

**LEADERSHIP AND MANAGEMENT
DYNAMICS AND THEIR MULTIFACETED
IMPACT ON QUALITY EDUCATION IN
SELECTED MOGADISHU PRIVATE
UNIVERSITIES**

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MULTIFACETED IMPACT ON QUALITY EDUCATION IN SELECTED
MOGADISHU PRIVATE UNIVERSITIES

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ABSTRACT

This study examined the impact of leadership and management dynamics on providing quality education at private universities in Mogadishu. The IV of the study was the deans' and vice-chancellors' managerial skills, leadership styles, the dynamics of internal management practices including climate, culture, change, and conflict, and the dynamics of managerial activities containing physical, human, financial, curriculum, administrative, and university-community relations. The study also examined institutional constraints (MV) that affected the relationship between the IV and the DV. The study was theoretically grounded in Prinsloo's model, which was developed in the setting of South Africa. The research instruments employed were a cross-sectional survey design consisting of questionnaires and interviews. The priority was given to the quantitative methodology. Since the research hypotheses were concerned with assessing relationships, Pearson's Correlation was used. The results indicated a positive correlation. The dynamics of managerial activities yielded the following results: $M=3.5$, $SD=0.81$ and $p<0.000$, $r=0.617$. The areas that needed improvements in the qualitative data included curriculum implementations, and conducting impactful applied research. The findings for the internal management practices were: $M=3.39$, $SD=0.72$ and $p<0.000$, $r=0.575$. The qualitative data showed that policies for punctuality and staff promotion needed to be rectified. The results for the managerial skills were: $M=3.69$, $SD=0.87$ and $p<0.000$, $r=0.472$. The qualitative data revealed that coordination and delegation needed to be upgraded. The findings for the leadership styles were $M = 2.9$, $SD = 1.18$, and $p < 0.000$, $r = .0593$. The predictor variables alone accounted for 46.7% of the variation in the quality of education. When institutional constraints e.g. insecurity, funding source, regulatory bodies, and the quality of education of secondary school graduates were included in the regression model, the adjusted R^2 value increased to 57.4%. In the context of Somalia, the institutional constraints should be incorporated into Prinsloo's model. In summary, the study extended and strengthened the theoretical foundation of Prinsloo's Model. The findings could serve as a foundational resource for future academic research. The findings may be valuable to scholars, students, policymakers, university administrators, and the Ministry of Education.

Keywords: Leadership, management, dynamics, quality education, private universities

APPROVAL

This is to certify that this thesis conforms to acceptable standards of scholarly presentation and is fully adequate, in quality and scope, for the fulfilment of the requirements for the degree of Doctor of Philosophy.

The student has been supervised by: **Professor Dr Siow Heng Loke**

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This thesis was submitted to Asia e University and is accepted as fulfilment of the requirements for the Degree of Doctor of Philosophy.



Associate Professor Dr Oo Yu Hock

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Chairman, Examination Committee

(18 December 2024)

DECLARATION

I hereby declare that the thesis submitted in fulfillment of the requirements for the degree of Doctor of Philosophy is my own work, with all contributions from other people or sources properly and duly cited. I further affirm that none of the content has been submitted, in whole or in part, for credit towards a degree at this or any other university. By making this declaration, I understand and acknowledge that any breaches in it could constitute academic misconduct that could lead to my expulsion from the program and/or exclusion from receiving the degree.

Name: Sheye Hussein Abdule

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Date: 18 December 2024

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TABLE OF CONTENTS

ABSTRACT	ii
APPROVAL	iii
DECLARATION	iv
ACKNOWLEDGEMENT	vi
LIST OF TABLES	x
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER 1 INTRODUCTION	1
1.0 Background of Study	1
1.1 Problem Statement	14
1.2 Research Objectives	16
1.3 Research Questions	18
1.4 Conceptual Framework	21
1.5 Significance of the Study	25
1.6 Operational Definition of Terms	26
1.7 Chapter Summary	30
1.8 Structure of the Thesis	31
CHAPTER 2 LITERATURE REVIEW	35
2.0 Introduction	35
2.1 Theoretical Framework	37
2.2 Review of Research	41
2.3 Related Literature on the Independent Variables of the Study	49
2.3.1 Management	49
2.3.2 Leadership	82
2.3.3 Internal University Management Dynamics	103
2.3.4 Managerial Areas/ Activities	116
2.3.5 Institutional Constrains (Moderating Variable)	140
2.4 Relevant Literature on the Dependent Variables of the Study	142
2.4.1 Quality of Education	142
2.4.2 Private Universities in Somalia	145
2.4.3 Criteria from the QS Stars University Rating System	148
2.5 Hypotheses of the Study	153
2.6 Chapter Summary	154
CHAPTER 3 METHODOLOGY	156
3.0 Introduction	156
3.1 Research Design	158
3.2 Research Method	159
3.3 Data Collection Methods	169
3.4 Validity of the Quantitative Data	174
3.5 Reliability of the Quantitative Data	175

3.6	Reliability of the Qualitative Data	175
3.7	Pilot Test	176
3.8	Data Processing and Analysis	178
3.9	Ethical Considerations	181
3.10	Chapter Summary	182
CHAPTER 4	RESULTS	184
4.0	Introduction	184
4.1	Demographic Data Obtained from the Questionnaires	187
4.2	Demographic Data Obtained from the Interviews	193
4.3	Criteria for Quantitative Data Analysis of Research Questions	194
4.4	Management and Leadership Dynamics (IV)	195
4.4.1	RQ One: What is the Relationship between the Practices of Dean's, and Vice-Chancellor's Managerial Skills and the Provision of Quality Education?	196
4.4.2	RQ Two: What is the Relationship between the Vice-Chancellor's and Dean's Leadership Styles and the Provision of Quality Education	203
4.4.3	RQ Three: What is the Relationship between the Dynamics of Internal Management Practices of University and the Provision of Quality Education	209
4.4.4	RQ Four: What is the Relationship between the Dynamics of Managerial Activities of University and the Provision of Quality Education?	224
4.4.5	RQ Five: What are the Institutional Constraints that Might Affect the Relationship between the Leadership and Management Dynamics and the Provision of Quality of Education?	248
4.5	Quality of Education (DV)	254
4.6	Chapter Summary	267
CHAPTER 5	DISCUSSION AND CONCLUSION	271
5.0	Introduction	271
5.1	General Overview of the Study	272
5.2	Limitations of Research	296
5.3	Implications of Research Findings	297
5.4	Contributions of Knowledge	300
5.4.1	Theoretical Contribution	300
5.4.2	Practical Contributions	301
5.5	Conclusion	302
5.6	Recommendations	308
5.7	Recommendations for Future Research	310
5.8	Chapter Summary	310
	REFERENCES	314
	APPENDICES	341
	Appendix A	341
	Appendix B	356

Appendix C	370
Appendix D	372
Appendix E	374

LIST OF TABLES

Table		Page
Table 1.1	Distribution of University Institutions by State and Region	5
Table 1.2	Research Problems, Specific Objectives and Research Questions	19
Table 1.3	Summary of Descriptions of Variables	21
Table 2.1	An Overview of Management Principles	54
Table 2.2	Characteristics of Bureaucratic Management	56
Table 2.3	Maslow's Hierarchy of Needs	75
Table 2.4	Formal Channels of Communication	78
Table 2.5	An Overview of the Findings of Behavioral Theory	86
Table 2.6	An Overview of the Main Leadership Theories	90
Table 2.7	Summary of Leadership Styles	99
Table 3.1	The Researcher's Paradigm	160
Table 3.2	Score Range of the Items of the Questionnaire with Likert Scale	162
Table 3.3	The Selected Private Universities in Mogadishu	165
Table 3.4	Participants Chosen to Take Part in the Quantitative Phase	168
Table 3.5	Participants Chosen to Participate in the Qualitative Phase	169
Table 3.6	Interpretation of Pearson's Correlation Coefficients	179
Table 4.1	Gender and Age Distribution of the Respondents	187
Table 4.2	Distribution of Respondents by Level of Education	189
Table 4.3	Distribution of Respondents by their Management Qualification	189
Table 4.4	Current Positions	190
Table 4.5	Years of Working in Current Position	192

Table 4.6	Demographic Data of Respondents for the Qualitative Data	193
Table 4.7	Interpretations of Mean Scores	195
Table 4.8	Managerial Skills	196
Table 4.9	Managerial Skills and the Provision of Quality Education	200
Table 4.10	Leadership Styles	203
Table 4.11	Leadership Styles and Quality of Education	206
Table 4.12	Internal Management Dynamics	209
Table 4.13	Internal Management Dynamics and Quality Education	221
Table 4.14	Managerial Activities	225
Table 4.15	Dynamics of Managerial Activities and Quality of Education	242
Table 4.16	Institutional Constraints	249
Table 4.17	Multiple Regression Model Summary	252
Table 4.18	Quality of Education on Teaching	255
Table 4.19	Quality of Education on Employability	258
Table 4.20	Quality of Education on Research	260
Table 4.21	Quality of Education on Learning Environment	262
Table 5.1	Summary Table to Indicate the Decision of the Hypotheses	307

LIST OF FIGURES

Figure		Page
Figure 1.1	The Graphical Outline of Chapter 1	2
Figure 1.2	An Overview of Mintzberg's Managerial Roles	10
Figure 1.3	Five Perspectives on Management (M) and Leadership (L)	11
Figure 1.4	The Content of Management and Leadership	12
Figure 1.5	Conceptual Framework	21
Figure 1.6	Structure of the Thesis	32
Figure 2.1	The Graphical Outline of Chapter 2	36
Figure 2.2	Modified Prinsloo's Model (2025)	40
Figure 2.3	Management Components of the Study	50
Figure 2.4	Managerial Skills	63
Figure 2.5	Maslow's Hierarchy of Needs	73
Figure 2.6	Leadership Components of the Study	83
Figure 2.7	Internal University Management Dynamics	103
Figure 2.8	Managerial Areas/ Activities	117
Figure 3.1	The Graphical Outline of Chapter 3	157
Figure 4.1	The Graphical Outline of Chapter 4	186
Figure 5.1	The Graphical Outline of Chapter 5	271

LIST OF ABBREVIATIONS

MOECHE	Ministry of Education, Culture and Higher Education
EDLM	Educational Leadership and Management
HODs	Head of Departments
ESSP	Somali Federal Education Sector Strategic Plan
HEIs	Higher Education Institutions
NCHE	National Commission for Higher Education
QS	Quacquarelli Symonds
EMIS	Education Management Information System Data
L & M	Leadership and Management
IV	Independent variable
DV	Dependent variable
RO	Research objective
RQ	Research Question
FHS	Faculty Health Science
FMS	Faculty of Medicine and Surgery
FCM	Faculty of Computing

FENG Faculty of Engineering

MV Moderating Variables

CHAPTER 1

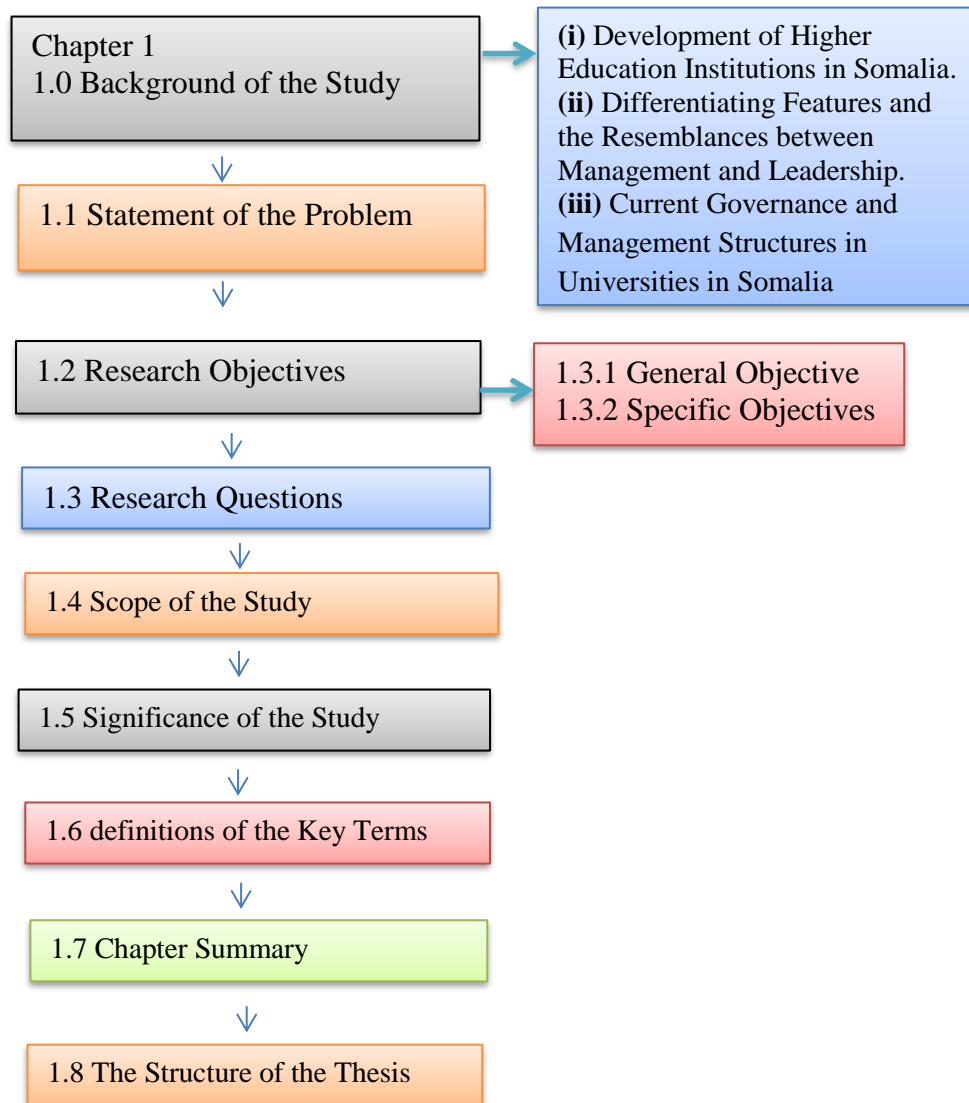
INTRODUCTION

1.0 Background of Study

This study focused on how management and leadership dynamics between top managers (vice-chancellors), middle managers (deans, vice-deans, HODs, and deputy HODs) and lower managers (faculty administrators and course coordinators) influence the quality of education at private universities in Mogadishu. The faculty management team, which included vice-deans, heads of departments, deputy heads of departments, faculty administrators, and course coordinators, first provided quantitative data about the overall state of their universities and their evaluations of the vice-chancellors' and deans' managerial skills as well as their leadership styles.

Next, the qualitative data was collected, focusing on the deans' and vice-chancellors' perceptions of their own leadership styles and managerial skills as well as the general condition of their universities. The researcher became interested in the topic after working at a private university in Mogadishu for over twelve years and is currently a member of the management team at the Faculty of Health Science.

Figure 1.1: The Graphical Outline of Chapter 1



This chapter consists of nine sections. The background section highlights the development of higher education institutions in Somalia, introduces the differentiating features and the resemblances between management and leadership, and presents the current governance and management structures in universities in Somalia. Section 1.2 introduces the statement of the problem, and 1.3 presents the research objectives. Additionally, section 1.4 presents the research questions, and 1.5 emphasizes the scope of the study. Additionally, section 1.6 focuses on the significance of the study, and 1.7 lists

the definitions of the Key Terms. Furthermore, section 1.8 provides the summary of the chapter. Finally, section 1.9 presents the structure of the thesis.

(i) Development of Higher Education Institutions in Somalia

Somalia is a federal republic with five federal member states: Puntland, Galmudug, Jubaland, South West State, and Hirshabele (Government, 2022). Mogadishu, which is the capital city of Somalia, is situated in the Banadir Regional Administration. The federal government currently has direct authority over the region because its legal status is still up for debate (Pellini, Salah & Quintin, 2020). There is also Somaliland which is a self-declared country but is not internationally recognized and is considered to be part of Somalia (Pellini et al., 2020).

The higher education system in Somalia traces its roots to the 1950s when the United Nations Trusteeship granted the Italian colonial administration in Southern Somalia the authority to train and develop a new generation of citizens capable of meeting the country's political, economic, and social requirements (Cassanelli & Abdikadir 2007, Pellini et al., 2020). This resulted in the "creation" of a number of institutions to offer advanced professional training to Somali high school graduates. These institutions included the University Institute, the Scuola Magistrale, the School of Islamic Studies, the Higher Institute of Economics and Law, and the School of Politics and Administration (1950) (Pellini et al., 2020).

Finally, Somalia achieved independence in 1960 and successfully united the territories previously occupied by Italy (Italian Somaliland) and the UK (British Somaliland) (Pellini et al., 2020). Furthermore, the University Institute transformed in 1969 and became the Somali National University (SNU), receiving official university

status (SNU website, 2022). It produced the political and administrative elites of Somalia and was the country's only university for around 20 years (Pellini et al., 2020).

Unfortunately, the outbreak of civil war in Somalia in 1988, followed by the breakdown of the central state in 1991, severely devastated all the public services, including the SNU (Cassanelli & Abdikadir 2007, Pellini et al., 2020). Eventually, SNU was partially rehabilitated and reopened in 2014 (Pellini et al., 2020 & SNU website, 2022). However, during the absence of SNU, many private universities had been established by Somali diaspora groups, religious organizations, NGOs, and private entrepreneurs and are funded mainly through student fees (Pellini et al., 2020). From the year 2020, there were 118 private universities in the Education Management Information System (EMIS) of the Ministry of Education, Culture, and Higher Education (MoECHE) (Government, 2022).

Out of the 118 institutions, 83 universities were in the Banadir region where Mogadishu is located, 6 in Puntland, 13 in Somaliland, 6 in South West, 4 in Hirshabelle, 2 in Jubbaland and 4 in Galmudug (Government, 2022). The oldest among these universities is the Indian Ocean University which was founded in 1993, followed by Mogadishu University in 1997, Amoud University in 1998, and the rest were established after the 2000s (SDRB, 2014 as cited in Mohamed, 2020).

In 2021, the Somali National Commission of Higher Education (NCHE) officially recognized only 41 out of the 118 institutions registered with MoECHE. Of these recognized universities, 29 were located in the Banadir region, where Mogadishu is situated, with one being public and 28 being private. These figures highlight the limited number of higher education institutions recognized by the NCHE and the concentration of recognized universities in one region (Government, 2022).

Table 1.1: Distribution of University Institutions by State and Region

State	Institutions listed in EMIS	NCHE recognized Institutions
Banadir	83	29
Galmudug	4	1
Hirshabelle	4	-
Jubbaland	2	1
Puntland	6	3
Somaliland	13	6
South West	6	1
Total	118	41

The expansion of private institutions is a global phenomenon that extends beyond Somalia and is also linked to the wider trend of privatization in higher education systems worldwide (Buckner, 2017). Within Somalia, the private higher education sector experienced substantial growth from 2004 to 2012 (MoECHE, 2017). The majority of universities surveyed, 34 out of 44, were established between 2004 and 2012 (Hips, 2013, MoECHE, 2017). However, when it comes to the 28 private institutions recognized by NCHE in the Banadir region, the majority of them were founded more recently, between 2011 and 2019 (Government, 2022).

Some private colleges refer to themselves as "public" or "semi-public" due to the fact that they only get a little amount of income from public sources to meet their operating expenses (Pellini et al., 2020). When students at a private university get state-funded

scholarships or when a university is given free use of land by the local government, the phrase "public university" can also be used (Ochanda & Haji, 2016). Additionally, a survey conducted by the Hips (2013) in the Banadir Regional Administration found that out of 22 institutions, 14 relied entirely on student fees for funding. The remaining eight institutions funded part of their operations through external aid, including support from international NGOs, the diaspora, and Islamic NGOs (Hips, 2013). Notably, none of the Banadir institutes claimed to have received government funding (Hips, 2013).

Somaliland is in a distinct scenario. Despite Somaliland's self-declared status, it is globally regarded as an integral part of Somalia. Hips (2013) found that all Somaliland universities examined relied heavily on student fees to fund their operations, with the exception of Admas University, which was subsidized by the government. Although most of these subsidies fell between 3% and 5% of their operating budget, they varied from 3% to 20% (Hips, 2013). Conversely, six of the nine institutions surveyed in Puntland receive local government subsidies ranging from 5% to 70% of their operating budget, which is comparable to the situation in Somaliland (Hips, 2013).

Additionally, a variety of financing sources were available to support university operations, including the Somali diaspora, Muslim Aid, SIDA, the European Union, the World Health Organization, the United Nations Population Fund, the Jamhuriya Foundation, the Towfiq Welfare Society, and Hormuud Telecom (Pellini et al., 2020).

Despite the growth of private universities in Mogadishu, scholarly study on their management and leadership is scarce (MoECHE, 2017; Mohamed, 2020). To address this gap, the study aims to explore how management and leadership practices affect the quality of education provided to students by private universities in Mogadishu, Somalia.

(ii) Differentiating Features and the Resemblances between Management and Leadership

Kretschmar (2020) asserts that "leadership" is merely a subcategory of "management." Management makes sure that appropriate leadership and managerial tasks are carried out accordingly (Kretschmar, 2020). In order to achieve organizational objectives, the responsibilities of a manager include organizing, planning, and controlling organizational resources, including financial, human, and physical resources (Simić, 2020). The process of developing a vision for people and organizations, as well as the ability to turn that vision into reality and maintain it, are also components of a manager's leadership position (Simić, 2020).

Top managers include deans of students, university secretaries, academic registrars, bursars, vice-chancellors, and deputy vice-chancellors (Mouton & Wildschut, 2015). Conversely, department heads, senior employees, and deans of faculties are examples of middle managers (Mouton & Wildschut 2015). Lower-level managers include faculty administrators and course coordinators (Mouton & Wildschut, 2015). For many years, the concept of leadership and management in higher education institutions in Africa was limited to the operations of executive management personnel, specifically the vice-chancellor's office (Mouton & Wildschut, 2015). More recently, though, this idea has evolved to encompass heads and deputy heads of departments, deans, registrars, principals, vice-principals, and deans of faculties (Mouton & Wildschut, 2015).

After reviewing the literature relating to management and leadership in education, the researcher has recognized that the concept is subject to various definitions and interpretations. Ibrahim and Abdalla (2017), claim that the terms "leadership" and

“administration” are comparable to the concept of management. According to Bush (2008), management is generally used in the United Kingdom, Europe, and Africa, but administration is preferred in the United States, Canada, and Australia. Furthermore, in America, administration is not connected with lower-order activities but may be viewed as an umbrella phrase that encompasses both leadership and management (Bush, 2007, cited in Ibrahim Abdalla, 2017).

Additionally, there are varying opinions on the distinction between management and leadership (Kretschmar, 2020). Simonet and Tett (2013) categorized these viewpoints into five different perspectives: bipolar, unidimensional, bidimensional, hierarchical where management is within leadership, and hierarchical where leadership is within management. The hierarchical perspective either sees management as part (subset) of leadership or leadership as part (subset) of management (Simonet & Tett 2013, Kretschmar, 2020).

Concerning Simonet and Tett (2012), as well as Kretschmar (2020), the bipolar view portrays managers and leaders as opposites based on their positional roles. Abraham Zaleznik published an opinion article in 1977 that was the first to distinguish between management and leadership as two independent concepts (Azad et al., 2017). According to Simić (2020), several authors, such as Bennis and Nanus (1985), Toor and Ofori (2008), Fairholm (2002), Baruch (1998), Kotter (1990a; 1990b), and James and Fertig (2017), agreed that leadership and management are separate entities. In order to ensure the accuracy of this perspective, it is important to hire and train individuals with different skill sets for managerial and leadership positions, and to limit expectations of promotions between the two roles (Simonet & Tett, 2012).

In this perspective, managers are typically linked to order, stability, and efficiency, whereas leaders are viewed as more adaptable, innovative, and flexible (Simonet & Tett, 2012, Kretschmar, 2020). Educational leadership is described by a variety of theories and models because of the value placed on leadership and the ability to influence others (Connolly et al., 2017, cited in Connolly, James & Fertig, 2019).

The unidimensional view envisages leadership as equivalent to management in form, process, and function (Simonet & Tett, 2012, Kretschmar, 2020). This perspective conceptualizes that management and leadership are essentially the same activity or phenomenon (Ribbins, 2007) because attempts to distinguish the two remain vague and confusing, and thus impractical (Hanold, 2014). Furthermore, as depicted in Figure 1.2 below, Mintzberg's research on CEOs identified leadership as one of the ten management roles (Saah, Schutte & Plessis, 2020), highlighting the importance of recognizing their interdependence. Both managers and leaders share the common objective of building a thriving business and are responsible for inspiring individuals and setting a clear path forward (Nienaber, 2010). Bedeian & Hunt (2006) further elaborated that leadership is not just a solitary role but rather a contributor to various other roles. According to Bârgău (2015), managers who successfully integrate these different roles are likely to engage in them without drawing a clear distinction.