



International Journal of Institutional Leadership, Policy and Management
Volume 5, Issue 4, pp. 418-430. 2023

ISSN: 2735-9220

www.ijilpm.com.ng



INSTITUTIONAL LEADERSHIP, ACADEMIC LITERACY, ECONOMIC AND POLITICAL DEVELOPMENT IN AFRICA

Nath M. ABRAHAM

Department of Educational Management
Faculty of Education, University of Port Harcourt
Rivers State, Nigeria
nath.abraham@uniport.edu.ng

ABSTRACT

This paper highlighted the role of institutional leadership, academic literacy, economic and political development in Africa. Literature were consulted and issues emphasized. The paper codified that institutional leadership and academic literacy have strong positive relationship with economic and political development. The prevailing situation in Nigeria where it appears as though there exist a lacuna between institutional leadership and academic literacy on one hand, and economic and political development on the other suggests that there is an urgent need for redress. The way forward to this situation is that it is necessary to reform education at all levels, particularly the higher education level. This reform should be directed at making education functional, entrepreneurial, and solution-oriented. Institutional leaders should strategize to make the compulsory entrepreneurship course practical – oriented. Possession of an entrepreneurial skill should be made a criterion for graduation. This will impact positively on the economy as the products of universities set up business, and engender economic development.

Keyword: institutional leadership, academic literacy, economic, political development, Africa.

Reference to this paper should be made as follows:

Abraham, N. M. (2023). Institutional leadership, academic literacy, economic and political development in Africa. *International Journal of Institutional Leadership, Policy and Management*, 5(4), 418-430.

Copyright © IJILPM 2023.

INTRODUCTION

Leadership exists for direction towards the achievement of group goals. For there to be leadership, there must be a group, and the group must have goals it wants to achieve. It is right therefore to say that leadership is a function of fellowship and followership. Leadership involves influencing members of a group to set goals and work towards achieving the set goals.

As the 33rd President of the United States of America, Harry S. Truman noted, leadership is the ability to get people to do what they do not like to do and like it. Every group,

organization, institution, or even nation has goals that it is set up to achieve. Leadership is indispensable in every organization or institution. It helps in the maintenance of order, provides supervision, and ensures that members' efforts are properly channeled towards the achievement of group goals.

Leadership involves mobilizing and influencing a group of people to work towards achieving a common goal, and this is done through building interpersonal relationships (Van Schalkwyk, 2011). Leadership is an attitude not necessarily a position. Institutions are organizations or corporations that oftentimes are of public character (Abraham, 2022). Institutions, public or private require effective leadership so as to eliminate laxity, non-challance, wastage of resources, etc., as well as attain pre-determined goals.

An institution, according to Abraham (2022) is an established organization or corporation like the university and other large organizations especially of a public character. Communication is also an indispensable factor in institutional goal attainment. In every institution, transactions are mediated through the instrumentality of language. It is also true that every discipline and or institution has its unique language. Economic and political development are also mediated and driven through communication (language). This is made possible through the concept of academic literacy – being able to communicate easily with other persons in the institution or group.

As opined by Abraham (2022:1), “Nations and institutions with effective institutional leadership... enjoy buoyant economic systems”. Institutional leadership backed with academic literacy will do away with Kakistocracy, while engendering sustainable economic and political development.

Unbundling the Theme

In this section, concepts in the title are clarified. There are four (4) concepts herein, namely:

- Institutional Leadership;
- Academic Literacy;
- Economic Development;
- Political Development.

Institutional Leadership

Institutional leadership is a relatively new area in the study of leadership. Most earlier leadership studies were leader-centred (Crevani et al., 2010). They did not explore the leadership type which has potential to create and or change an institution (Kraatz, 2009). This leadership type which creates and changes institutions is known as Institutional Leadership.

Institutional leadership, according to Washington et al. (2008) involves the establishment and conscious protection of the values and character of the institution. The orientation and focus of institutional leadership is more on self-maintenance. Other large organizations like banks, religious organizations, etc. are institutions, but for this segment of the discourse, the university shall be our focus.

In the university system, institutional leadership encapsulates the top and middle level management. They perform the management functions, motivating and inspiring the rest of the workforce towards the realization of the vision and mission of the university (Mohammed Jais & Ghani, 2021; Lael et al., 2020). The top and middle levels of management in universities involve

the Vice Chancellor (who is the Chief Executive) and his Principal Officers (Management team), Senate of the University in-charge of all academic issues, usually made up of all Professors, including Deans of Faculties, Heads of Departments, Directors and Coordinators of Institutes and Centres. Vice Chancellor is Chairman of the University Senate.

A close look at the scenario painted above about the top and middle management levels of the university reveals that virtually all of them are eminent academics/scholars, however, “they are able to inspire others by creating, supporting and sustaining environments for talents to flourish” (Mohamed Jais & Ghani, 2021 p. 235). They oftentimes adopt an array of strategies – being flexible, adaptable, and strategic to demonstrate the managerial capabilities and effectiveness towards realizing the vision and mission of the institution efficiently.

Institutional Leadership is “the collective ability of leadership to detect and cope with changes in the external environment by maintaining the primary goals of the organization” (Kivipold & Vadi, 2008 p. 55). Institutional Leadership goes beyond interpersonal leadership. In interpersonal leadership, the leader’s task is “to smooth the part of human interaction, ease communication, evoke personal devotion, and allay anxiety”, but in addition to all these, the task of an institutional leader includes “the promotion and protection of values” (Selznick 1957, in Washington et al, 2008 p. 722). Values are qualities worked for and held over time which guide institutions to conduct their affairs in a particular way because of their intrinsic worth; values of an institution define its culture.

Academic Literacy

The term ‘academic literacy’ would seem confusing to many because they understand literacy to be the ability to read and write. There confusion stems from the belief that every ‘academic’ is literate. They question: Why ‘Academic Literacy’? What is Academic Literacy?

Academic Literacy is not taught anywhere as a school subject, but the entire schooling process prepares people for academic literacy. From the earliest time in the formal school setting to when children begin to prepare for higher education, they are progressively prepared to be aware of the challenges they would face as they proceed to the university (tertiary education), or even the world of work. The new level they are about to go into, be it tertiary education or work environment comes with a major challenge – the ability to cope with the demands of language of those new environments (Weideman & Van Dyk, 2014).

In the simplest term, academic literacy is “the ability to use language to meet the demands of tertiary education” (Weideman & Van Dyk, 2014: i). Language ability and proficiency are critical for teaching, learning and research in the university. Though language is not all there is to succeed in the university, but everything about the university – its leadership, teaching/learning, and community service relies on communication (academic literacy). The whole business of the university is mediated through language – effective communication.

Academic Literacy bridges ‘articulation gap’. ‘Articulation gap’ is the lacuna (gap) that exists between the knowledge possessed by learners at the end of secondary education and the type required of them for academic success in the university (Sebolai, 2022). Academic Literacy is one of the vital academic resources and ability that students need to cope with the demands of higher education in the chosen language of teaching and learning (Council on Higher Education, 2013). It is the ability to cope with the discourse demands of higher education (Sebolai, 2022; Cliff et al., 2003; Van Dyk & Weideman, 2004).

In the 21st century, academic literacy goes beyond mere understanding and proficiency to cope with the demand of language of higher education, a particular discipline, or novel environment. It is now “currently closely linked to competencies to be able to evaluate digital content to subsequently produce knowledge” (Castillo-Martinez et al; 2023, p. 2).

Academic Literacy therefore is the ability to cope with the language demands of the learning environment/academic discipline, or the work environment, at both physical inter-personnel and virtual/ICT mediated levels/forms.

Economic Development

The term ‘Economic Development’ has become popular due to frequency of use in the 20th and the current 21st century. In terms past, Economic development policies in many countries and regions of the world focused on industrialization, and infrastructure. However, in recent times, it has poverty reduction as one of its top priorities. This is exemplified by the choice of ‘End Poverty in all its forms’ by the United Nations as the Sustainable Development Goal Number 1 (SDG 1).

It is not just ‘modernization or industrialization as previously believed by many, but a policy intervention for the improvement of the well-being of the people of a country or region. This suggests that what constitutes economic development may differ from one community, country or region to another.

Economic Development can be seen as the programs, policies or activities that seek to improve the economic well-being and quality of life of a community (British Columbia, n.d.). It is the process by which citizens and other inhabitants of a country become wealthier, healthier, better educated, and have greater access to social amenities and infrastructure, including good quality housing.

Generally, the features or indicators of Economic Development include:

- Literacy rate;
- Infrastructure;
- Internet Access;
- Academic Level;
- Access to quality housing;
- Standard of living;
- Access to good quality health care;
- Food security;
- Agriculture → Industry → Service sector (Shift and cooperation);
- Ease of doing business, and low rate of corruption

Economic Development is a group of policies, programmes, or activities that are geared towards the economic well-being and quality of life of a people or community by creating and retaining jobs that facilitate growth. There is a positive correlation between economic development and life expectancy. With access to good quality and affordable health care, food security, reduced poverty, etc., the chances of enhanced life expectancy are high.

Political Development

Political development is the increase in political participation and national political unity. It is the product of political education and awareness. The basic features of political development include but not limited to democracy, political stability, legitimacy, security, justice and fair play, welfare, bureaucratization, integration.

Political development is a predictor of economic development because it “enhances the state’s capacity to mobilize and allocate resources, to process policy inputs into implementable outputs” (Oxfordreference.com). It is an incontrovertible point that when there is full political participation of citizens at the input end, there is a corresponding increase in the capacity of political system. Therefore, political development has to do with increasing/increased political unity and broadening/broadened based of political participation.

Political participation of academic literate, disciplined men and women leads to sustainable economic and national development. Unfortunately, what we find in Nigeria is the situation where morally upright and highly literate men and women shy away from partisan political party participation. The result is primitive looting of the commonwealth – stealing and carting away the future of generations yet unborn. It is the price we have to pay for not participating in local, state, and national politics. Remember that the great Plato warned that: “One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors”. One other penalty is as prophesied by Robert Nesta Marley (Bob Marley) that: “In the abundance of water, the fool is thirsty”. Political development, for emphasis is a product of massive political participation, more so, by highly literate and disciplined people.

The Place of Institutional Leadership in Capacity Building

Institutional leadership, according to the submission of Kivipold and Vadi (2008) ensured that there is organizational capability or collective ability of leadership to continue to work towards attaining the targets of the organization, while detecting, coping with, and adapting to changes in the external environment.

Maintenance of institutional legitimacy and survival, and organizational effectiveness are very important tasks which institutional leadership must maintain. To be able to accomplish these tasks, Abraham (2022) insisted that leaders must:

- Maintain internal commitment to the values and mission of the institution/organization;
- Develop external support mechanisms to increase institutional legitimacy;
- Always analyze operations so as to:
 - Reduce errors;
 - Eliminate waste (from indolence and corrupt practices);
 - Improve client/customer satisfaction;
 - Communicate shared vision effectively
 - Set attainable goals;
 - Inspire and motivate workforce to deliver regularly on their mandates.

All these border on capacity building. Institutional leadership is “about character, but character needs to be enhanced by competence for it to be effective (Kolzow, 2014, p. 54). Character is an indispensable factor in institutional leadership success. As John Morley, in Kolzow (2014) noted that “No man can climb out beyond the limitations of his own character” (p. 54). Leaders’ character and competencies make or mar their career. They must have a clear sense of their personal and professional values, believe in the values they express, and ensure that their values are not divorced from those of the institution/organization.

Degrees and diplomas are awarded to graduands only when they have been found worthy both in character and in learning. Note that ‘character’ comes first. Universities are established among others, for the production of high level manpower, to drive the political and economic development of nations. This therefore presupposes that the main task of higher educational institutions is ‘capacity building’, with good character development fully embedded in the process.

Capacity building, according to Gooding (1996) in Stöcklin (2011) “requires the ability to set and accomplish goals, assess a need and develop a strategy to reach, and develop a vision and organize around it (p. 73). Institutional Leadership therefore must live up to its responsibility as an influence process to galvanize the efforts and activities of all members of the organization, through good leadership skills, to build capacity.

Institutional Leadership and Academic Literacy in the 21st Century

Institutional Leadership and academic literacy in the knowledge-driven and constantly advancing 21st century must be directed at promoting the following values:

- Contributing to national development;
- Fostering global competencies;
- Inculcating a value system;
- Promoting the use of ICT;
- Quest for excellence/continuous improvement (PCER).

The 21st century is a century where ‘learners’ tend to be smarter and somewhat ‘more knowledgeable’ than the teacher; ICT driven-where the learners are ICT/digital natives, while most of their teachers and some of the institutional leaders are either ICT/digital immigrants or fugitives (Abraham, 2021). The world has been reduced to a global village, and technology rules. Therefore, any institution which will not meet the learners in their world – the ICT world, does not have a place or use in this era.

Three (3) groups of skills are very necessary in the 21st century to be able to compete and survive in the knowledge economy, driven by Information and Communication Technology (ICT). They are also very necessary for political and economic development. These groups of skills are:

- (a) Learning Skills. These are also called the 4Cs of 21st century education, and they include:
- Critical Thinking: This is the ability to find solutions to problems;
 - Creativity: This is the ability/competence to think outside the box;

- Collaboration: The ability to form teams across ethnic, cultural, geographic, language boundaries/sharing of ideas and knowledge;
- Communication: Interacting competently and respectfully with others.

(b) Literacy skills, which include:

- Information Literacy: The understanding of facts, figures, statistics and other data;
- Media Literacy: The understanding of methods and outlets in and through which information is published;
- Technology Literacy: The understanding of the tools/machines/applications that make the information or digital age to thrive, and being able to use/apply them.

(c) Life Skills: These are skills that pertain to someone's personal life, and they include:

- Flexibility: The ability to deviate from plans as the need arises, to achieve optimally;
- Leadership: Ability to motivate team towards goal accomplishment;
- Initiative: Ability to conceive and start projects, come up with plausible strategies and plans;
- Proactivity: Ability to maintain efficiency irrespective of distractions;
- Social skills: Meeting and networking with people and teams for mutual benefits.

Jegade (2022) agreed that teaching at all levels should now be “directed at developing innovation, creativity, and critical thinking as weapons for relevance in the now normal of daily life and work” (p. 3). It is therefore right to state that institutional leaders will be failing in their responsibilities if their leadership is not directed at equipping learners and staff alike with the request 21st century skills and competencies.

Institutional Leadership Behaviours, Competencies, and Values for Economic and Political Development

Simply put, behaviours are the outward conduct and expression exhibited by an individual that are observed or experienced by others. Competencies on the other hand are one's area of proficiency which impact one's behaviour and leadership style. Values are principles or standards of behaviour; one's judgement of what is important in life. In this section, we shall look at the behaviours, competencies and values of the institutional leader which have the power to influence economic and political development.

The following are a set of behaviours that institutional leaders should possess and exhibit so as to effortlessly influence subordinates towards goal attainment:

- Compassion;
- Confidence;
- Promote success;
- Coaching subordinates;
- Constructive feedback;
- Self-awareness;

- Assertiveness;
- Communication;
- Honesty;
- Integrity;
- Active and patient listening;
- Planning;
- Problem solving;
- Resilience;
- Inspiring/motivating others;
- Cultivating an inspiring vision;
- Empathy;
- Innovativeness;
- Transparency;
- Fairness.

All institutional leaders must possess the following competencies to excel:

- Clarity of direction;
- Ability to inspire/motivate others to high performance;
- Good communication and intensive/patient listening;
- Collaborative orientation;
- Work to develop the next generation of leaders by assigning positions and coaching;
- Creative thinking;
- Intelligence/learning agility;
- Ability to create a culture of excellence;
- Discipline;
- Result-oriented (Delivers results);
- Clarifies expectations;
- Accountability;
- Exercise of good judgement (Kolzow, 2014).

The Pennsylvania State's Culture and Values Survey put forward a set of institutional values for the successful execution of the Penn State's mission; as follows:

- Integrity;
- Respect;
- Responsibility;
- Discovery (seeking and creating new knowledge);
- Excellence;
- Community (working together for the good of the institution, the immediate surrounding communities, and the world at large (The Pennsylvania State University, 2023).

With the afore-listed sets of leadership behaviours, competencies and values being effectively coordinated, the institution will work perfectly as a social system where everyone is working

conscientiously, without duress, according to plan, applying pre-determined strategies. With this scenario working in the institution, meeting targets and attaining goals will be easy. Quality researches will be conducted, and results used for the good of society. This will consequently impact economic and political development.

Academic Literacy for Economic and Political Development

Academic Literacy is an embodiment of higher order thinking and learning which is a prerequisite for the production of knowledge and communication in various disciplines, and also has significance of learners (Li, 2002; Moje 2015; Flowerdew, 2013). Education generally has “significant effect on the economic development of a country, both directly through employment and productivity, better composition of the labour force, division and mobility of labour, etc., and indirectly through higher savings and reducing the size of families” (Yeoh & Chu, 2012 p. 12). In this vein, literacy is known to have a major role in both economic and political development of nations.

Nations who presently occupy the top positions globally realized early the place of education/literacy in economic and political development, and put plans in place, and worked towards realizing these benefits. A good example is China.

Yeoh and Chu (2012) informed that:

Realizing the importance of literacy in a society, the Chinese government has started to stimulate reforms in education during the late 1980s, emphasizing its role in advocating economic development. Medium-and long-term plans to restructure and improve the quality of education have been drawn by all government bodies to meet new conditions and requirements in building a new and wealthy society in all aspects (p. 12).

It is therefore not surprising that China leads in technological inventions, and are also a great economic power. In fact, considering China’s pathway to economic and technological developments, education and academic literacy analysts from the World Bank predict that China will persist in its current achievements at an annual growth rate of at least 7 percent, and continue to achieve steady and progressive economic development for at least the next twenty years (Thomas, 2006 in Yeoh & Chu, 2012).

Academic literacy is not mere acquisition of a testimonial of school attendance. It is about quality, and high cognitive skills. In an empirical study conducted by Hanushek et al. (2010) on the role of quality education in promoting economic growth, it was concluded that there is a strong evidence that high cognitive skills of the population – rather than mere school attainment – have a strong positive relationship with economic growth.

Academic literacy is predominantly within the domain of higher education. It is at this level where people specialize in various disciplines. UNESCO (2013) averred that higher education contributes to development of nations through the production of high level skills and competences needed in the prevailing global knowledge-based economy.

Political development is the development of the institutions, attitudes, and values that form the political power system of a society (oxfordreference.com). Education is known to have an impact on people’s participation in politics. Many countries are suffering from the problems of political instability and its attendant fruits – corruption, unemployment, spiraling inflation,

unequal distribution of the nation's common wealth, inadequate provision of basic infrastructure and amenities/poor state of available infrastructure. This happens where governance is left in the hands of poorly educated or uneducated people.

Quality education and high literacy rate make people to know their rights, identify and support good and disciplined leaders, participate in the political process – including being part of shaping the ideologies of political parties, have issue-based campaigns and voting as one's civic obligation of his/her country.

Where did We Miss It?

Institutions, universities inclusive have been turning out graduates. These are educated men and women. In other parts of the world, it is these graduates – products of institutions – that are arrowheads of economic and political development of their countries. They give back to society what institutional leadership had impacted them with/imparted on them. In Nigeria, it appears to be a different scenario. What we see is a situation where many of those with high cognitive endowments tend to withdraw. At best, they seek paid employment; live 'quiet lives' – staying away from political participations. It is true that they may be contributing to economic development, but more will be achieved if and when highly educated people participate in politics. This will give them voice to direct allocation of resources decently.

Nature abhors vacuum. It is the non-political participation of many highly educated and literate persons that has given the others who style themselves 'professional politicians' the opportunity to dominate and perpetuate themselves in political office(s). As Robert Nesta Marley (Bob Marley) rightly says: "When the cat is away, the mice will play".

This section poses the question – Where did we miss it?

Is it that the institutions did not sufficiently prepare the graduands they turned out to society? Or, could it be that there is need for the re-engineering of the education process to be able to liberate the minds of recipients?

While trying hard not to be heretic, nor sound derogatory, it is our considered opinion that what education should do for recipients is akin to what God gives to all those who believe in Him, as captured in the Bible Book of 2 Timothy, Chapter 1, Verse 7: "For God has not given us a spirit of fear and timidity, but power, love and self-discipline" (New International Version). Where we missed it include:

- Leaving undone what should have been done. This is a sin that every properly educated Nigerian must repent of, and quickly too;
- Being timid even as educated people;
- By not coming up with educational policy reforms that would engender economic and political development. As earlier noted, China rejigged her educational policies which stimulated reforms in education in the 1980s, and the result is an economic and political development level never previously witness by that country;
- Not seeking nor honouring expert opinion in the educational policy formulation process;
- Planning with fake and unreliable statistical data;
- Making politics a full-time job, particularly the legislative arm;
- Weak anti-graft institutions which sometimes are used by political office holders to fight and intimidate opponents.

CONCLUSION

Institutional Leadership and academic literacy have strong positive relationship with economic and political development. The prevailing situation in Nigeria where it appears as though there exist a lacuna between institutional leadership and academic literacy on one hand, and economic and political development on the other suggests that there is an urgent need for redress. It suggests that there is dissatisfaction with the way our education – and institutional leadership have been over time. Higher educational institutions should be grounds where the drivers of economic and political development must sprout from.

Way Forward

To attain economic and political development through institutional leadership and academic literacy, the following are necessary:

- Reform education at all levels, particularly the higher education level. This reform should be directed at making educational functional, entrepreneurial, and solution-oriented.
- Institutional leaders should strategize to make the compulsory entrepreneurship course practical – oriented. Possession of an entrepreneurial skill should be made a criterion for graduation. This will impact positively on the economy as the products of universities set up business, and engender economic development.
- Academic literacy should not be for mere rhetoric, rather it should be used for political strategizing, political education, engagement and participation. This way, more educated people, with sound moral character will have a voice in the allocation of state and national resources for sustainable development. This will reduce the level of corruption, and primitive looting of public resources, particularly funds.
- The active participation of highly literate individuals will over time extricate the reign of political power from those in whose hands we left the decision of the fate of Nigerians, including those unborn.

REFERENCES

- Abraham, N. M. (2021). Teaching–Learning process in tertiary institutions in the 21st century. Lead paper presented at the 1st Annual Conference of the School of Education, Federal College of Education (Technical), Omoku, Rivers State, 13th July.
- Abraham, N. M. (2022). Institutional Leadership, Governance and Economic recovery. Lead Paper presented at the 2nd International Conference on Institutional Leadership and Capacity Building in Africa, at University of Delta, Agbor, Delta State, Nigeria; 217th September.
- British Columbia (n.d.). What is Economic Development? www.gov.bc.ca.
- Castillo-Martinez, I. M. et al (2023). Academic Literacy among the university students in Mexico and Spain: A holistic perspective. *Frontiers in Psychology* (16 January) pp. 1 – 14.

- Cliff, A. F. Yeld, N., & Hanslo, M. (2003). Assessing the academic literacy skills of entry-level students, using the Placement Test in English for Educational Purposes (PTEEP). *Bi-annual Conference of the European Association for Research in Learning and Instruction (EARLL)*. Podova, Italy.
- Council on Higher Education (2013). A proposal for undergraduate reform in South Africa: The case of a flexible curriculum structure. Report of the Task Team on Undergraduate Curriculum Structures. Pretoria. Council of Higher Education.
- Crevani, L., Lindgren, M., & Packendorff, J. (2010). Leadership not leaders: On the study of leadership as practices and interactions. *Scandinavian Journal of Management*, 26, 77-86.
- Flowerdew, J. (2013). Introduction: Approaches to the analysis of academic discourse in English. In J. Flowerdew (Ed.), *Academic discourse*. Routledge.
- Hanushek, E. A. et al. (2010). *Economics of Education*. Elsevier, pp. 60–67. (<http://hanushek.stanford.edu/publicationns/educationn-and-econmic-growth>).
- Jegede, O. (2022). Digital literacy and disruptive foundation for a new teacher education curriculum in Nigeria. Keynote Address presented at the 36th Annual Congress of the Nigerian Academy of Education held at the University of Calabar, Nigeria; 8–12 November.
- Kivipold, K., & Vadi, M. (2008) A tool for measuring institutional leadership and its implementation for the evaluation of organizational leadership capability. Working papers in Economics No. 172 (pp. 55–71). School of Economics and Business Administration, Tallin University of Technology, Tallin, Estonia.
- Kolzow, D. R. (2014). Leading from within: Building. *Organizational Leadership Capacity*.
- Kraatz, M. S. (2009). Leadership as institutional work: A bridge to the other side. In J. B. Lawrence, R. Suddorby & B. Leca (Eds.), *Institutional Work Actors and Agency in Institutional Studies in Organizations* (pp. 59 – 91). Cambridge University Press.
- Leal, F. W. et al. (2020). Sustainability leadership in Higher Education Institutions: An Overview of Challenges. *Sustainability*, 12(3761), 1–15.
- Li, D. (2022). A review of academic literacy research development: From 2002 to 2019. *Asian Pacific Journal of Second and Foreign Language Education*, 7(5), 1- 22.
- Mohamed Jais, I. R., & Ghani, E. K. (2021). Institution leadership in Universities: Does talent management matter? *Revista Universidad y Sociedad*, 13(4), 234 – 240.
- Moje, E. B. (2015). Doing and teaching adolescent literacy with adolescent learners. A social and cultural enterprise. *Harvard Educational Review*, 85(2), 254 – 278.
- Sebolai, K. (2022). The Academic Development approach to academic literacy in higher education. South Africa: A disconnect between teaching and assessment. *Journal for Language Teaching*, 56(2), 1–16.
- Stöcklin, S. (2011). Capacity building through integration and transformation leadership – A case study. *Higher Learning Research Communications*, 1(1), 71–92. <http://dx.doi.org/w,18870/hlrc.v1i1.28>.
- The Holy Bible. 2 Timothy, Chapter 1, Verse 7. New International Version.
- The Pennsylvania State University (2023). The Penn State Values. Online.stat.psu.edu
- UNESCO (2013). Education for sustainable Development Education Sector Technical Notes. UNESCO. www.unesco.org.
- Van Dyk, T., & Weideman, A. (2004). Switching constructs: On the selection of an appropriate blueprint for academic literacy assessments. *Journal of Language Teaching*, 38(1), 1–13. <https://doi.org/10.4314/jlt.v38i1.6024>.

- Van Schalkwyk, R. D. (2011). The impact of leadership practices on service quality in private higher education in South Africa. A dissertation submitted to the University of South Africa (UNISA).
- Washington, M., Boal, K. B., & Davis, J. N. (2008). Institutional Leadership: Past, present and future. In R. Greenwood, R. Suddaby, C. Oliver & K. Sahlin (Eds.). *Handbook of Organization institutionalism* (pp. 721 – 736). Sage.
- Weideman, A., & Van Dyk, T. (2014). *Academic Competence: Test your competence*. Geronimo Distribution (Pty) Ltd. ICELDA).
- Yeoh, E. K., & Chu, K. (2012). Literacy, Education and Economic Development in contemporary China. *China–ASEAN Perspective Forum*, 2(1 & 2), 11–83.