaries to further advance their performance, among other things.

increased education leads to better RL performance. It's noteworthy that the study demonstrates that participants from the African region perform superior to other participants. Affinity for sustainability does not correlate with a higher RL score, and CEOs of companies that place a strong priority on sustainability do not perform better than their demographic peers. According to the research, CEOs do not benefit from completing a leadership development course in the same way as undergraduate students do. The report considers possible alternatives while acknowledging the need for more research to properly understand how these insights impact leadership education.

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