

THE ROLE OF LEADERSHIP ON QUALITY OF HIGHER EDUCATION IN THE BANADIR REGION, SOMALIA

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ABSTRACT

This research study focused on the role of leadership on quality of higher education in the Banadir region, Somalia. The specific objectives of the study were to explore the roles of leadership on the quality of higher education in the Banadir region, Somalia, to establish the different methods or approaches being used by leaders in promoting the quality of higher education in the Banadir region, Somalia and to examine the challenges affecting the roles of leadership on the quality of higher education in the Bandar region, Somalia. The study adopted a mixed research design to enhance the overall quality of results. The study population in the study categorized three groups. A total of sample size of 80 universities administrators, institutional administrators and full-time staff were surveyed from seven universities and Ministry of education, culture and higher education of Somalia using data collection instrument called questionnaire.

The main findings of the study were that leadership in various universities in Somalia played leading roles in promoting quality higher education in Banadir region, Somalia and these roles encompass: leadership and management roles, academic leadership roles, institutional leadership roles, transformation leadership roles, administrative function roles and promoting and improving students' performance roles. Furthermore, the findings of the study revealed that the main challenges affecting the roles of leadership on the quality of higher education in Banadir region, Somalia encompass: lack of developed excellent academic mission, vision, goals and the core values, low level of level of students' engagement with the faculty, department, ineffective curriculum, lack of responsiveness and effectiveness of quality support services of the students, lack of management and implementation of quality assurance by complying with the academic and infrastructural standards, lack of enough technology infrastructure and ensures its effective use for enhancing teaching learning experience of the students, there is no adequate equipment, there is low level of understanding students' needs, courtesy and so forth.

The main recommendations of the study were that leadership in the university should play their crucial roles pertaining quality higher education promotion and provision of quality students' service and the Federal Government of Somalia should provide learning resources to various universities to foster quality higher education promotion, should carry curriculum review and revision as well as establishment of education policy reform to promote quality higher education in Somalia.

Keywords: Higher education, Leadership, Quality, Role, Banadir region, Somalia.

1. INTRODUCTION

Leadership is defined as “the process of influencing the activities of an organized group toward goal achievement and it is the cornerstone on promoting quality of higher education everywhere in the world (Rauch & Behling, 1984: 46).” Globally, there has been an increasing interest in the role of leaders within Higher Education institutions to promote quality higher education to overcome the face of the rising global challenges in the sector (Simon A. Black, 2015). For instance, since the 1990s the leadership approach that was executed in the United Kingdom Higher Education Institutions has been put under serious scrutiny for the genuine need of increasing the number of students and to boost the fee-paying culture (Deem, 1998) and this has greatly changed the expectations of outward-facing student-focused approach who were not aware of the traditional inward-looking approach (Davies, Hides, & Casey, 2001). Hence, this has altered the United Kingdom Educational Institutions from an administration system to an organized management culture ever since (Clegg & McAuley, 2005). The same kind of altering the management style in Education Institutions also took place in North American colleges even since the 1980s (Amey, 2006).

The management and role of managing higher education institutions lie with the leaders (European Association for Quality Assurance in Higher Education, 2009). However, it is only through hard work that should take place within the education institution to enable the attainment of quality higher education in a given society (E. Sallis, 2002). According to (B. Omolayo, 2007), the fundamental role of leaders of a higher education institution is imperative because they always look for willful participation of their subordinates to attain the objectives of the organization especially in a country like Nigeria. Similarly, leaders of higher education require great potentials and motivation to be effective in leading their higher education institutions (M. Spendlove, 2007).

In Somalia, just like other African countries, the foundations of education were established by the colonial masters during the time of colonization in the 19th Century. The history of education in Somalia can be traced back to 1954 where a small education University institute having two faculties was built by the Italian Colonial Masters in Southern Somalia (Monica N. W. Mweseli and Omar A. Eno. 2015). Higher Education in Somalia currently faced unprecedented challenges which encompass: the absence of effective government, irregular and improper education

systems without effective regulating body that should cater not only to higher education but to the entire national education program, which has been abandoned in the hands of the private sector and some international agencies (Monica N. W. Mweseli and Omar A. Eno. 2015). According to the Annual Report, 1966 by the Ministry of Education of the Republic of Somalia, the only institute of higher education established in Somalia in the year 1954 was *Istituto Universitario* (Ministry of Education, Somalia Republic 1966).

However, after 31 years upon attaining independence, Somalia entered into a serious civil which started in 1991 that has so far lasted for two decades and has led to the moral decline in the national leadership in as far promoting higher education is concerned in Somalia and its failure in promoting good governance leading to civil unrest inside Somalia in 1991 and has had its devastating impact on the formal education system in the country where most of the education facilities were destroyed in the civil war by the heavy weapons that were used by the contesting political and clan rivals (Abdinoor, 2008). This culminated in the abrupt collapse of the Central Government under the Siad Barre regime in 1991, the capability and the efficiency of the Ministry of Education, Culture and Higher Education to provide quality and effective educational services and support in the entire country collapsed up to this current moment. This led to the transition of the education sector largely from the public sector to the private sector because public education provision and services diminished and collapsed together with the collapse of the Central Government. Since many schools closed and most of the properties of public schools in the country were looted by the people; many people fled the country in search of better education and the available communities and private sector decided to establish private schools to provide educational services without any proper government control, monitoring, and evaluation. At this current moment in Somalia according to the survey conducted by UNICEF in the year 2016, communities own up to 53% of the schools in the Banadir region of Somalia (Somalia Education Sector Program Improvement Grant 2018-2020 Program Document). Hence this affected the education system in Somalia greatly based on the rationales that the private schools established to feel the gaps of the collapsed public schools, they charge tuition fees on their own rule and they use different curriculums as well as foreign languages like Arabic, English, and Turkey from foreign countries (UNICEF (2016) Education Baseline Survey Report). Therefore, Somalia has been struggling for over two decades now to rebuild and transform its key educational institutions. Federal and Member State governments are still facing

unbearable post-conflict challenges of rebuilding and transforming public service delivery in the face of destroyed and ramshackle infrastructure as well as massive population displacements (Somalia Education Sector Program Improvement Grant 2018-2020 Program Document).

Regionally, in Somalia at this current moment, most states like Hirshabelle, Southwest state Galmudug, Puntland, Jubaland, and Hirshabelle which contain ten regions led by Regional Education Officers supported by 20 Quality Assurance Officers (QAO) and five Supervisors. The government and non-governmental organizations have been promoting and strengthening the regional education systems and the Ministry of Education, Culture and Higher Education has been training, recruiting deploying regional education personnel. For instance, over fifty regional personnel have been trained so far on conducting the annual school census. However, most regions in Somalia receive a little direct grant from the federal government. According to the survey conducted by the Ministry of Education, Culture and Higher Education of the Federal Republic of Somalia in the year 2017, they discovered that the salaries of most Regional Education Officers in Somalia were paid by development funds of the government, however, 23% of the Regional Education Officers and 86% of Quality Assurance Officers did not receive financial support like a salary from the government (Ministry of Education, Culture and Higher Education, 2017).

At the district level in Somalia, the only areas in Somalia where enough and verifiable data has been collected about quality of higher education has been only in 58 districts across the Banadir region of Somalia and the four Federal Government States according to the report presented in the year 2015/16 by Ministry of Education, Culture and Higher Education. The report indicated that they were able to collect school census data from 39 districts that covered the areas that were under government control. The report denoted and elucidated that there is a poor functional governance structure of education in these areas as well as limited capacity to govern the education sector well to boost its quality standard. There exist poor motivation within the education sector especially at the school level because at this current moment none of the 25 District Education Officers (DEOs) were receiving salaries from the Ministry of Education, Culture and Higher Education or development partners (Ministry of Education, Culture and Higher Education, Education Sector Analysis 2012-2016, 2017). The Education Sector Strategic Plan of (Ministry of Education, Culture and Higher Education, 2017) observed and noted that

until the weak structures within the education sector are strengthened and the serious political stability and security addressed and the implementation of national policy is conducted, the effective promotion of quality higher education in Somalia will always be limited (Ministry of Education, Culture and Higher Education, Education Sector Analysis 2012-2016, 2017).

Lastly, the policy to steer the education sector and attain quality higher education in Somalia is not effective enough and inadequate, the education sector regulatory framework is not yet drafted and the policy implementation of the fundamental strategies to improve the quality of education remains weak and ineffective. These have made the State members remain weak without the capacity to coordinate programs that can promote quality higher educational services, mobilize additional resources, ensure effective use of resources and develop common standards and approaches that can boost the quality of higher education in Somalia. Hence, these challenges have created limited success in reaching out to excluded children and a series of different provision schemes that make it difficult to coordinate and rationalize nationwide educational coverage to attain quality higher education (Somalia Education Sector Program Improvement Grant 2018-2020 Program Document).

2. PROBLEM STATEMENT

Somalia as a country experienced serious civil war leading to the subsequent collapse of the Somali state and the country at the moment has got weak leadership in the education sector with limited resources necessary for learning and to promote quality higher education in Somalia the education system has been highly affected with most learning institutions lacking the relevant resources necessary for learning (Abdulkadir Hussein Hassan and Moses Wekesa, 2017). The absence of official government management related to national education promotion and management also contributes to the general problems facing Somali education, where inconsistencies exist in government capacity to cope with the effective streamlining of the education sector for quality higher education promotion (Eno et al. 2014). Due to weak leadership in the education sector currently, there is poor management of the educational institutions, lack of clear and effective coordinating authority grassroots level of the country due to the ongoing civil war and it is making planning and implementation of educational activities like promotion of quality higher education very difficult leading to the production of low skilled

graduates and nearly all education initiatives in Somalia collapsed after the withdrawal of United Nations Operation in Somalia (UNOSOM) in 1994 (Abdullahi, 2015).

According to Ramadhan Rajab (2019), Somalia's education ministry agreed that there are great leadership challenges in as far promoting higher education is concerned in Somalia, noting that a failure by the leaders within the education sector to establish comprehensive national higher education laws and policies, and a national commission for higher education to implement them, has made it difficult for Somalia to have a standardized national curriculum framework and hence there is a lack of curricula guidance or quality benchmarks or other key forms of support and finally, weaknesses and deficiencies in the university management system, including the absence of clear regulations (Ramadhan Rajab, 2019). Currently, in Somalia, there is poor infrastructure, a lack of curricula guidance or quality benchmarks or other key forms of support and finally, weaknesses in agencies and leadership within the education sector, as well as the absence of clear regulations, continue to hinder the progress of this sector (Ramadhan Rajab, 2019).

3. THE PURPOSE OF THE STUDY

The purpose of this study is to investigate the role of leadership on the quality of higher education in Somalia

3.1. Specific objectives:

- i. To explore the roles of leadership on the quality of higher education in the Banadir region, Somalia.
- ii. To establish the different methods or approaches being used by leaders in promoting the quality of higher education in the Banadir region, Somalia.
- iii. To examine the challenges affecting the roles of leadership on the quality of higher education in the Bandar region, Somalia.

3.2. Hypotheses

H₁: leadership affects the quality of higher education

H₂: leadership doesn't affect the quality of administrative function

H₃: leadership has a role in student support and performance

4. LITERATURE REVIEW

4.1. Clarification of concepts

4.1.1 Definition of leadership

Leadership is a process where the authority or leaders in the society influences a certain organized group of people towards achieving a certain goal in the society or the process of influencing the activities of an organized group of people toward goal achievement like promoting quality higher education in Somalia (Rauch & Behling, 1984). There exists various definitions of leadership as a concept, but in line with this study, (Van Schalkwyk, 2011), defined leadership as the system of mobilization and influencing of people to work towards attainment of a common goal in the society or organisation through the building of functional and effective interpersonal relationships and then overcoming or challenging the tradition to achieve the organization's objectives despite risk and uncertainty. According to (Kouzes and Posner, 2007) that the goal of the organization or society can be attained by engaging in the following best leadership practices: modeling the way, inspiring a shared, modeling the way, challenging the process, creating effective and achievable vision, missions and objectives , challenging the process and the enabling others to act and encouraging the heart. According to (Bennis & Nanus, 1985, p.21) they argue that: "Leadership is like the Abominable Snowman, whose footprints are everywhere but who is nowhere to be seen." This means that leadership entails leading and cooperating for the sound rationale of attaining of organizational or societal or an academic institution goal, this may require the setting of vision, missions as well the goals or objectives of the organization (Bryman, 2007).

According to (Bolden and Kirk, 2006), they stated that Leadership in any institution or society must answer the questions of How, who and for what purpose? The practice of leadership is based on the understandability of its concept by an individual. (Bush, 2007; Yuki, 2002) have observed that there is no agreed genuine definition of leadership owing to the fact that it has got numerous definitions and scholars has defined it based on their own understanding and perceptions. Leadership refers to traits which encompass abilities, influences, behavior, roles, interaction, position or the processes such power relationships and persuasion (Spillane, 2006,

p.1). Similarly leadership according to (Yuki, 2002, p.2), it means “a social process whereby intentional influence is exerted by one person over other people to structure the activities and relationships in a group or organisation”. Similarly, (Northouse, 2001, p.2-3) defines leadership as a “process whereby an individual influences a group of individuals to achieve a goal”. However, (Masango, 2002) views leadership the exertion of interpersonal persuasion and influences that can guide members of the society or organization or institution towards attaining a certain goal in the society. Similarly, (Northouse, 2007) elucidated that leadership is a special relationship that exists between the leaders and the followers which mandates the creation of influences on either party based on the circumstances in which the relationship occurs or the terms and conditions of the relationship. (Bush, 2008), observed leadership as a concept that has got three fundamental elements and they encompass: ‘vision’ entailing setting goals and directions; ‘influence’ as a neutral process, and ‘values’ linked to strong personal and professional believes.

4.1.2 Definition of quality

Quality: the various institutional services and products that conform to the designed and agreed vision or mission, standards, requirements plus the standards or guidelines set and defined by recognizing or accrediting or regulatory bodies like the National Council for Higher Education (Cheng & Tam, 1997). Quality is a unique and diverse concept with no clear authoritative definition. Quality as a concept according to (Santiago, et al., 2008, p. 262), it means “something positive and desirable; it is good or excellent, effective, purposive, economic, democratic, professional, uniform, reliable or ethical: something that meets certain ‘standards’. At an abstract level, quality can be defined as ‘the distance between an objective and a result, with the implicit assumption that quality improves as this distance shrinks.” However, according to authors like (Harvey & Green, 1993), they observed that the best way of defining quality is to construct a broader definition that targets goal, outcome as well as the stated mission or vision. This is based on the rationale that there is need to focus on meeting a pre-defined set of standards, specifications, and requirements, or focusing on exceeding the highest standards in pursuit of excellence and exclusivity as noted by (Cheng & Tam, 1997). Furthermore, most definitions of quality are based primarily stakeholder driven factors that focus mainly on accountability to the public or providing a transformative learning experience to benefit students and employers as observed by (Srikanthan & Dalrymple, 2002, 2004, 2007). According to (Harvey & Knight,

1996), they pointed out that, if we are to examine the definitions of quality clearly and completely, several elements or themes emerged and they encompass: quality as purposeful, exceptional, transformative, and accountable. The elements are similar with the original one which was developed in the 1990s.

4.1.3 Higher Education

Higher education: an organized tertiary training and learning activities and institutions that encompass conventional universities that provide learning in various courses within the fields of such business, law, arts, social sciences, humanities, and more distinguished university institutions specializing in technology, science, agriculture, engineering, and many others. Higher education as a concept further entails colleges of education, post-secondary school as well as polytechnics (Assie Lumumba, 2005).

The main providers of Higher education encompass universities, colleges as well as schools where they take into consideration the core academic activities that entail research, teaching and other outreach activities (Bloom, Canning, & Chan, 2005). According to (Curtis, Baldrige, Ecker & Riley, 2000), they observed that Higher education knowledge is an imperative type of knowledge that ground all the structures and processes of the organisation in order to produce it. Therefore, the main functions of higher education institutions encompass discovery, conservation, transmission and then application of knowledge as observed by (Baldrige, Curtis, Ecker & Riley, 2000; Birnbaum, 1988).

4.2. Leadership styles

The way leaders manage groups of people and organizations towards fulfilling their objectives and goals (Thompson, 2000; Goleman, 2004) has led to the exploration of different styles of leadership (Katz & Kahn, 1978). Leadership in society, origination or academic institution can be carried or conducted through different means or methods which are commonly referred to as leadership styles. While the term styles could seem clear and understandable by almost everyone, it has got different and unique interpretation in the society. According to (Hodder, 2013, p. 44-45) leadership styles mean “the ways, means, mode or method of doing things in a given society or community under a given context “. Leadership styles also mean repeated contextualized, historical or innovative ways of doing things for the attainment of a given goal in the society. In a nutshell, (Hodder, 2013) interprets leadership styles as styles that relate to the execution of a

given power for the control that relates closely to leadership. The various leadership styles in various organisations or academic institutions include the following:

4.2.1. The authoritarian or autocratic leadership style

Under authoritarian leadership style, a leader has got absolute power and dominance over his or her subjects. He or she gives orders or make decisions on his or her won without consultation. The team who are under the control of an autocratic leaders is supposed to be obedient to an autocratic leaders since he or she holds absolute power and give orders as well as make decisions on his or her own. Authoritarian leadership style is an absolute contrast with democratic leadership where decision making involves the participation of subordinates in the decision making process for sound rationales of making a better and suitable decision in a given society or organization for the betterment of everyone. Authority and decision making under democratic leadership is based on expert and tested judgment, specialization and collegiality. This style of leadership motivates and promotes employee's participation in the attainment of the goal of the organisation or the society and it give them genuine feeling that they are part and parcel of the organization and they are monumental to the organisation (Tost, Gino & Larrick, 2013).

4.2.2. Delegative (laissez-faire) leadership style

In this style of leadership the executives or top managers in the organization or society delegates their power to their subordinates to make decision on their behalf but without losing their control of the organization. In this circumstance the leader allows his or her followers or subordinates to make decision but he or she is responsible for the action of his or her followers or subordinates (House & Aditya, 1997). Whereas, charismatic leadership on the other hand dwells on the ability and capacity to attain an intense commitment and power identification from his or her subordinates in the organization. This encourages the subordinates to show great loyalty, commitment, risk taking, passion, self-sacrifice, inspiration, symbolism and inspiration. This therefore falls under the approach that leadership must be based on unique characteristics of the leaders (House, 1989).

4.2.3. Transformational leadership style

Under this leadership style, a leader focuses on the path of alluring his or her followers to trust him or her, motivating his followers to pursue his own self-agenda and to give total commitment

to the goals of the organization (Burns, 1978). Transformational leadership styles in a nutshell mean the process motivating, influencing and empowering employees in a given organization to initiate change in the organization (Bass, 1994). According to (Bennis, 1998) he viewed transformational leadership as “executing the right thing” whereas transactional leadership as “executing things right”. Similarly, (Birnbaum, 1986) emphasized that good leaders help change or transform their institutions, not through transformation and the elucidation of new goals or values, but through transactions that focus on certain recognized and selected values already in place and move the institution toward attainment of those values for greater change. Hence, under transactional leadership style, leaders influence and motivate their followers with an aim of trading or exchanging one thing for another. It is related to bureaucratic authority, which recognizes legitimate power and respect for laws and traditional custom (Burns, 1978).

4.3. Importance of leadership in promoting quality higher education

Leadership in any organization is vastly monumental and in Higher Education institutions it is beyond imperative because of the following reasons:

4.3.1 Effecting organization change

According to (Packard JA, 2008), he pointed out that that leadership is not a magic concept but it plays a leading role in effecting glorious organization change and it is the best tool of improving higher education as well attaining required quality. Therefore, leadership is effective to Higher Education Institutions of learning in many ways owing to the fact that it provides to the institution a lot of opportunities to effect growth and attain quality standard like in education. Furthermore, according to (Durie AD, Beshir ES, 2016), academic leadership helps to develop the skills and the potential of skilled manpower by utilizing effectively the tax payers’ budget. Hence, they can use their available resources to conduct activities which are instrumental like enabling students to learn from the various things or activities being performed in the universities as well research activities and then they can be able to compare to the various activities with the theories they learn from class.

4.3.2. Organization’s success

Leadership is one of the key tools an organization can pursue to attain success with ease and within an organization. According to (Avolio BJ, 2007), leadership is vastly central to an organization’s success. This is owing to the fact that various studies have shown and confirmed

positive effects of leadership development on a variety of organizational variables that encompass: commitment, satisfaction, followers' satisfaction as well as performance. These variables are effective and reliable in leading organization to a grand success. However, their emphasis and weight sometimes differ as pointed out by (Sathye M, 2004) leadership in academic institutions is more complex and diverse than leadership in other private or public sectors in a given society. Therefore, this difference emanates from the fact that leadership in academic institutions is highly concerned with maximizing such stakeholders' values such as staff, students, government plus then the entire public at large. Hence, this denotes that leaders in academic leaders must be more competent and effective with sound ethic and integrity in order to satisfy the diverse stakeholders at the same time (Durie AD, Beshir ES, 2016).

4.3.3. Better management

Leadership in any organization in any society help to provide the necessary services, skills and knowledge to manage the organization well and can guide the organisation well towards the attainment of its goal and vision. According to (Pearce JA, Robinson RB, 2007), they pointed out that leadership as a concept is diverse and multifunctional for which it involves managing through others and can help organisation to manage appropriately the change that seems to be increasing unique, complicated and exponentially in the current globalised environment. That is why many studies that have been recently conducted on academic leadership called on academic leaders on what they should know and what they should be able to do to attain organization's goal like attainment of quality higher education for the betterment of students as well organisation. Hence, this calls for effective leadership in academic institution, for which according to (Ramsden P., 1998) , he suggests that effective leadership in higher education institutions should encompass the following; leadership in teaching and research, strategic networking and vision, transformational and collaborative leadership, fair and efficient management, development and recognition of performance, and interpersonal skills (Durie AD, Beshir ES., 2016).

4.4. Leadership challenges in promoting quality Higher Education

There are many challenges facing leadership role in quality higher education in many countries in the world. Most of the challenges affect the role academic staff in promoting and maintaining academic quality within Higher Education Institution of learning and other remaining challenges

affect the administrative staff of the institutions that entail schools as well universities who play the genuine role in promoting and executing the general activities within the institution to attain the missions and objectives of the institution. The most common challenges can be classified into five major themes or categories and they encompass:

4.4.1. Lack of fiscal and people resource issues

The main challenges facing leadership role in promoting quality higher education in various academic institutions is fiscal and people resource issues. According to (Cohen, 2004; Knight & Trowler, 2001), they observed and noted that this is not a big surprise owing to the fact there is reported reduced government funding and increased monitoring accountabilities experienced by universities in recent decades. Furthermore, the leaders who are working in various universities and schools in several countries in the world lack leadership skills, knowledge and skills to perform their tasks to perfection to enable attainment of the goal of the institution like achieving quality higher education, attracting funds to foster the developmental missions of the organization. Bradley reviewed the challenges facing leadership role in Higher Education and asserts that due to lack of resources to foster the various programme of the universities have impaired universities' capacity to make their utmost contribution to society as well as to promote their fundamental goal of attaining, promoting and providing quality higher education (Hoj, 2008).

4.4.2. Low level of flexibility, innovation and change-readiness

According to (Barnett, 2004; Cohen, 2004 & Hanna, 2003) the key challenge facing leadership role in quality higher education is lack of ability on the side of staff to be flexible, dynamic and adaptable to problem solving as well as meeting the several demand of the increasing competitive, complex and dynamic environment within the field of education (Hanna, 2003, p. 26). As observed by Marshall (2007) and (Gayle, et al., 2003), there is a need for leadership development which addresses key challenges including "how to gain consensus among constituents that change is needed" (Gayle et al., 2003, p. 1). (Scott et al. 2008, p.27), stated that based on the study they conducted on leadership challenges and issues in higher education, they write of the need to assist academic leaders in "making sense of the continuously and rapidly changing context" in which they operate, and that, overall, "what emerges is how important it is for academic leaders to be able to deal with change". Similarly, (Ramsden 1998, p.122) observes

that academic people fundamentally understand change, given their familiarity with the “uncertain process” of “discovering and reinterpreting knowledge;” however, he adds that to embrace change, they need to see change as something which is beneficial to their work since it is a source of innovation.

4.4.3. Slow and reluctant respond to competing tensions and remaining relevant

Another serious challenge affecting leadership role in quality higher education is associated with responding to competing tensions and remaining relevant were reported mainly by academic leaders. According to (Cranston, Ehrich, & Kimber, 2004, p. 15), the observed that according to the study conducted on the leadership environmental where there exists ethical dilemma being faced by school principals, they summed up that “it is clear that as schools become more complex and the challenges facing the leaders of those schools more acute, that some attention to this area of ethics and ethical dilemmas is required.”

4.4.4. Maintenance of academic quality

Another major challenge facing leadership role in quality higher education is low level of maintenance of academic quality. Many Higher Education Institutions find it difficult to balance business model, regulated environment and then academic quality. This based on the rationale that universities don’t allow business imperatives to undermine their position and task of providing knowledge and learning to the students. It is also a challenge to maintain academic quality while responding and following government policies (Meek & Wood, 1997). Furthermore, most higher education institutions underestimate their core tasks of promoting sound academic values which is the pillar of maintaining academic quality; hence, failing to pay attention the academic values make “the need to gain shared consent within a culture that so values autonomy and cooperative decision-making difficult in the institution of learning leading to failure in maintaining academic quality” (Ramsden, 1988, p. 122)

4.4.5. Lack of strategic leadership

Another challenge facing leadership in quality higher education lack of strategic leadership. This concurs with the view raised by (Yielder and Codling, 2004) that rallying together people from diverse backgrounds in pursuit of common goals are vital. The conflation of responsibilities, ambiguity and challenge reflected in the literature and participants’ comments are confronted by

(Barnett 2004, pp. 251-252) who writes: “To see universities and teachers as consumers of resources, or even as producers of resources and on the one hand, and . . . as sites of open, critical and even transformatory engagement are, in the end, incompatible positions, no matter what compromises and negotiations are sought.”

4.5. Theoretical and Conceptual Framework

The details elucidation of the theoretical and conceptual framework that guided the study includes the following:

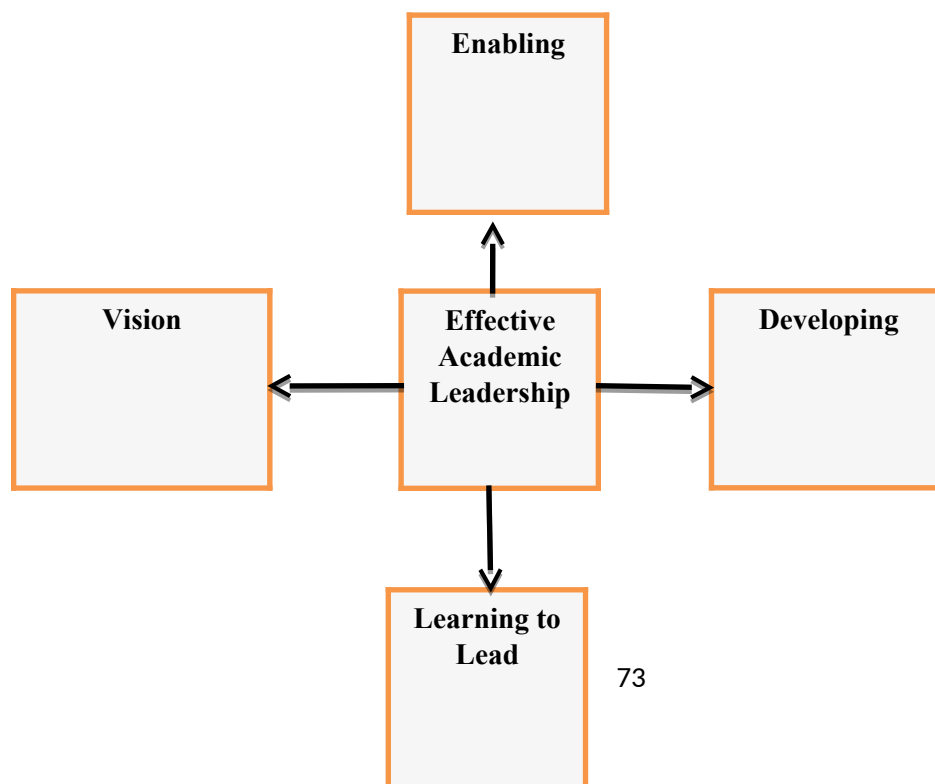
4.5.1. Theoretical framework

The various recommended leadership theories pertaining to leadership in relation to quality higher education that underpin the study entail the following:

1. Academic Leadership

Academic leadership theory according to Ramsden (1998), defines academic leadership as purely a practical and everyday process of supporting, managing, developing and inspiring academic colleagues or members in a given academic institution. He stated that effective academic leaders are typically academically inclined” characterized by the common values of academics. He strongly supports the idea of transformational leadership in academic settings. He has stated six competency-based principles and four responsibilities of academic leadership. These six competency based principles are represented below:

Figure 4.1: Showing Four Responsibilities of Academic Leadership provided by Ramsden (1998)



(Source: Adapted from *Learning to Lead in Higher Education* by P. Ramsden, 1998, P.13 UK, Routledge)

Ramsden also described in-depth the main characteristics or attributes of effective leadership pertaining quality higher education in any society or country in the world as they encompass the following: leadership in teaching, leadership in research, strategic vision and networking, collaborative and motivational leadership, fair and efficient management, development and recognition of performance and interpersonal skills Ramsden (1998).

According to him, academic leaders operate within the precincts of four domains. The four quadrants and their realms have vertical continuum of Academic Leadership and Management Ramsden (1998). In the Academic Leadership domain, change, future and uncertainty dwell whereas in the management zone there is order, sense of presence and predictability. The horizontal continuum deals with academic work and people where the tasks to be performed and people play a crucial role Ramsden (1998).

Figure 4.2: Shows the Domains of Academic Leadership stated by Ramsden (1998)

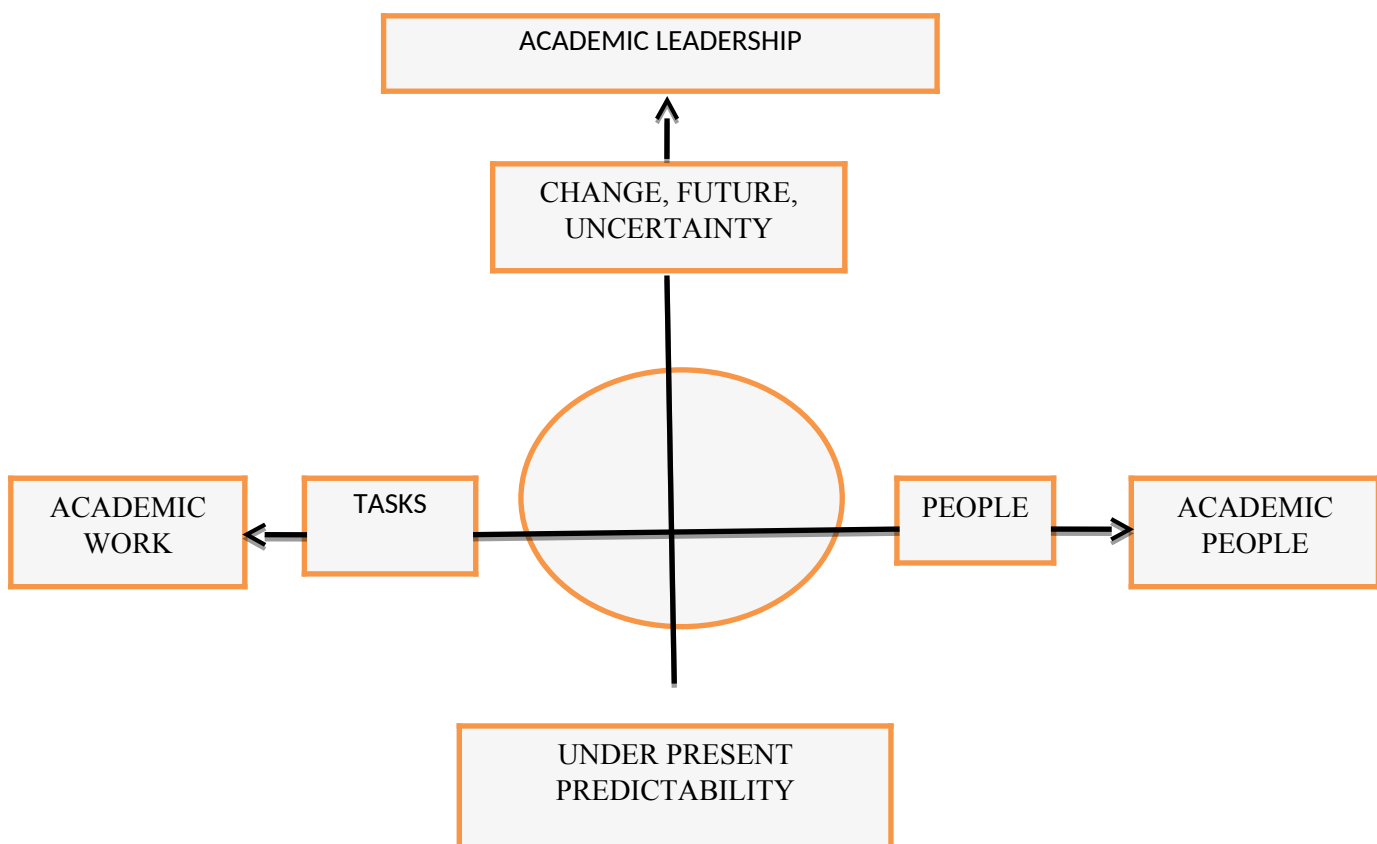


Figure 2.2: (Source: Adapted from *Learning to Lead in Higher Education* (p. 125) by (P. Ramsden, 1998, p.125) UK: Routledge)

2. Transformational Leadership

ACADEMIC MANAGEMENT

This theory was introduced in James MacGregor Burns (1978) in the concept transformational leadership. Later this concept was later modified redefined and formalised by Bass (1985) where he stated that, “Transformational leaders transform the personal values of followers to support, promote and achieve the vision and goals of the organization that enable the formation of relationship and establishment of trust where vision can be shared and achieved” Transformational leadership theory states and recognised four essential components of leadership which they entail: inspirational, idealized influence, intellectual stimulation, motivation and idealized consideration. And the main factor that can empower and promote transformational leadership is morality which is the mainstay of the concept. The theory of transformational leadership emphasises that without ethical considerations can create pseudo-transformational leaders. According to Kouzes and Posner’s (2002) seminal work on the concept of transformational leadership, he emphasizes this kind of behavioral approach which is consists of five fundamental practices and two commitments that serve as a strategy. The practices include the following:

1. Model the way 2. Inspire a shared vision 3. Challenge the process 4. Enable others to act 5. Encourage the heart.

3. Distributed Leadership

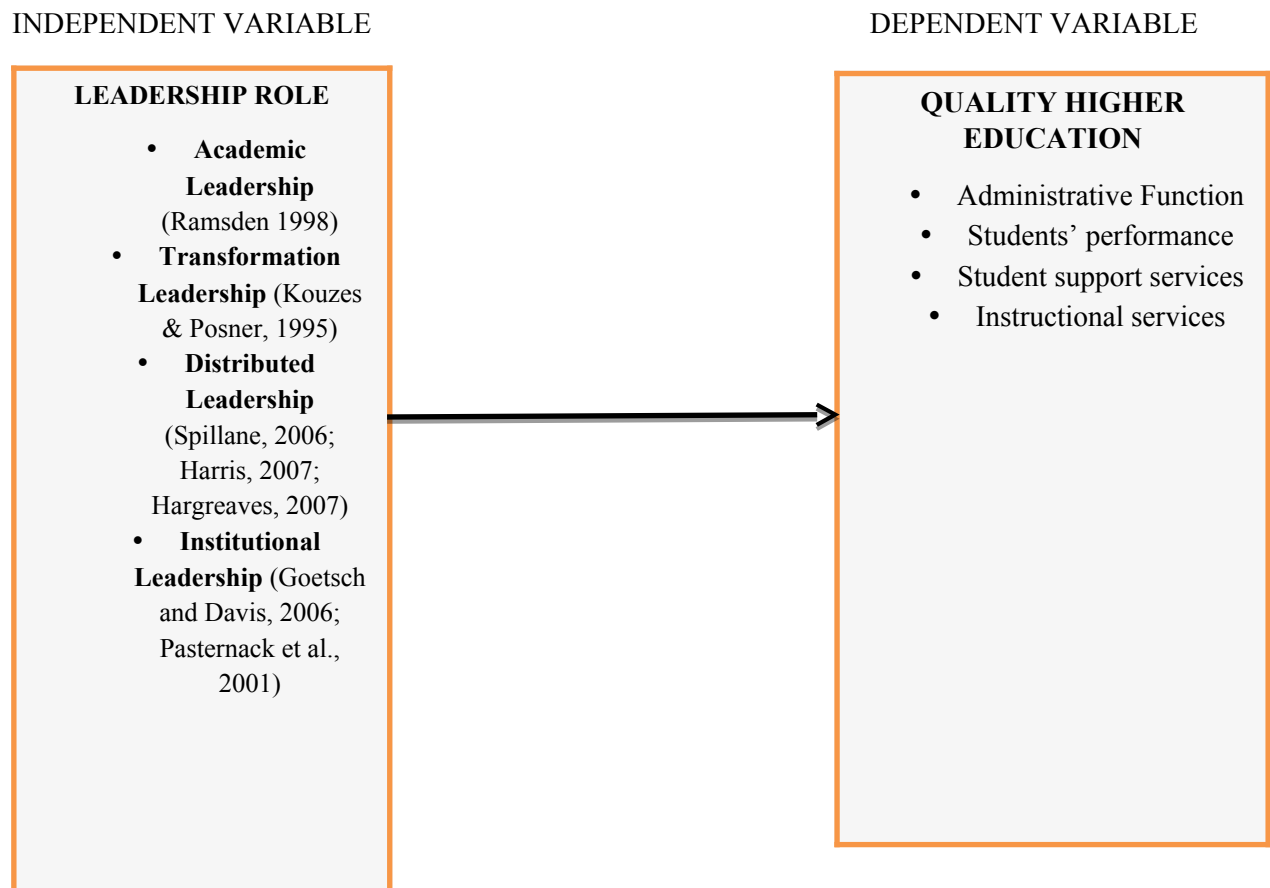
According to Spillane et al. (2001), distributed leadership is a shared process of accomplishing task that stretches over to the task or work of various individuals in a given society or organisation. The distribution of leadership under distributed leadership not necessarily means that it is only between leader and the follower but also their personal situations plus other crucial factors other factors such as individuals of the multiple groups are also equally imperative under shared leadership. According to Spillane et al. (2004), they elaborate that distributed leadership in the context of education entails interaction among leaders, teachers as well as situation as they influence the instructional practice of a given education institution. Hence according to

distributed leadership theory leaders take the responsibility of offering opportunity to lead even to the informal leaders.

4.5.2. Conceptual framework

The recommended conceptual framework pertaining to leadership role in quality higher education that underpins the study includes the following:

Figure 4.3 Showing conceptual framework that guided the study



The study was guided by the conceptual framework drawn above which has got the following core elements:

The key leadership role spheres that guided the study in investigating the role of leadership in quality higher education in Banadir region include:

1. Academic leadership

According to (Ramsden, 1998), effective academic leadership in higher education is a function of several factors or characteristics. These include: leadership in teaching, leadership in research, strategic vision and networking, collaborative and motivational leadership, fair and efficient management, development and recognition of performance and interpersonal skills. Furthermore, (Ramsden, 1998), elaborates that teaching leadership refers, for example, to bringing new ideas about teaching to the department or creating excitement about teaching. Additionally, research leadership can be evidenced, for instance, by inspiring respect as a researcher, or leading by example. Strategic vision and networking are demonstrated through furthering interests of the department across the university.

2. Transformation leadership

According to Kouzes and Posner's transformation leadership model, they suggested that leadership is not a position, but a collection of practices and behaviors. These practices serve as guidance for leaders to accomplish their achievements or "to get extraordinary things done" (Kouzes & Posner, 1995, p. 9). These practices seem to be essential components of the concept of transformational leadership.

1. Distributed Leadership

A distributed leadership perspective recognises that there are multiple leaders (Spillane et al., 2004) and that leadership activities are widely shared within and between organisations (Harris, 2007). A distributed model of leadership focuses upon the interactions, rather than the actions, of those in formal and informal leadership roles. It is primarily concerned with leadership practice and how leadership influences organisational and instructional improvement (Spillane, 2006).

2. Institutional leadership

According to (Pasternack et al., 2001), the prime attributes of institutional leadership encompass two dimensions for measuring institutional leadership: organizational orientation or direction to goals which entail: vision or strategy goal-setting or planning, group measurement, risk management, performance appraisal and incentives or compensation; and organisational adaptation which encompasses: communication Knowledge transfer, capital allocation, decision-making, recruiting and professional development. These two dimensions are interrelated with

organizational leadership capability, organizational structure and organizational dynamics. Organizational structure is determined by an organizational movement towards goals; on the one hand, it is determined by the adaptation process in the changeable environment described by (Fulmer's, 2000).

The key indicators of quality higher education which guided the study in investigating the role of leadership in quality higher education in Banadir region encompass: administrative function, students' performance, student support services and instructional services.

5. MATERIALS AND METHODS

The study used quantitative approach using descriptive research design to explore the role leadership in quality higher education in Banadir region. The study population in this study is categorized three groups. The first groups comprise of university administrators from the selected universities in Banadir regional administration (Mogadishu City), the second group consists of the full-time staff from the selected universities in Banadir region of Somalia and the third group was administrators from Ministry of education, culture and higher education of Somalia. The researcher selected the above population with the intention that, they have a direct involvement in management of the university towards maintenance and sustainability of quality higher education. Banadir region is the educational capital of Somalia, has a wide range of private and public universities. The universities in Banadir region has students coming from different states of Somalia. Banadir region has 30 universities and it the region where the Ministry of Education, Culture and Higher Education of Somalia is located. The researcher has used non-random purposive or judgmental sampling here. A total of 80 universities administrators, institutional administrators and full-time staff were surveyed from seven universities and Ministry of education, culture and higher education. The seven universities selected include: Horseed International University (private university), Salaam University (private university), Simad University (private university), University of Somalia (private university), Somali International University (private university), Benadir University (private university) and Somali National University (public University). The one institution selected was Ministry of education, culture and higher education of Somalia. The population and sample from the selected universities as well as the sample of the universities and respondents are stated in the following tables below:

Table 5.1: Shows the target population of the study

No	Target Population	Population	Sample
1	Horseed International University	25	10
2	Horn of Africa University	25	10
3	Simad University	25	10
4	Mogadishu University	25	10
5	Somali International University	25	10
6	Benadir University	25	10
7	Somalia National University	25	10
8	Ministry of education, culture and higher education	25	10
Total		100	80

Table 5.2: Shows the sample of Universities selected for the study

NO	Types of university and other institutions	Number of Universities	Total number of respondents
1	Private Universities	6	60
2	Public University	1	10
3	Ministry of Education, Culture and Higher Education of Somalia	1	10
	TOTAL	8	80

Table 5.3: Shows the sample of the respondents from the various universities and other institutions selected

No	University	Administrative	Faculty staff	Total
1	Horseed International University	4	6	10
2	Horn of Africa University	4	6	10
3	Simad University	4	6	10
4	Mogadishu University	4	6	10
5	Somali International University	4	6	10
6	Benadir University	4	6	10
7	Somali National University	4	6	10
8	Ministry of Education, Culture and Higher Education of Somalia	10	0	10
	Total	38	42	80

The researchers used Morgan and Krejcie (1970) Sample table formular table, where a population of 100 respondents represent 80 as sample size. Purposive sampling design was used for the selection of respondents. Preparatory work had revealed leadership role on quality higher education are of a highly technical nature and the information being in the study-required contact with people who are knowledgeable in the field of leadership and quality higher education. The simple random technique was used to select 80 respondents. The researcher used closed-ended questionnaire to collect the primary data. The quantitative data was collected from the Academic administrators and full-time staff working at different universities and Ministry of Education, Culture and Higher Education of Somalia in Banadir region. The collected quantitative data was entered into quantitative data analysis software. Descriptive statistics was used to analyze the collected data for its Frequency and Percentage.

6. RESULTS

6.1. Gender distribution

The study sought to establish the gender of the respondents and the findings are as shown in the table below:

Table 6.1: Gender distribution

NO	Categories of respondents	Number of Female Respondent	Number of Male Respondents
1	University Administrators	8	20
2	Full time academic staff	6	36
3	Administrators from Ministry of Education, Culture and Higher Education of Somalia.	3	7
	TOTAL	17	63

Source: Primary data, August 2021

From table 6.1 above majority of the respondents were male 63 (78.7%), whereas female were only 17 (21.3%).

6.2. The categories of respondents

The study established the categories of the respondents and the findings are as shown in the table below:

Table 6.3: Shows the different categories of the respondents

No	Institution	Administrative staff	Faculty staff
1	Horseed International University	4	6
2	Horn of Africa University	4	6
3	Simad University	4	6
4	Mogadishu University	4	6
5	Somali International University	4	6
6	Benadir University	4	6
7	Somali National University	4	6
8	Ministry of Education, Culture and Higher Education of Somalia	10	0
	Total	38	42

Source: Primary data, August 2021

From the table 6.3 above, majority of the respondents were faculty full time staffs 42 (53%), whereas administrators were 38 (47%).

6.3. Age Bracket of the respondents

The respondents were asked to indicate their age bracket. The study findings are illustrated in the graph below.

Table 6.4: showing age range of the respondents

NO	Age group	Frequency	Percent	Valid Percent	Cumulative Percent
1	15-25	7	8.7	8.7	8.7
2	26-35	44	55	55	63.7
3	36-45	26	32.5	32.5	96.2
4	46 and Above	3	3.8	3.8	100.0
	Total	80	100.0	100.0	

Source: Primary Data, August 2021

From table 6.4 above, the study findings indicated that 63.7% of the respondents were 26-35 years, 32.5% were 36- 45 years, 8.7% were 15-25 and then 3.8% were 45 and above years old. This indicates that respondents were mature enough to answer questions in the questionnaires.

6.4. Educational background of the respondents

In this Table 6.5, the study shows the level of education of different respondents from the selected institutions of Education. Academic level has also been noted as one of the core issue in leadership role in promoting quality higher education.

Table 1.6: showing the education level of the respondents

NO	Education Level	Frequency	Percent	Valid Percent	Cumulative Percent
1	Diploma	1	1.3	1.3	1.3
2	Degree	15	18.7	18.7	20
3	Master	49	61.3	61.3	81.3
4	PhD	15	18.7	18.7	100.0
	Total	80	100.0	100.0	

Source: Primary data, August 2021.

From the table 6.5 above, majority of the respondents 61.3% had master degree, followed by 18.7% having Degree and PhD and 1.3% had Diploma.

6.5. The Level of Experience of the Respondents

In this Table 6.6, the study shows the level of education of different respondents from the selected institutions of Education. Academic level has also been noted as one of the core issue in leadership role in promoting quality higher education.

Table 6.6: Shows the Level of Experience of the Respondents

NO	Experience Level	Frequency	Percent	Valid Percent	Cumulative Percent
1	Below 5 Years	18	22.5	22.5	22.5
2	5-10 Years	45	56.3	56.3	78.8
3	10-20 Years	12	15	15	93.8
4	20 Years and above	5	6.2	6.2	100.0
	Total	80	100.0	100.0	

Source: Primary data, August 2021.

From the figure 6.6 above, majority of the respondents 56.3% had 5-10 years' experience, followed by 22.5% had 5 years' experience, 15% had 10-20 years' experience having Degree and 5% had 20 years and above experience.

6.6. The roles of leadership on the quality of higher education in the Banadir region, Somalia.

The findings on the several of leadership on the quality of higher education in the Banadir region, Somalia encompass the following:

1. Leadership

Table 6.7: Showing the various leadership roles in promoting quality higher education in Somalia.

Descriptive Statistics of Leadership					interpretation
Code	Statement	N	Mean	Std. Deviation	
1.	Creates a vision in collaboration with the key stakeholders. (Such as lecturers, non-teaching staff, parents, alumni and many others)	80	2.84	1.436	Neutral
2.	Promotes collaboration through encouraging a climate of trust and respect, building team of teaching and non-teaching staff, promoting sharing of feedback as well two-way communication.	80	3.32	1.385	Neutral
3.	Builds effective network and relationships with parents, alumni and the local	80	3.32	1.367	Neutral
4.	Leads and manages quality assurance by complying with the academic and infrastructural standards.	80	3.34	1.340	Neutral
5.	Sets challenging and yet achievable goals for staff and teachers. (Goals which are consistent with the institutional vision and mission.)	80	3.60	1.269	Agree
	Valid N (listwise)	80			

Source: Primary Data, August 2021.

The above table 6.7 presented the mean index, Standard deviation, and interpretation of the result for the all questions asked interpretation for the respondents with the Independent variable (IV), researcher analyzed here the of the respondent's answers. So far, the first question has mean index 2.84 and Stander deviation 0.1.436 which shows that respondents denoted that they are neutral in this question. The second question obtained mean 3.32 standard deviation of 1.303 and interpretation of this question were neutral. The third question has 3.32 mean index and standard deviation 1.367 for interpreting that they responded neutral for this question. The mean index for 4th question was 3.34; standard deviation of 1.340 and the respondents denotes neutral in this question. The 5th question was scored mean 3.60 and standard deviation of 1.269 in according of the interpretation respondents denotes agreed.

1. Quality of Higher Education Promotion

Table 6.11: Shows the various quality higher education roles of leadership towards promotion of quality higher education in Banadir region

Descriptive Statistics of Quality of Higher Education					
Code	Statement	N	Mean	Std. Deviation	Interpretation
1.	Leadership ensures the university has developed excellent academic mission, vision, goals and the core values with established institutional legitimacy and procured the necessary resources to achieve the set academic goals.	80	3.60	1.346	Agree
2.	Ensures there is high level of students' engagement with the faculty, department, staff and curriculum to attain and increase quality knowledge and skills to enable gainful employment.	80	3.57	1.220	Agree
3.	Ensures there is availability, responsiveness and effectiveness of quality support services of the students.	80	3.64	1.245	Agree
4.	Ensures implementation of new developments in pedagogy and curriculum design to maintain high	80	3.56	1.349	Agree

	academic standards.				
5.	Leads and manages quality assurance by complying with the academic and infrastructural standards.	80	3.48	1.526	Agree
	Valid N (listwise)	80			

Source: Primary Data, August 2021.

From the table above table 6.12 above, 33 (41.3%) respondents disagreed and 24 (30%) strongly disagreed that leadership in the university ensures the university has developed excellent academic mission, vision, goals and the core values with established institutional legitimacy and procured the necessary resources to achieve the set academic goals, 37 (46.3%) respondents disagreed and 23 (28.7%) strongly disagreed that leadership in the university ensures there is high level of students' engagement with the faculty, department, staff and curriculum to attain and increase quality knowledge and skills to enable gainful employment, 34 (42.5%) respondents disagreed and 23 (28.7%) strongly disagreed that leadership in the university ensures there is availability, responsiveness and effectiveness of quality support services of the students, 34 (42.5%) respondents disagreed and 21 (26.3%) strongly disagreed that the leadership in the university ensures implementation of new developments in pedagogy and curriculum design to maintain high academic standards, 39 (48.7%) disagreed and 26 (32.5%) strongly disagreed that the leadership in the university leads and manages quality assurance by complying with the academic and infrastructural standards.

2. Students performance

Table 6.13: Shows the various student performance improvement roles of leadership towards promoting quality higher education in Somalia

Descriptive Statistics of Students performance					
Code	Statement	N	Mean	Std. Deviation	Interpretation
1.	Monitors and evaluates students' performance systematically by using variety of benchmarks, learning expectations and feedback measures.	80	3.49	1.369	Agree

2.	Demonstrates active engagement in regular teaching with lecturers and classes regularly.	80	3.81	1.126	Agree
3.	Promotes collaboration through encouraging a climate of trust and respect, building team of teaching and non-teaching staff, promoting sharing of feedback as well two-way communication.	80	4.01	.987	Agree
4.	Builds effective network and relationships with parents, alumni and the local	80	3.72	1.158	Agree
5.	Leads and manages quality assurance by complying with the academic and infrastructural standards.	80	3.86	1.099	Agree
	Valid N (listwise)	80			

Source: Primary Data, August 2021.

From the table 6.13 above, 34 (41.5%) respondents agreed and 23 (28.5%) strongly agreed that leadership in the university monitors and evaluates students' performance systematically by using variety of benchmarks, learning expectations and feedback measures, 35 (43.7%) respondents agreed and 23 (28.7%) strongly agreed that leadership in the university demonstrates active engagement in regular teaching with Lecturers and classes regularly, 39 (48.7%) agreed and 29 (36.3%) strongly agreed that that leadership in the university ensures there is understanding and development of effective and quality learning program, 38 (47.5%) respondents agreed and 24 (30%) respondents strongly agreed that leadership in the university manages lecturers' workload in such a way that they get enough time to prepare for the lessons and research, lastly 38 (47.5%) respondents agreed and 29 (36.3%) respondents strongly agreed that leadership in the university promotes and maintains quality teaching methodologies and high level of academic staff commitment.

6.8 The different strategies being used by leaders in promoting the quality of higher education in the Banadir region, Somalia

The findings of the study on the different strategies being used by leaders in promoting the quality of higher education in the Banadir region, Somalia include the following:

From the findings in table 6.7 above on the general leadership role in promoting quality higher education in Banadir region Somalia, 20 (25%) respondents agreed and 12 (15%) strongly agreed that the leadership in the university creates a vision in collaboration with the key stakeholders (Such as lecturers, non-teaching staff, parents, alumni and many others), 25 (31.3%) respondents agreed and 19 (23.7%) strongly agreed that leadership in the university promotes collaboration through encouraging a climate of trust and respect, builds team of teaching and non-teaching staff, promoting sharing of feedback as well two-way communication, 25 (31.3%) of the respondents agreed and 21 (26.3%) strongly agreed that leadership in the university builds effective network and relationships with parents, alumni and the local community and other universities regularly, 34 (42.5%) respondents agreed and 15 (18.7%) strongly agreed that leadership in the university leads and manages quality assurance by complying with the academic and infrastructural standards and lastly, 35 (43.7%) respondents agreed and 24 (30%) strongly agreed that leadership in the university sets challenging and yet achievable goals for staff and teachers (Goals which are consistent with the institutional vision and mission.)

From the findings in table 4.9 above on the academic role of leadership in promoting quality higher education above, 32 (40%) respondents agreed and 20 (25%) strongly agreed that leadership in the university demonstrates active engagement in regular teaching with lecturers and classes regularly, 32 (40%) respondents agreed and 23 (28.7%) strongly agreed that leadership in the university maintains a research portfolio by publishing papers, books and many others, 25 (31.3%) agreed and 23 (28.7%) strongly agreed that leadership in the university communicates university vision to all stakeholders. (Such as lecturers, students, non-teaching staff, parents, alumni, Government/Non-Government), 26 (32.5%) respondents agreed and 21 (26.3%) strongly agreed that leadership in the university emphasizes that all courses at the university have got the knowledge of the latest trends and best practices in pedagogy and lastly 30 (37.5%) of the respondents agreed and 27 (33.7%) strongly agreed that leadership in the university inspires lecturers and staff to achieve goals by demonstrating dedication and commitment towards work.

6.9. The challenges affecting the roles of leadership on the quality of higher education in the Bandar region, Somalia

From the findings in table 4.12 above on leadership roles on the quality of higher education, 33 (41.3%) respondents disagreed and 24 (30%) strongly disagreed that that leadership in the university has developed excellent academic mission, vision, goals and the core values with established institutional legitimacy and procured the necessary resources to achieve the set academic goals, 37 (46.3%) respondents disagreed and 23 (28.7%) strongly disagreed that that leadership in the university ensures there is high level of students' engagement with the faculty, department, staff and curriculum to attain and increase quality knowledge and skills to enable gainful employment, 34 (42.5%) respondents disagreed and 23 (28.7%) strongly disagreed that that leadership in the university ensures there is availability, responsiveness and effectiveness of quality support services of the students, 34 (42.5%) respondents disagreed and 21 (26.3%) strongly disagreed that the leadership in the university ensures implementation of new developments in pedagogy and curriculum design to maintain high academic standards, 39 (48.7%) disagreed and 26 (32.5%) strongly disagreed that the leadership in the university leads and manages quality assurance by complying with the academic and infrastructural standards. These clearly indicate that the several challenges affecting the roles of leadership on the quality of higher education in the Bandar region, Somalia encompass: lack of developed excellent academic mission, vision, goals and the core values with established institutional legitimacy and procured the necessary resources to achieve the set academic goals, low level of level of students' engagement with the faculty, department, staff and curriculum to attain and increase quality knowledge and skills to enable gainful employment, there is limited availability, responsiveness and effectiveness of quality support services of the students, failure by leadership of the university to ensure that there is implementation of new developments in pedagogy and curriculum design to maintain high academic standards and lastly the leadership of the university does not lead and manage quality assurance by complying with the academic and infrastructural standards.

7. DICUSSIONS

7.1. The roles of leadership on the quality of higher education in the Banadir region, Somalia

According to the findings in Chapter Four and which pertain to the first research objective. The study discovered that majority of the respondents, 42 (53.6 %) agreed that leadership in the university played various roles pertaining the promotion quality higher education encompass: leadership or management roles which entail: creating a vision in collaboration with the key stakeholders (Such as lecturers, non-teaching staff, parents, alumni and many others), promoting collaboration through encouraging a climate of trust and respect, building team of teaching and non-teaching staff, promoting sharing of feedback as well two-way communication and building effective network and relationships with parents, alumni and the local community and other universities regularly, leading and managing quality assurance by complying with the academic and infrastructural standards and setting challenging and yet achievable goals for staff and teachers (Goals which are consistent with the institutional vision and mission.); academic roles which encompass: demonstrating active engagement in regular teaching with lecturers and classes regularly, maintaining a research portfolio by publishing papers, books and many others, communicating university vision to all stakeholders (Such as lecturers, students, non-teaching staff, parents, alumni, Government/Non-Government organizations.), ensuring that all courses at the university have got the knowledge of the latest trends and best practices in pedagogy, inspiring lecturers and staff to achieve goals by demonstrating dedication and commitment towards work; transformation roles which entail: demonstrating active engagement in regular teaching with lecturers and classes regularly, maintaining a research portfolio by publishing papers, books and many others, communicating university vision to all stakeholders (Such as lecturers, students, non-teaching staff, parents, alumni, Government/Non-Government organizations.), ensuring that all courses at the university have got the knowledge of the latest trends and best practices in pedagogy, inspiring lecturers and staff to achieve goals by demonstrating dedication and commitment towards work.

7.2. The different strategies being used by leaders in promoting the quality of higher education in the Banadir region, Somalia

Majority of the respondents 50% agreed that the leadership in the university pursued the following strategies in promoting quality higher education in Banadir region, Somalia: creating a

vision in collaboration with the key stakeholders (Such as lecturers, non-teaching staff, parents, alumni and many others), promoting collaboration through encouraging a climate of trust and respect, building team of teaching and non-teaching staff, promoting sharing of feedback as well two-way communication, building team of teaching and non-teaching staff, promoting sharing of feedback as well two-way communication, building effective network and relationships with parents, alumni and the local community and other universities regularly, leading and managing quality assurance by complying with the academic and infrastructural standards, setting and challenging and yet achievable goals for staff and teachers (Goals which are consistent with the institutional vision and mission.), demonstrating active engagement in regular teaching with lecturers and classes regularly, maintaining a research portfolio by publishing papers, books and many others, communicating university vision to all stakeholders (Such as lecturers, students, non-teaching staff, parents, alumni, Government/Non-Government), emphasizing that all courses at the university have got the knowledge of the latest trends and best practices in pedagogy, monitoring and evaluating students' performance systematically by using variety of benchmarks, learning expectations and feedback measures, demonstrating active engagement in regular teaching with lecturers and classes regularly, understanding and developing of effective and quality learning program and managing lecturers' workload in such a way that they get enough time to prepare for the lessons and research and promoting and maintaining quality teaching methodologies and high level of academic staff commitment.

7.3. The challenges affecting the roles of leadership on the quality of higher education in the Bandar region, Somalia

Majority of the respondents 60% confirmed that the challenges affecting the roles of leadership on the quality of higher education in the Bandar region, Somalia include: lack of developed excellent academic mission, vision, goals and the core values with established institutional legitimacy and procured the necessary resources to achieve the set academic goals, low level of level of students' engagement with the faculty, department, staff and curriculum to attain and increase quality knowledge and skills to enable gainful employment, there is limited availability, responsiveness and effectiveness of quality support services of the students, failure by leadership of the university to ensure that there is implementation of new developments in pedagogy and curriculum design to maintain high academic standards and lastly the leadership of the university does not lead and manage quality assurance by complying with the academic and infrastructural

standards, lack of enough technology infrastructure and ensures its effective use for enhancing teaching learning experience of the students, there is no adequate equipment and facilities that facilitate the study of students as well as easy access to those facilities and equipment, there is low level of understanding students' needs, courtesy, personal attention and willingness to help, that there is no effective practical relevance of curriculum, being cross-disciplinary with high flexibility of knowledge and there is no there is no effective presentation, feedback from students, encouraging students.

8. Conclusion

In conclusion, based on the findings of the study, the study concluded that leadership in various universities in Somalia played leading roles in promoting quality higher education in Banadir region, Somalia and these roles encompass: leadership and management roles, academic leadership roles, institutional leadership roles, transformation leadership roles, administrative function roles and promoting and improving students' performance roles. However, impetrative leadership roles pertaining promotion of quality higher education roles and provision of students' service roles are lacking. The main challenges affecting the roles of leadership on the quality of higher education in the Bandar region, Somalia encompass: lack of developed excellent academic mission, vision, goals and the core values with established institutional legitimacy and procured the necessary resources to achieve the set academic goals, low level of level of students' engagement with the faculty, department, staff and curriculum to attain and increase quality knowledge and skills to enable gainful employment, there is limited availability, responsiveness and effectiveness of quality support services of the students, failure by leadership of the university to ensure that there is implementation of new developments in pedagogy and curriculum design to maintain high academic standards and lastly the leadership of the university does not lead and manage quality assurance by complying with the academic and infrastructural standards, lack of enough technology infrastructure and ensures its effective use for enhancing teaching learning experience of the students, there is no adequate equipment and facilities that facilitate the study of students as well as easy access to those facilities and equipment, there is low level of understanding students' needs, courtesy, personal attention and willingness to help, that there is no effective practical relevance of curriculum, being cross-disciplinary with high flexibility of knowledge and there is no there is no effective presentation, feedback from students, encouraging students.

9. Recommendations

The various recommendations to the management of the university and Federal Government of Somalia derived from the findings of the study encompass the following:

A. Management of the University

1. Academic quality

- Leadership in the university should ensures university has developed excellent academic mission, vision, goals and the core values with established institutional legitimacy and procured the necessary resources to achieve the set academic goals,
- Leadership in the university should ensure that there is high level of students' engagement with the faculty, department, staff and curriculum to attain and increase quality knowledge and skills to enable gainful employment.
- Leadership in the university should ensure there is availability, responsiveness and effectiveness of quality support services of the students.
- Leadership in the university should ensure there is implementation of new developments in pedagogy and curriculum design to maintain high academic standards.
- The management of the university should lead and manage quality assurance by complying with the academic and infrastructural standards.
- The management of the university should encourage staff to undertake research and consultancy in spite of heavy teaching load, training staff on research, encouraging publication of research findings and encouraging postgraduate students' research.

2. Institution Management and Governance

- The management of the university should introduce strategic planning on promotion of quality higher education.
- The management of the university should introduce internal quality assurance systems to improve the quality of education and students performance at the university.
- The management of the university should manage physical, human, and financial resources effectively, using information communication technology in management effectively, devolution of the institutional management system and adopting new and effective approaches to governance; example, involvement of students in governance structure.

3. Financing

- The management of the university should carry out effective and efficient use of financial resources, devolution of funds to cost center, budgeting of all institutional activities and obtaining funding from private and development/donor agencies.

4. Students' service

- The management of the university should provide technology infrastructure and ensures its effective use for enhancing teaching learning experience of the students (Not limited to making presentations, showing films on internet etc.),
- The management of the university should ensure there is adequate equipment and facilities that facilitate the study of students as well as easy access to those facilities and equipment.
- The management of the university should ensure there is adequate equipment and facilities that facilitate the study of students as well as easy access to those facilities and equipment.

B. Federal Government of Somalia**1. Learning Resources**

The government needs to have adequate budget for the education sector. With adequate budget learning resources should be made available in all the educational institution across the country to enhance the quality of higher education in Somalia within an offing. Additionally, the Federal Government of Somalia should come out with clear and effective policy that mandates the employment of only competent lecturers in all universities in Somalia. And to attain this, the government needs to work closely with the relevant stakeholders in the education sector in order to organize in-service trainings for lecturers with regard to teaching methods, use of teaching resources, student assessment and curriculum implementation.

2. Curriculum Review and Revision

The government of the Federal Republic of Somalia should review and revise the education curriculum in order to improve the relevance of the curriculum content being taught in the educational institutions in the country as a whole as well as the quality of higher education in Somalia. This will not only improve the quality of higher education in Somalia but will also ensure that learners get skills and knowledge that are relevant globally and that provides the right

attitude and life skills. The government should work closely with development organization, international and local Non-Governmental Organizations to facilitate important innovations such as development of a neutral national standard curriculum that can be used in all universities in Somalia.

3. Education Policy Framework Reform

The education stakeholders in Somali starting from the national government should implement policies that are focused in promoting quality higher education in Somalia. The policy should include provision of equitable and enough funding to higher education institutions as well as equipping the higher education institutions with adequate resources that are relevant to the learners needs. Policy should also be formulated to ensure that only competent teachers are with relevant qualifications are employed to instruct learners in order to promote quality higher education in Somalia.

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