

Leadership Competency Frameworks for Business Educators: Developing Effective Strategies for Enhancing Academic and Professional Outcomes

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Abstract

This study aimed to develop effective leadership competency frameworks tailored for business educators to enhance both academic and professional outcomes within higher education institutions. Recognizing the transformative role of business educators in shaping future professionals, the research sought to examine the leadership competencies they currently exhibit, the strategies used for their leadership development, the barriers they face, and how their demographic and professional profiles influence their competencies. Specifically, the study addressed eight core research questions, including the respondents' profiles, exhibited leadership competencies, development practices, perceived impacts on outcomes, differences across profiles, and framework components. A quantitative research design was employed, utilizing a researcher-developed survey instrument validated through expert review and tested for internal consistency using Cronbach's Alpha. The study purposively sampled business educators from public and private higher education institutions in Metro Manila. Descriptive statistics (percentages, weighted means) and inferential statistics (ANOVA) were used to analyze the data. Findings revealed that business educators generally demonstrated high levels of leadership competencies, particularly in strategic thinking, communication, and adaptability. Institutions provided moderate support in terms of leadership training and mentorship. Key challenges identified included time constraints, institutional resistance to change, and limited resources. ANOVA results showed significant differences in leadership competencies when grouped by age, role, and type of institution, suggesting the need for tailored interventions. The study concluded that leadership competencies significantly influence both teaching effectiveness and professional growth. Thus, developing contextualized leadership frameworks aligned with educators' profiles is crucial. Based on the findings, the study recommended enhancing mentorship programs, investing in digital leadership tools, and integrating context-specific leadership modules into institutional policy. These strategies can help ensure a sustainable and responsive leadership development ecosystem for business educators in the Philippine higher education system.

Keywords: Leadership Competencies, Business Educators, Higher Education, Leadership Development, Professional Outcomes