

## **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*

## Introduction

In the dynamic landscape of higher education, business educators play a pivotal role in shaping future leaders and professionals. The effectiveness of these educators is significantly influenced by their leadership competencies, which directly impact both academic and professional outcomes within educational institutions. Developing robust leadership competency frameworks tailored for business educators is essential to enhance institutional performance and ensure the delivery of quality education.

Leadership competency frameworks serve as structured guides that outline the essential skills, behaviors, and attitudes required for effective leadership. They provide a systematic approach to cultivating leadership qualities that align with institutional goals and educational standards. According to Talaue (2019), such frameworks are vital for quality assessment within higher education institutions in ASEAN countries, ensuring that educators possess the necessary competencies to meet academic standards.

The significance of leadership competencies extends beyond individual performance; they are integral to fostering a culture of continuous improvement and accountability within educational institutions. The National Education Association (2018) emphasizes that leadership competency guides focus on interdisciplinary approaches to leadership development, aiming to address systemic issues like institutional racism and promote equity in education. Similarly, the Teaching Council (2018) highlights that educational leadership capability frameworks are essential in guiding leaders to create effective learning environments.

In the Philippine context, the integration of leadership competency frameworks among business educators is particularly pertinent. The Philippines' higher education system faces unique challenges, including resource constraints and the need for continuous professional development among educators. Implementing effective leadership competency frameworks can address these challenges by providing educators with the tools to enhance their leadership skills, thereby improving academic and professional outcomes. This approach aligns with global trends in education, where there is an increasing emphasis on leadership development to drive institutional performance and student success.

Moreover, the development of such frameworks is not only about enhancing individual competencies but also about fostering a culture of continuous improvement and accountability within educational institutions. By clearly defining the competencies required for effective leadership, institutions can create targeted professional development programs, establish clear expectations for educators, and implement assessment mechanisms to monitor progress. This holistic approach ensures that leadership development is integrated into the fabric of the institution, leading to sustained improvements in academic quality and professional practice.

In conclusion, the development and implementation of leadership competency frameworks for business educators are essential for enhancing academic and professional outcomes. By providing a structured approach to leadership development, these frameworks enable educators to meet the evolving demands of higher education and contribute effectively to their institutions. As the educational landscape continues to change, the importance of such frameworks will only grow, underscoring the need for ongoing research and adaptation to ensure they remain relevant and effective.

## Objectives of the Study

This study aims to develop effective leadership competency frameworks for business educators to enhance both academic and professional outcomes. Specifically, it seeks to:

1. Determine the profile of the respondents in terms of:
  - a. Age
  - b. Gender
  - c. Educational attainment
  - d. Length of experience in the education sector
  - e. Position or role within the institution
  - f. Type of institution (public/private, higher education/vocational)
2. Assess the current leadership competencies demonstrated by business educators in participating institutions.
3. Identify existing leadership development practices and strategies implemented for business educators.
4. Examine the influence of identified leadership competencies on both academic outcomes (e.g., student performance, program quality) and professional outcomes (e.g., career progression, institutional impact).
5. Analyze significant differences in leadership competencies of business educators when grouped according to their profile variables.
6. Explore the perceived challenges and barriers encountered by business educators in developing and applying effective leadership competencies.
7. Establish the core components that should be included in a leadership competency framework specifically tailored for business educators.
8. Propose evidence-based strategies and recommendations to strengthen leadership development programs and initiatives for business educators.

## Methodology

This study employs a quantitative descriptive-correlational research design to examine the leadership competencies of business educators in Metro Manila and their relationship to academic and professional outcomes. The descriptive component allows profiling of respondents and understanding current leadership practices and challenges, while the correlational component seeks to determine the relationship between demographic profiles and leadership competencies. The approach is suited to systematically gather and analyze data to support the development of a context-specific leadership competency framework for higher education institutions (HEIs).

The target population comprises business educators at both public and private HEIs in Metro Manila, including those in teaching and leadership roles, such as department chairs, program coordinators, and committee heads. A purposive sampling method will be used to select 100 respondents who meet criteria such as having at least two years of higher education teaching experience and involvement in leadership or professional development. The sample is equally divided between public (SUCs and LCUs) and private (sectarian and non-sectarian) institutions to ensure diversity and representation.

A structured survey questionnaire serves as the primary research instrument, covering the following sections: respondent profile; current leadership competencies; leadership development strategies; perceived impact of competencies; challenges and barriers; essential framework components; and strategic recommendations. Likert scale items are primarily used to quantify perceptions and experiences. The instrument underwent face and content validation by experts in leadership and education, and a pilot test confirmed its high internal reliability, with Cronbach's Alpha results ranging from 0.95 to 0.97 across sections.

The data gathering procedure follows ethical standards and a multi-phase approach. After obtaining ethical clearance and participant consent, the validated survey will be distributed both digitally and in hard copy to ensure accessibility. Targeted follow-ups and coordination with HEI administrators will enhance response rates. Completed surveys will be reviewed for completeness, securely encoded, and anonymized to protect respondents' confidentiality. The process ensures high data quality aligned with the study's objectives.

Quantitative analysis utilized descriptive statistics and inferential tests. Percentages and frequency distributions were applied to analyze demographic profiles, while weighted means will assess the extent of leadership competencies, development practices, perceived impacts, challenges, and preferred strategies. A one-way ANOVA determined if significant differences exist in leadership competencies when respondents are grouped according to age, gender, experience, or institutional affiliation. This layered statistical treatment supports meaningful insights and robust interpretation.

The methodological framework provides a strong foundation for developing a data-driven leadership competency framework. By integrating a validated instrument, diverse sample, and comprehensive statistical tools, the study will produce actionable recommendations for enhancing leadership capacity in business education. The design also accounts for the diverse contexts of Philippine HEIs, enabling the creation of tailored, sustainable leadership development programs for academic professionals in business education.

## **Results and Discussion**

### **1. Profile of respondents**

This study investigated the development of effective leadership competency frameworks for business educators in Philippine higher education institutions to enhance both academic and professional outcomes. Findings revealed that most respondents were female (60%), aged 31–40 (61%), and held at least a bachelor's degree (84%). Most had 5–20 years of experience in the education sector and were serving in leadership roles such as department chairs or program coordinators (85%), primarily in private non-sectarian institutions (67%). These demographic patterns align with previous observations that mid-career educators, especially women, are increasingly assuming leadership positions in academe, though gendered expectations and workloads often influence their leadership trajectories (Acker, 2012; Santos & Austria, 2023).

## **2. Current leadership competencies demonstrated by business educators in participating institutions**

In terms of leadership competencies, the respondents reported strong capabilities, especially in strategic thinking (WM = 3.6), communication (3.4), adaptability (3.4), collaboration (3.3), and data-driven decision-making (3.2). These competencies reflect key indicators identified in both classic and contemporary leadership models, such as Boyatzis's (1982) competence framework and the transformational leadership model of Bass and Avolio (1994). The emphasis on strategic thinking is consistent with findings by Gigante (2022), who argued that strategic leadership is critical for sustaining innovation in higher education, while adaptability and collaboration remain essential for academic responsiveness in a post-pandemic world (Lee & Kim, 2023).

## **3. Existing leadership development practices and strategies implemented for business educators**

Leadership development practices were moderately present. Training programs scored highest (WM = 3.6), followed by mentorship, workshops, and alignment with career goals. While these findings suggest some organizational investment in leadership growth, the scores reflect a need for more structured and sustained development initiatives. Day (2000) emphasized that leadership development must be embedded in institutional systems to be effective, and the current findings echo concerns raised in the Philippine context regarding the lack of coherent programs for academic leaders (Medina & Cruz, 2020; Fernandez & de la Cruz, 2022). The relatively lower scores in mentorship highlight missed opportunities, despite evidence that mentoring significantly contributes to competency growth (Petrova & Jensen, 2023; Leadership Dynamics, n.d.).

## **4. Influence of leadership competencies on academic outcomes and professional outcomes of business educators**

Respondents perceived leadership competencies to significantly influence both academic and professional outcomes. Specifically, leadership was seen to enhance teaching effectiveness (3.6), curriculum innovation (3.5), teamwork (3.5), student performance (3.7), and career advancement (3.7). These findings reinforce the view that strong leadership correlates with institutional quality and personal advancement, echoing the work of Brooks (2018), who highlighted how leadership behavior can transform learning environments. Moreover, collaborative leadership practices, as discussed by Çoban, Özdemir, and Durnalı (2023), have been linked to better student outcomes and institutional cohesion.

## **5. Differences in leadership competencies of business educators when grouped according to profile variables**

Statistical analysis revealed significant differences in leadership competencies based on profile variables. Older and more experienced educators demonstrated higher leadership competencies, which supports previous findings by Alhassan, Boakye, and Adams (2021), who observed that leadership effectiveness often strengthens with tenure and accumulated institutional knowledge. Similarly, those with

graduate degrees exhibited stronger leadership behaviors, consistent with the trend identified by Wibowo and Gunawan (2022), which found that academic qualifications directly impact leadership performance.

## **6. Perceived challenges and barriers in developing and applying effective leadership competencies among business educators**

Respondents also identified several barriers to leadership development. These included limited resources, lack of institutional support, inadequate training, resistance to change, and time constraints—challenges that mirror those reported across Southeast Asian academic settings (Liu, Tang, & Lim, 2023; O'Brien & Hamburg, 2022). Resistance to change and time constraints, in particular, echo the findings of Drew (2010) and Medina (2015), who emphasized that institutional inertia and excessive workload often prevent faculty from pursuing meaningful leadership growth. These obstacles suggest both systemic and personal hindrances that institutions must address to cultivate effective leadership.

## **7. Core components of a leadership competency framework tailored for business educators**

Lastly, respondents articulated strong preferences for the inclusion of emotional intelligence (3.8), strategic visioning (3.9), collaboration (3.9), and continuous professional development (3.6) in a tailored leadership competency framework. These components reflect global trends that prioritize agility, relational intelligence, and strategic foresight in educational leadership (Goleman, 2021; Ruben, De Lisi, & Gigliotti, 2021).

## **8. Evidence-based strategies and recommendations for strengthening leadership development programs for business educators**

Recommendations also included the integration of digital tools, expanded mentorship, more supportive policies, and context-specific leadership models for business educators—underscoring the need for culturally adaptive frameworks (Velasco & Yu, 2022; Brown & Lewis, 2021; Nguyen & Pappas, 2021). These findings offer practical and research-driven pathways for strengthening leadership development in Philippine higher education institutions.

## **Conclusions**

Based on the results of the study, several key conclusions were drawn corresponding to each research question:

1. The demographic and professional profile of the business educators revealed that a majority were female professionals aged 31–40 years, with bachelor's degrees and substantial teaching experience. Most respondents held mid-level academic leadership roles in private, non-sectarian institutions. This profile suggests a predominantly mid-career cohort actively engaged in both instructional and managerial responsibilities, indicating a strong potential pool for leadership development.

2. The respondents exhibited high levels of leadership competencies, particularly in strategic thinking, communication, adaptability, collaboration, and data-informed decision-making. These findings affirm that business educators possess foundational leadership behaviors essential for navigating complex academic environments, though competencies like data-driven decisions may still benefit from further support and enhancement.
3. While leadership development mechanisms such as training, mentorship, and professional growth initiatives exist within institutions, they are not uniformly strong or consistently implemented. There is evident institutional commitment to leadership development, but systemic reinforcement is required to make these practices more accessible and impactful.
4. Leadership competencies were perceived to significantly improve teaching effectiveness, foster curriculum innovation, enhance collaboration, uplift student performance, and advance professional careers. These outcomes demonstrate that leadership development is not only beneficial but essential to ensuring both academic and institutional excellence in higher education.
5. There were statistically significant differences in leadership competencies across various profile variables such as age, gender, educational attainment, years of experience, institutional role, and type of institution. These findings underscore the necessity of developing differentiated and inclusive leadership frameworks that take into account the diverse contexts and career stages of business educators.
6. Educators identified multiple constraints to leadership growth, including limited institutional resources, insufficient support structures, and organizational inertia. Time constraints and lack of structured training also emerged as key personal barriers. These issues highlight the need for systemic reforms to remove both organizational and personal obstacles to leadership advancement.
7. The core elements deemed vital for inclusion in a leadership framework included emotional intelligence, strategic visioning, adaptability, collaboration, and ongoing professional development. These competencies align with both global standards and local academic realities, reinforcing the need for a balanced and context-sensitive approach.
8. Participants strongly advocated for integrating digital tools, expanding mentorship, providing institutional support, embedding leadership development in policy, and ensuring the contextual relevance of frameworks for business educators. These recommendations reflect a desire for structured, future-ready, and inclusive leadership pathways within higher education institutions.

## **Recommendations**

Based on the study's findings and conclusions, the following recommendations are the following:

### **1. Develop and Institutionalize a Comprehensive Leadership Competency Framework.**

Higher education institutions should design and adopt a well-structured leadership competency framework tailored to the needs of business educators. This framework should include core competencies such as emotional intelligence, strategic visioning, collaboration, adaptability, and continuous professional development. It must be contextualized to local institutional realities while aligning with global leadership standards.

### **2. Strengthen Capacity-Building Initiatives and Professional Development Programs**

Educational institutions must invest in continuous, accessible, and responsive leadership development programs that support educators at various career stages. Regular workshops, seminars, and leadership academies should be held to focus on strategic thinking, evidence-based decision-making, and innovation in teaching and administration. These should also incorporate modern technologies and hybrid modalities to enhance access and effectiveness.

### **3. Enhance Mentorship and Coaching Opportunities**

Structured mentorship and coaching programs should be created to support emerging and mid-career academic leaders. Pairing junior faculty with seasoned academic leaders can cultivate practical leadership skills, institutional knowledge, and career guidance. These efforts also foster an inclusive leadership culture and intergenerational knowledge transfer.

### **4. Integrate Leadership Development into Institutional Policy and Promotion Systems**

Leadership development must be embedded in institutional policies and recognized as a core component of academic career progression. Evaluation metrics for promotion should include demonstrated leadership impact, such as mentoring, team management, academic innovation, and contribution to institutional initiatives.

### **5. Tailor Leadership Development to Diverse Demographic and Institutional Profiles**

Given the significant variations in leadership competencies based on age, gender, educational background, experience, and institutional affiliation, programs should be designed to accommodate the specific needs of different educator profiles. Customized interventions will ensure more inclusive, equitable, and relevant leadership pathways.

### **6. Allocate Adequate Resources and Institutional Support for Leadership Growth**

To overcome identified barriers such as limited funding, lack of training, and insufficient administrative support, institutions must allocate dedicated resources for leadership development. This includes budget lines for training, time allowances for participation, and incentives for leadership engagement.

### **7. Encourage Cross-Institutional Collaborations and Benchmarking**

Collaboration with other institutions—both local and international—can provide business educators with exposure to diverse leadership models and practices. Participation in consortia, leadership networks, and regional benchmarking initiatives will enhance the adaptability and competitiveness of local leadership development programs.

## 8. Promote a Culture of Leadership Excellence Across All Levels

Institutions should foster a leadership culture that values initiative, innovation, and collaboration. Recognizing and rewarding leadership excellence—through awards, fellowships, or public acknowledgment—can inspire others to pursue leadership growth and contribute to organizational success.

## 9. Utilize Research and Evaluation for Continuous Improvement

Regular monitoring and evaluation of leadership programs must be implemented to assess their effectiveness and relevance. Feedback from participants should be used to refine existing initiatives, address emerging needs, and inform policy adjustments. Action research can also be encouraged among business educators to examine their own leadership practices.

## 10. Empower Business Educators with Digital Leadership Competencies

In light of rapid technological change, leadership development efforts should include digital literacy, data-informed leadership, and innovation management. Equipping educators with these skills will prepare them for future disruptions and enhance their capacity to lead in digital learning environments.

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