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THE QUEST FOR SUCCESSFUL
INTERNATIONALIZATION OF BANGLADESH'S
HIGHER EDUCATION: INVESTIGATING THE
STRATEGIC LEADERSHIP CHARACTERISTICS OF
ACADEMIC LEADERS¹

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Abstract

The main purpose of the study is to investigate and determine the underlying factors/constructs of organizational capabilities, personal characteristics of higher education institution administrators and to determine the elements of successful internationalization of higher education institutions in Bangladesh. One thousand and one hundred (1,100) academic leaders were sampled based on two stage multi-stage cluster sampling method. A total of 358 survey questionnaires were successfully returned which were analyzed by SEM statistical tools. The Confirmatory Factor Analysis results showed that organizational capabilities was represented by four distinct factors, personal characteristics represented by three factors, while successful internationalization represented by three factors. The findings implicates the importance of strategic leadership elements endeavors to be focused among the university academic leaders in Bangladesh. The study is considered pertinent particularly in enhancing the strategic leadership literature in Bangladesh's higher education context.

Keywords: Internationalization, Higher Education, Bangladesh, Strategic Leadership, Academic Leaders

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Introduction and Background

Internationalization of higher education has become a significant part of the process of globalization. Higher education can no longer be viewed in a strictly national context and across the globe but there is an increasing demand for higher education.² This has led higher education to undergo significant and substantial changes which are in fact the automatic response to the global demand and a way to minimize the dominance of globalization. Recently global higher education market has emerged with the increase of students' mobility across borders for the purpose of higher education. In 2011 – worldwide – over 4.3 million students went beyond their national borders for education³ and this number reached about 4.5 million in 2014. It has been forecasted that the total students' mobility will grow up to 8 million by 2025⁴ whereby most of them are from Asia.⁵

The reasons why students go abroad for studies vary; however, the inability of developing countries to fulfill the demand for education domestically, is often than not, cited as the main reason for their departure. Internationalization of higher education is a strategy to reform the higher education in order to retain the home students and to increase the education export.⁶

² Eva Egron-Polak, Ross Hudson, and Jocelyne Gacel-Avila, *Internationalization of Higher Education: Global Trends, Regional Perspectives: IAU 3rd Global Survey Report* (Paris: International Association of Universities, 2010).

³ P. G. Altbach and David Engberg, "Global Student Mobility: The Changing Landscape," *International Higher Education* 77 (2014): 11.

⁴ Geoff Maslen, "Worldwide Student Numbers Forecast to Double by 2025," *University World News: The Global Window on Higher Education*, 2012, <http://www.universityworldnews.com/article.php?story=20120216105739999>.

⁵ Dirk Van Damme, "Quality Issues in the Internationalisation of Higher Education," *Higher Education* 41 (2001): 415–41.

⁶ P. G. Altbach and U. Teichler, "Internationalization and Exchanges in a Globalized University," *Journal of Studies in International Education* 5, no. 1 (2001): 5–25, doi:10.1177/102831530151002; Jane Knight, "Internationalization and the Competitiveness Agenda," in *Higher Education, Policy, and the Global Competition Phenomenon*, ed. V. Rust, L. Portnoi, and S. Bagley, 1st edn. (USA: Palgrave Macmillan, 2010), 205–18; P. G. Altbach and Jane Knight, "The Internationalization of Higher Education: Motivations and Realities," *Journal of Studies in International Education* 11, no. 3–4 (September 1, 2007): 290–305, doi:10.1177/1028315307303542; Jane Knight and Hans De Wit, "Strategies for

Universities worldwide are competing to 'Internationalize the student experience (both on and off campus), enhance the employability of students through international experience, such as participation in mobility programs, develop the international dimension of the curriculum, increase global competitiveness through international partnerships, networks, collaboration'⁷ in order to remain in the current global competition in education sector, this research involves exploring organizational capabilities and personal characteristics of the academic leaders and administrators as the determinants for the successful internationalization of higher education institutions. Two elements of strategic leadership such as organizational capabilities and personal characteristics⁸ are the pillars of the successful and dynamic leadership driving to substantial change in the arena of higher education sector.⁹

The trend for internationalization of Higher Education Institutions (HEIs) becomes more inevitable wherein education is not only limited to a country's local students, but also considered as a service to international students.¹⁰ 'It is not just about commercialization of education for economic benefits; but, it is also about enhancing ideas and improving the understanding among

Internationalisation of Higher Education: Historical and Conceptual Perspectives," in *Strategies for Internationalisation of Higher Education: A Comparative Study of Australia, Canada, Europe and the United States of America*, ed. Hans De Wit, 1st edn. (Michigan: European Association for International Education, 1995), 5–32.

⁷ R. Wadhwa and S. Jha, "Internationalization of Higher Education: Implications for Policy Making," *Higher Education for the Future* 1, no. 1 (2014): 101, doi:10.1177/2347631113518399.

⁸ Brent Davies and Barbara J. Davies, "Strategic Leadership Reconsidered," *Leadership and Policy in Schools* 4, no. 3 (2005): 241–60, doi:10.1080/15700760500244819.

⁹ L. K. Childress, "Internationalization Plans for Higher Education Institutions," *Journal of Studies in International Education* 13, no. 3 (2009): 289–309, doi:10.1177/1028315308329804; Eva Egron-polak, "Internationalization of Higher Education: Converging or Diverging Trends?," *International Higher Education* 76 (2014): 7–9.

¹⁰ Shun Wing-Ng, "Rethinking the Mission of Internationalization of Higher Education in the Asia-Pacific Region," *Compare: A Journal of Comparative and International Education* 42, no. 3 (2012): 439–59, doi:10.1080/03057925.2011.652815.

communities and nations'.¹¹ Therefore, almost all developed countries emphasize on internationalization of higher education. This have improved their institutions and institutional practices by establishing administrative network, shaping the international reputation of higher education, merging policy with communication activities etc.¹² While the scenario in developing countries is almost the same, the focus of this study is on the strategic leadership that is likely to contribute to the successful internationalization of higher education institutions in Bangladesh.

Before embarking on internationalization of HEIs in Bangladesh, it is important to know the categories of HEIs available in Bangladesh and how they are operated. There are five types of higher education available in Bangladesh. These are: i. General Education; ii. Science, Technology and Engineering Education; iii. Medical Education; iv. Agricultural Education; v. Distance Education. In addition, the higher education sector also provides vocational and *madrasha* education.¹³ The number of both public and private universities is gradually increasing.¹⁴ However, there are 93 (ninety three) universities in Bangladesh and out of which, 31 (thirty one) universities are in the public sector, while the other 62 (sixty two) are in the private sector.¹⁵ Although, according to the official website of the University Grant Commission (UGC), the number of public university is 34 (thirty four) and the number of private university is 76 (seventy six). Among the public universities Bangladesh National University mainly functions as an affiliating university for 3-year bachelor degree and post-graduate degree level

¹¹ Ershad Ali and Geetha Subramaniam, "Export of Education from New Zealand to Bangladesh: Issues and Opportunities," *Cross-Cultural Communication* 6, no. 1 (2010): 9.

¹² Dong Chen, "Internationalization of Higher Education in China and Its Development Direction," *Higher Education Studies* 1, no. 1 (2011): 79–83, doi:10.5539/hes.v1n1p79.

¹³ Mobasser Monem and Hasan Muhammad Baniamin, "Higher Education in Bangladesh: Status, Issues and Prospects," *Pakistan Journal of Social Sciences* 30, no. 2 (2010): 293–305.

¹⁴ J. Hossain, M.A. Hoque, and Jamal-Uddin, "Private University: In Expanding Higher Educational Facilities in Bangladesh," *Banglavisision Journal* 14, no. 1 (2014).

¹⁵ Ibid.

education at different colleges and institutions in different field of studies. Bangladesh Open University is a public university and provides distance learning for the mass.

Bangladesh has 85 government and private medical institutions. All are run under the control of University of Dhaka because they are considered as having the status of a college and a college cannot be autonomous in Bangladesh.¹⁶ There is only one medical university which is, 'Bangabandhu Sheikh Mujib Medical University', which like other public universities, offers courses on a different system where Fellowship of College of Physicians and Surgeons (FCPS) Degree is offered in the disciplines of medical education; and diploma courses are offered in 12 disciplines.

Despite, growing domestic capacity, a large number of Bangladeshi students go abroad for higher education. According to UNESCO data, 14,513 students from Bangladesh were studying in other countries in 2005, an increase of over 10 percent from 2004 (UNESCO, 2006, 2007). Australia, the United States, Malaysia, the United Kingdom, Cyprus, Japan host a sizeable number of students from Bangladesh. Because of porous border, there is also large flow of people between India and Bangladesh. However, Bangladeshi universities are receiving foreign students too. For example, Ruhani¹⁷ reported that in 2017 a number of 2282 foreign students enrolled in both private and public universities of Bangladesh.¹⁸

In this circumstance, changes in higher education cannot be achieved overnight; but, according to theory, in order for managing and implementing any changes, leadership is essential part.¹⁹ As organizational capabilities (OC) and personal characteristics (PC) are very effective and its effectiveness in improving school is

¹⁶ University of Dhaka, "University of Dhaka: The Highest Echelon of Academic Excellence," *University of Dhaka*, n.d., http://www.du.ac.bd/list_of_colleges.php.

¹⁷ R. Al. Ruhani, "UGC Report: Foreign Students Losing Interest in 295 Bangladeshi Public University," *Dhaka Tribune*. Dhaka: Bangladesh. Retrieved from <http://www.dhakatribune.com/bangladesh/education/2017/12/13/foreign-student-losing-interest-in-public-university/>

¹⁸ J. Hossain, M.A. Hoque, and Jamal-Uddin, "Private University: In Expanding Higher Educational . . ."

¹⁹ Fiona Graetz et al., *Managing Organisational Change* (Milton, Qld.: John Wiley and Sons Australia, 2011).

well-known²⁰ studies on effectiveness of OC and PC in case of higher education institutions are limited. This study will investigate predicting strength of organizational capabilities and personal characteristics on successful internationalization of HEIs in Bangladesh.

Internationalization of higher education institutions is a complex process.²¹ It requires proper leadership, governance, quality initiatives. It can be said that successful internationalization of HEIs in Bangladesh is dependent upon the organizational capabilities, personal characteristics of educational leaders, good governance, quality standard and initiatives of the HEIs themselves.

Some Reflections on Successful Internationalization of Higher Education Institutions

Outcome is an indicator to success of Internationalization. Therefore, a study has found an inventory of expected outcomes of internationalization. For example, in education of the USA, the implementation of internationalization has been evaluated and an outcome inventory has been established for successful internationalization.²² Success inventory of internationalization

²⁰ Aniyath Ali, "The Relationship between Strategic Leadership Practices and Self-Efficacy among School Leaders in Republic of Maldives" (master dissertation, International Islamic University Malaysia, 2013); Barbara J. Davies and Brent Davies, "Developing a Model for Strategic Leadership in Schools," *Educational Management Administration & Leadership* 34, no. 1 (2006): 121–39, doi:10.1177/1741143206059542; Andrew Davies and Tim Brady, "Organisational Capabilities and Learning in Complex Product Systems: Towards Repeatable Solutions," *Research Policy* 29, no. 7–8 (2000): 931–53, doi:10.1016/S0048-7333(00)00113-X.

²¹ Wendy WY Chan and Clive Dimmock, "The Internationalization of Universities: Globalist, Internationalist and Translocalist Models," *Journal of Research in International Education* 7, no. 2 (2008): 184-204.; Childress, "Internationalization Plans for Higher Education . . ."; Jane Knight and Sirat Morshid, "The Complexities and Challenges of Regional Education Hubs: Focus on Malaysia," *Higher Education* 62, no. 5 (2011): 593; Akiyoshi Yonezawa, Hiroko Akiba, and Daisuke Hirouchi, "Japanese University Leaders' Perceptions of Internationalization: The Role of Government in Review and Support," *Journal of Studies in International Education* 13, no. 2 (2009): 125-142.

²² National Association of State Universities and Land-Grant Colleges

outcomes is the base of the current researcher's assumption in that internationalization can be measured, whereby the impact of this model on internationalization will be examined.

Desired outcomes of Successful Internationalization of Higher Education Institutions (SIHEIs) have three domains:

1. The education and preparation of students in the international context;
2. The vital role of the international involvement of faculty members in teaching, research and engagement; and
3. The overall institutional commitment as manifested by campus leadership, as well as appropriate programs, policies and structures.

Strategic Leadership Characteristics of Academic Leaders for SIHEIs

Davies identified some activities that strategic leaders do. These activities are mainly of two types particularly the organizational capabilities (OC) and personal characteristics (PC). The OC include, direction setting which concerns 'a strategic view of three to five years into the future and beyond'.²³ In this pursuit the leader supports to overcome resistance so that the innovators and champions for change can succeed.²⁴ In order to implement strategy into action leaders' credibility is a vital issue. If the leader can implement smaller strategic changes within the organization, it increases the leaders' credibility to successfully and effectively perform large and major changes. This is why excellent 'soft' or people oriented skills are associated with leadership.²⁵

In addition, aligning the people and the organization to the strategy means to bring changes in the organization. It is not possible to bring a basic change in mission and strategy without changing

(NASULGC), "A National Action Agenda for Internationalizing Higher Education" (USA, 2007).

²³ Brent Davies and Barbara J. Davies, "Strategic Leadership Reconsidered," *Leadership and Policy in Schools* 4, no. 3 (2005): 241-260.

²⁴ Ivana Ticha, "Organizational Capabilities as a Source of Competitive Advantage: A Conceptual Framework," *Agricultural Economics* 56, no 4 (2010): 159-162.

²⁵ *Ibid.*, 160.

culture and behavior. The key to this is changing the mindset and the behavior of the people which can be achieved by strategic conversation, motivation and participation.²⁶ Furthermore, this is to do the right thing at the right time. For intervention or doing the right thing means to know what to do and how to do even when to do and what not to do.²⁷ Therefore, the leader is able and smart in making adjustments on the developmental strategic plans of the organization. He can introduce or suggest new strategies to replace the old and non-effective strategies. He decides appropriate time to implement the new strategies for the development of the organization.²⁸

Strategic capabilities also include basic skills and fundamental competencies that the entire organization needs for its sustainability. The leader must know how to enhance these skills for future competitive situations. For this, the leader does not blame others; but, solve the problem and utilizes the available information on staff's participation.²⁹

The PC combines personality, cognitive, and demographic differences.³⁰ So when a person decides, he/she brings his or her own exclusive viewpoint to the decision making context. Therefore, as internationalization requires complex decision making process, it is not the result of 'strict individual rational optimization'.³¹ Moreover, internationalization requires strategic leadership with certain characteristics for its leaders. Other researchers indicated that organizational development through changes are nothing. Strategic choices are a result of (a) managerial perceptions (for example risk propensity, self-efficacy), (b) reflecting the decision maker's cognitive base (for example cognitive complexity including ability to interpret issues, opinion, systematic understanding of concepts, and

²⁶ Davies and Davies, "Strategic Leadership Reconsidered . . ."

²⁷ Kimberly B. Boal and Robert Hooijberg, "Strategic Leadership Research: Moving on," *The Leadership Quarterly* 11, no. 4 (2000): 515-549.; Davies and Davies, "Strategic Leadership Reconsidered . . ."

²⁸ Davies and Davies, "Strategic Leadership Reconsidered . . ."

²⁹ Ibid.

³⁰ Filiz Tabak and Steve H. Barr, "Propensity to Adopt Technological Innovations: The Impact of Personal Characteristics and Organizational Context," *Journal of Engineering and Technology Management* 16, no. 3-4 (1999): 250.

³¹ Ibid.

predicting phenomena) and (c) values as well as observable demographic characteristics (such as executives' age, education, and past experience, educational level).³²

Following is the discussion of personal characteristics pertaining to organizational involvement of the leaders. Characteristics that a person displays as a strategic leader include having dissatisfaction or restlessness with the present, to prioritize his own strategic thinking and learning, to create mental models in order to frame his own understanding and practice and to have powerful personal and professional networks.³³

According to Davies, the aspects of personal characteristics are restlessness, absorptive capacity, adaptive capacity, and wisdom. Restlessness is persistence and to keep striving for the excellence of the organization. Leaders who encourage the staff to achieve a certain level beyond excellence are restless in nature. This persuasion comes from dissatisfaction with the present.³⁴ Therefore, leaders having restless mind always state their intention to work collectively with their staff in order to develop the organization. For this, they always provide occasions to all staff to express their opinion and comments that can enhance the excellence of the organization.

The leaders must also have absorptive capacity which means to not only strive for excellence but also care about the new information to heighten the excellence of the organization. This characteristic leads the leaders to always analyze new information that is received from various sources with the aim of improving the performance of the organization. Even a tendency to learn from past mistakes will grow.

The leader must adapt new information to make important strategic changes for the enhanced excellence of the organization. Readiness to accept new ideas that can enhance the excellence of organization is important in this regard.³⁵

³² Lakhwinder Singh Kang and Payal, "Personal Characteristics and Executive Compensation: A Study of Executive Directors in India," *The IUP Journal of Corporate Governance* IX, no. 3 (2010): 28–37.

³³ Davies and Davies, "Strategic Leadership Reconsidered . . ."

³⁴ Ibid.

³⁵ Ibid.

Lastly, wisdom indicates intellectual growth of leaders. Having the wisdom means to make a balance between the interest of an individual staff of the organization with the interest of the organization itself. For the accomplishment of any target there must be certain deadline while at the same time the leader should be flexible in the implementation of a strategy and should provide constant support at the same time. Nevertheless, the leaders must abide by the values alongside the staff of organization. Finally, the wisdom helps the leaders to understand the reality of the organization from their own capacity.³⁶

Impact of Strategic Leadership Characteristics of Academic Leaders on SIHEIs

The researcher gathered various studies on OC and PC, changes and reformation of higher education institutions, and process of internationalization. The model depicts that successful internationalization contingent upon ability and characteristics of leaders such as executives' experiences, values, and personalities of leaders on their interpretations of the situations they face, and, consequently, affect their choices.³⁷ These choices, in turn, influence organizational performance.³⁸ However, organizational capabilities and personal characteristics have been found very effective in case of school development.³⁹ Similarly, leadership quality has an influence on innovation process and activities.⁴⁰ Furthermore, a study conducted on Russian companies found that leadership capacity has

³⁶ Ibid.

³⁷ Donald C Hambrick, "Upper Echelons Theory: An Update," *The Academy of Management Review* 32, no. 2 (2007): 334–43.

³⁸ S. M. Carter and C. R. Greer, "Strategic Leadership: Values, Styles, and Organizational Performance," *Journal of Leadership & Organizational Studies* 20, no. 4 (2013): 375–93, doi:10.1177/1548051812471724.

³⁹ Barbara J. Devis and Brent Davies, "Developing A Model for Strategic Leadership in Schools," *Educational Management Administration & Leadership* 34, no. 1 (2006): 121-139.; Davies and Davies, "Strategic Leadership Reconsidered . . ."

⁴⁰ Adegoke Oke, Natasha Munshi, and Fred O. Walumbwa, "The Influence of Leadership on Innovation Processes and Activities," *Organizational Dynamics* 38, no. 1 (2009): 64-72.

an effect on organizational performance.⁴¹ On top of that, personal characteristics has been proved effective in internationalization of higher education in Romania.⁴² Nevertheless, leadership is the means for driving the organization in every area towards quality and excellence.⁴³ Therefore, two components of strategic leadership (i.e. OC and PC) must affect successful internationalization.

Apart from the current literature, the Qur'an also inspires strong leadership and tells the leaders not to follow their own whims and fancies. Leadership is compared with hard substance like iron which is unbreakable. Leaders are advised to be stick with their decision. In this case, putting trust on Allah (S.W.T) is very important because Allah can show the true path to the leaders and Allah can grant ultimate success to the leaders. This is a religious orientation of the leaders which can be added as a quality of strategic leaders who will take care of any Islamic University. Taking care of duties perfectly can be ensured through fearing unseen God and the Day of Judgment. In addition to its Islamic characteristics, aiming organizational excellence is desired. In the globalized world a HEIs cannot achieve excellence without implementing internationalization. This study concerns how strategic leadership can play role in internationalization process.

Objectives of the Study

The main aim of the study is to investigate the strategic leadership characteristics (comprised of OC and PC) of Bangladesh's academic leaders of higher education 'Students' Engagement' (Stud), Faculty 'Members' Competence and Engagement' (Faculty) and 'Institutional Commitment' (Inst). The second aim is to determine the

⁴¹ Detelin S Elenkov, "Effects of Leadership on Organizational Performance in Russian Companies," *Journal of Business Research* 55, no. 6 (June 2002): 467–80, doi:10.1016/S0148-2963(00)00174-0.

⁴² Ovidiu-Niculae Bordean and Anca Borza, "Internationalization of Higher Education Institutions: The Case of Romania," *Procedia - Social and Behavioral Sciences* 92, no. Lumen (October 2013): 98–103, doi:10.1016/j.sbspro.2013.08.643.

⁴³ Gopal K. Kanji, "Leadership Is Prime: How Do You Measure Leadership Excellence?," *Total Quality Management & Business Excellence* 19, no. 4 (2008): 417–27, doi:10.1080/14783360802002834.

characteristics of Bangladesh's SIHEIs. The specific objectives are as follows:

1. To investigate if all observed variables of OC represent the OC of Bangladesh's Academic leaders of Higher Education Institutions
2. To investigate if all observed variables of PC represent the PC of Bangladesh's Academic leaders of Higher Education Institutions
3. To investigate if all observed variables of SIHEIs represent the SIHEIs of Bangladesh.

Therefore, the research questions for the study are as follows:

1. Are all observed variables of OC represent the OC of Bangladesh's Academic leaders of Higher Education Institutions?
2. Are all observed variables of PC represent the PC of Bangladesh's Academic leaders of Higher Education Institutions?
3. Are all observed variables of SIHEIs represent the SIHEIs of Bangladesh?

And, the hypotheses of the study are as follows:

- HP1. All observed variables of OC represent the OC of Bangladesh's Academic leaders of Higher Education Institutions.
- HP2. All observed variables of PC represent the PC of Bangladesh's Academic leaders of Higher Education Institutions.
- HP3. All observed variables of SIHEIs represent the SIHEIs of Bangladesh.

Methodology

Research Design

This study was conducted using quantitative research design.⁴⁴ Therefore, data were collected through a well-constructed

⁴⁴ C. R. Kothari, *Research Methodology*, 2nd edn. (New Delhi, India: New Age Int'l Publishers, 2010).

questionnaire. This study includes surveys and fact-finding enquiries by presupposing some hypotheses.⁴⁵ Testing hypothesis is deductive in nature and thus this current study is justified to be quantitative in nature⁴⁶. In this investigation mentioned earlier, there are five objectives and five hypotheses which need to be tested.

Population and Sample

The population of this study as shown in the following table comprises of educational leaders of public and private universities, spread in seven regions in Bangladesh. The regions are Barishal, Chittagong, Dhaka, Khulna, Rajshahi, Rangpur and Sylhet. A total of 346 academic leaders are involved in the original study though later on 12 cases are removed (leaving 334 for final analysis) because of having multivariate outliers. Table 1 gives the frequency count and percentage of the actual number of respondents (N=346) for each demographic variable. The results of the frequencies revealed that n=227, 65.6% of the respondents were from public HEI while n=119, 34.4% were from private HEIs. Table 1 depicted that the majority n=153, 44.2% of the respondents were Heads of the Department. The table also revealed that n=86, 24.9% of the respondents were from the Dean category. While n=80, 23.1% of the respondents was identified as program coordinators, n=18, 5.2% of the respondents were identified as deputy registrars. Vice Chancellors were identified as the least among the respondents' categories n=4, 1.2%. In terms of the gender of the respondents Male were n=276, 79.8% and female were n=70, 20.2%. Regarding the respondents' average age, the analysis showed that the average age was 44 years. As for the respondents' working experience, they have on average 16 years of working experience while they have 8.56 years of working experience in the posts of any academic leadership posts.

⁴⁵ Ibid.

⁴⁶ D. Ary et al., *Introduction to Research in Education* (Belmont, CA: Cengage Learning, 2010).

Table 1. Categories of Respondents for the Study

SN	Variables	Groups	N=346	%
01.	Types of University	Public	227	65.6%
		Private	119	34.4%
02.	Positions of Respondents	VC	4	1.2%
		Registrar	5	1.4%
		Deputy Registrar	18	5.2%
		Dean	86	24.9%
		HOD	153	44.2%
		Program Coordinator	80	23.1%
03.	Gender	Male	276	79.8%
		Female	70	20.2%

Data Analysis and Results

The results based on the individual research questions are discussed below. The results or findings will also be supported by the hypotheses testing results.

Research Question 1 & HPI:

Are all observed variables of OC represent the OC of Bangladesh's Academic leaders of Higher Education Institutions?

HPI: All observed variables of OC represent the OC of Bangladesh's Academic leaders of Higher Education Institutions.

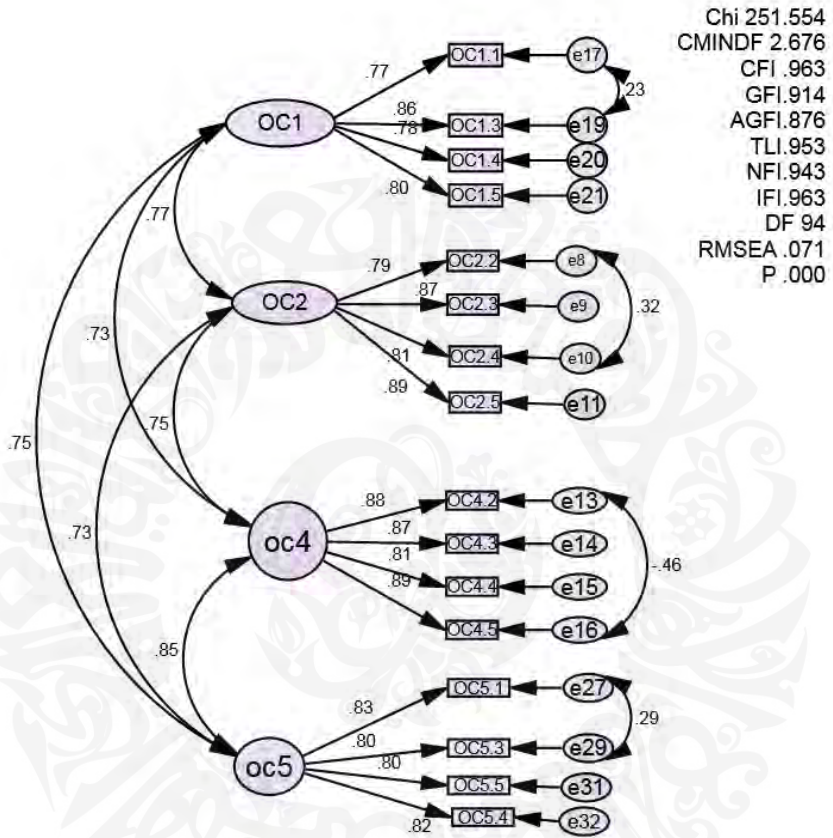
This study employs descriptive statistics, and Confirmatory Factor Analysis (CFA). CFA was performed to examine the validity of measurement models of the five latent constructs namely 'ability to

orientate strategically', 'ability to translate the strategies into action', 'ability to align the school staff with the goal of the organization', 'ability to determine effective strategic interaction/intervention points', 'ability to develop strategic competencies'. CFA was employed to estimate the measurement model of OC with Maximum Likelihood estimation and to assess the overall fitness of the OC model.⁴⁷ The generated model shows that there are five latent constructs in the measurement model whose overall fit of the model was $\chi^2(265) = 902.819$, $p = 0.000$, which was statistically significant, indicating an inadequate fit between the covariance matrix of the observed data and the implied covariance matrix of the model. Although CFI, IFI and TLI fell within the range of acceptable value (CFI = .91, IFI = .91, TLI = .90) and parameter estimates ranged from .77 to .88, the rest of fit indices did not satisfy the cut-off values (RMSEA = .085, CMIN/DF = 3.407, GFI = .810, AGFI = .766). It is obvious that these fit indices are not encouraging as they fall well out of desired threshold values of fit indices particularly GFI, AGFI, (RMSEA and CMIN/DF).

With the same procedure of revising measurement model, the latent variables were revised. As a result, the parameter estimates dropped from $>.85$ to $\leq .85$. Moreover, all fit statistics have improved: CFI increases to .963 and RMSEA index decreases to .071. Figure 1 below depicts better goodness of fit statistics of the re-specified model: CMINDF = 2.67, CFI = .963, GFI = .914, AGFI = .876, TLI = .953, NFI = .943, IFI = .963, RMSEA = .071.

⁴⁷ Barbara M. Byrne, *Structural Equation Modeling with AMOS: Basic Concepts, Applications, and Programming* (London: Routledge, 2016).

Figure: 1 Re-specified hypothesized measurement model of OC



Note: OC1: ability to orientate strategically
 OC2: ability to translate the strategies into action
 OC3: ability to align the school staff with the goal of the organization
 OC4: ability to determine effective strategic interaction/intervention points
 OC5: ability to develop strategic competencies

As depicted in the re-specified hypothesized measurement model of OC (Figure 1), the OC3 (*ability to align the school staff with the goal of the organization*) construct is dropped due to poor loadings of the

items. As a consequence, the OC measurement model only represents four OC characteristics particularly 'ability to orientate strategically' (OC1), 'ability to translate the strategies into action' (OC2), 'ability to determine effective strategic interaction/intervention points' (OC4) and 'ability to develop strategic competencies' (OC5). Therefore HP1 is not supported.

Research Question 2 & HP2:

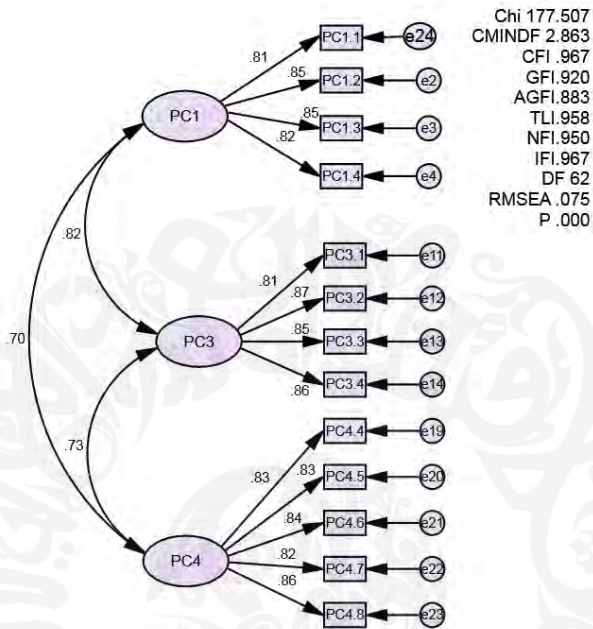
Are all observed variables of PC represent the PC of Bangladesh's Academic leaders of Higher Education Institutions?

HP2: All observed variables of PC represent the PC of Bangladesh's Academic leaders of Higher Education Institutions.

CFA is performed to examine the validity and reliability of measurement model of PC with its four underlying factors of 'Restlessness (PC1), Absorptive Capacity (PC2), Adaptive Capacity (PC3) and Wisdom (PC4)'. Restlessness refers to 'Showing non-satisfaction with the current achievements; Absorptive capacity refers to 'Showing absorptive capacity; Adaptive capacity refers to 'Showing adaptive capability' and Wisdom refers to 'Showing leadership wisdom'.

The results are depicted in Figure 2 below. The goodness of fit statistics indicate CMINDF= 2.86, CFI = .967, GFI =.920, AGFI =.883, TLI = .958, NFI= .950, IFI = .967, RMSEA =.075 which fulfil the expected threshold values. However, instead of four underlying factors of PC, the CFA managed to confirm only three underlying factors mainly Restlessness (PC1), Adaptive Capacity (PC3) and Leadership Wisdom (PC4). Therefore, HP2 is not supported.

Figure 2: Re-specified hypothesized multidimensional model of PC



Note: PC1: Restlessness, PC2: Absorptive Capacity, PC3: Adaptive Capacity, PC4: Wisdom

Research Question 3 & HP3:

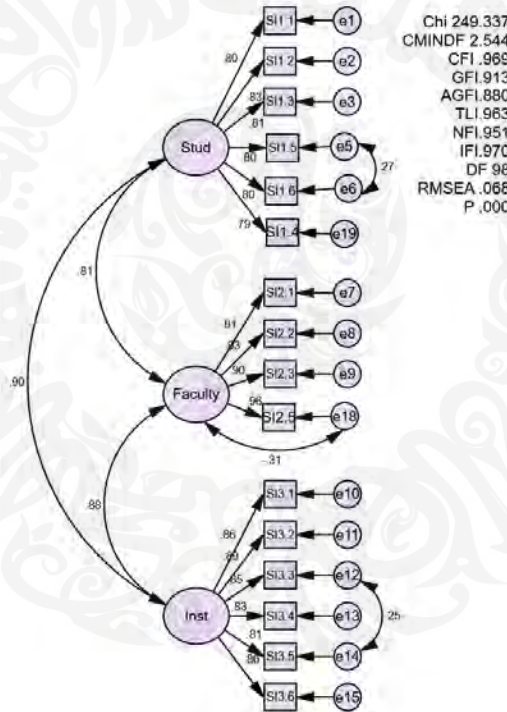
Are all observed variables of SIHEIs represent the SIHEIs of Bangladesh?

HP3: All observed variables of SIHEIs represent the SIHEIs of Bangladesh.

CFA is performed to determine the validity and reliability of the measurement model of SIHEIs. The underlying factors of SIHEIs are ‘Students’ Engagement’ (Stud), Faculty ‘Members’ Competence and Engagement’ (Faculty) and ‘Institutional Commitment’ (Inst). The initial results of goodness of fit statics obtained from CFA are as follows: $\chi^2(116) = 371.57$, CMINDF = 3.20, CFI = .949, GFI = .880, AGFI = .842, TLI = .940, NFI = .928, IFI = .949, RMSEA = .81, $p < .001$.

Obviously, the overall goodness of fit statistics does not satisfy the cut-off scores for the accepted model.⁴⁸ Therefore, generated hypothesized model of SIHEIs required to be re-specified. The results from the re-specification of the SIHEIs measurement model are as follows: χ^2 (98) = 249.33, CMINDF= 2.54, CFI = .96, GFI = .913, AGFI = .883, TLI = .963, NFI= .951, IFI = .970, RMSEA = .068, $p = <.001$. The correlations among the latent constructs decreased too. All fit indices indicate better fit compared to the initial results. All three underlying factors/construct stay intact as measured variables for SIHEIs. Therefore, HP3 is supported.

Figure 3: Re-specified hypothesized Measurement Model of SIHEIs



Note: Stud: 'Students' Engagement', Faculty: 'Faculty Members' Competence' and Engagement', Inst: 'Institutional Commitment'.

⁴⁸ Ibid.; Richard G. Lomax and Randall E. Schumacker, *A Beginner's Guide to Structural Equation Modeling* (Psychology Press, 2004).

Discussions

Strategic Leadership Characteristics of Bangladesh's Higher Education Institutions Academic leaders: Organizational Capabilities (OC).

The aspects and elements of OC were originally explored by Davies and Davies⁴⁹ and expanded by other scholars such as Hairuddin⁵⁰ and Hairuddin and Inas.⁵¹ The OC comprised the capabilities to orientate the organization strategically; to translate strategy into action; to align people and organizations; to determine effective strategic intervention points; and to develop strategic competencies.⁵² While OC is greatly important for a HEIs to implement internationalization strategies to sustain in competitive market⁵³ it may not mean applicable to all HEIs. However, in Bangladesh context, the CFA for measurement model of OC suggests four aspects of OC mainly “ability to orientate strategically (OC1)”, “ability to translate the strategies into action (OC2)”, “ability to determine effective strategic interaction/intervention points (OC4)” and “ability to develop strategic competencies (OC5)” In the same context, the academic leaders of Bangladesh, in general, don’t have “ability to align the school staff with the goal of the organization (C3)”. The general findings, however are in disagreement with Davies and Davies,⁵⁴ Hairuddin,⁵⁵ and Hairuddin and Inas⁵⁶. In

⁴⁹ Devis and Davies, "Developing A Model for Strategic . . .": 121-139.; Davies and Davies, "Strategic Leadership Reconsidered . . ."

⁵⁰ Hairuddin Mohd Ali, *The Strategic Leadership Fundamentals for Schools* (Kuala Lumpur: IIUM Press, 2016).

⁵¹ Hairuddin Mohd Ali and Inas Zulkipli, “Strategic Leadership Practices and Students’ Aspiration Outcomes: What works in Malaysian Vocational Colleges?” Special Issue, *Al-Shajarah* (2017).

⁵² Devis Davies, "Developing A Model for Strategic . . .": 121-139.; Davies and Davies, "Strategic Leadership Reconsidered . . ."; Hairuddin Mohd Ali, “The Quest for Strategic Malaysian Quality National Primary School Leaders,” *International Journal of Educational Management* 26, no. 1 (2012): 83–98, doi:10.1108/09513541211194392.

⁵³ Gerd Schienstock, “Organizational Capabilities: Some Reflections on the Concept,” *Research Unit for Technology, Science and Innovation (TaSTI) Studies* (2009).

⁵⁴ Devis Davies, “Developing A Model for Strategic . . .”

contrast, another study found three aspects in the Malaysian context. In the context of Malaysian respondents' understanding, the aspect 'ability to align the school staff with the goal of the organization' is pertinent, but the other two aspects such as: 'ability to determine strategic intervention points' and 'ability to develop strategic competencies' are not important in Malaysia.⁵⁷

Strategic Leadership Characteristics of Bangladesh's Higher Education Institutions Academic leaders: Personal Characteristics (PC).

In the previous studies, aspects of Personal Characteristics were explored by Davies and Davies,⁵⁸ Hairuddin,⁵⁹ Hairuddin and Inas.⁶⁰ Four aspects of PC are modeled and estimated with AMOS. Out of four elements/factors, only three factors are confirmed by CFA as depicted in Figure 2: three factors/elements of PC: Restlessness (PC), Adaptive Capacity (PC3) and Wisdom (PC4). In Bangladesh context, element of "absorptive capacity" is not supported but it is supported by Hairuddin.⁶¹ According to Hairuddin's study, only three characteristics such as Restlessness, Absorptive capacity, and Adaptive capacity characteristics were supported in the Malaysian context.

Bangladesh's Elements of Successful Internationalization of Higher Education Institutions (SIHEIs).

In this study, SIHEIs is determined by three major aspects: the education and preparation of students in international context, international engagement of faculty members in teaching and research, and campus leaders' institutional commitment for internationalization. The analysis of the data set also revealed that

⁵⁵ Hairuddin Mohd Ali, "The Quest for Strategic Malaysian . . ."

⁵⁶ Hairuddin Mohd Ali and Inas Zulkipli, "Strategic Leadership Practices and . . ."

⁵⁷ Hairuddin Mohd Ali, "The Quest for Strategic Malaysian . . ."

⁵⁸ Devis and Davies, "Developing A Model for Strategic . . .": 121-139.; Davies and Davies, "Strategic Leadership Reconsidered . . ."

⁵⁹ Hairuddin Mohd Ali, *The Strategic Leadership Fundamentals for Schools . . .*

⁶⁰ Hairuddin Mohd Ali and Inas Zulkipli, "Strategic Leadership Practices and . . ."

⁶¹ Hairuddin Mohd Ali, "The Quest for Strategic Malaysian . . ."

autonomy and quality initiatives can ensure internationalization of HEIs including students' engagement, faculty members' competence and engagement, and institutional commitment for internationalization. Figure 3 shows that all aspects of SIHEIs (students' engagement, faculty members' competence and engagement, and institutional commitment for internationalization) predict significantly SIHEIs itself.

In these points of views, the current research finds a way to successful internationalization of higher education. This is because SIHEIs will ultimately bring positive changes in HEIs and solve the problems pertaining to enhancement of academic innovation, institutional capacity, project management support, quality of teaching, quality of research environment, regulating branches campuses of foreign universities, and all quality aspects of HEIs.

The findings suggest that more emphasis should be given to organizational capabilities such as 'ability to align the school staff with the goal of the organization' because this ability lacks in the respondents' strategic capabilities. A special training must be designed for the academic leaders and leaders. Specially, more stress must be given to instilling the strategic leadership practices. In addition, understanding better organizational practices, bureaucracy, quality practices, and initiatives could be a positive intervention for successful internationalization of learners' outcome, academicians' engagement, and institutional promises. While leadership requires competency, which can be achieved through learning from training and learning from experience,⁶² academic leaders should work with continual professional development (CPD) unit of their HEIs for knowing organizational capabilities and personal characteristics. Besides CPD, academic leaders must learn from the previous experience, daily activities, and relationships with others stakeholders.⁶³

⁶² Narendra Laljani, *Making Strategic Leaders*, 1st edn. (UK: Palgrave Macmillan, 2009).

⁶³ Ann Elizabeth Pegg, "Learning for School Leadership: Using Concept Mapping to Explore Learning from Everyday Experience," *International Journal of Leadership in Education* 10, no. 3 (2007): 265–82, doi:10.1080/13603120701257412.

As in reality, the influence of globalization on education system of Bangladesh is undeniable and therefore, one of the implications of this study is to implement internationalization of the higher education institutions. The study suggests the emphasis on strategic leadership because internationalization activities diversify the academic programs, practices, culture, and innovation resulting to prepare a group of better and competent students for a globalized world. Furthermore, internationalization contributes in the national scale by increasing 'institutions' revenue in times of crises and decrease of available budgets for higher education'.⁶⁴ In these points of views, the current research finds a way to SIHEIs because it will ultimately bring positive changes in HEIs and solve the problems pertaining to enhancement of academic innovation, institutional capacity, project management support, quality of teaching, quality of research environment, regulating branches campuses of foreign universities, and all quality aspects of HEIs.

Recommendations for Future Study And Conclusion

While multiple researches need to introduce in HEIs, it is also very important to track the same sample at different points in time. Longitudinal study involves repeated observations of the same variables over long periods of time. Longitudinal studies are uniquely suited to help us understand changes in the demographics.⁶⁵

In sum, academic leaders' organizational capabilities and personal characteristics do not determine the successful internationalization of higher education institutions in Bangladesh directly but indirectly through bureaucracy and quality initiatives. As internationalization of higher education is very important for the development of HEIs, this study leaves some recommendations for the UGC of Bangladesh and some suggestions for the academic managers. In addition to the findings of the study, further research

⁶⁴ Rita Castro, Maria João Rosa, and Carlos Pinho, "A Model for Stakeholders' Influence on Internationalization: A Contribution from the Portuguese, Brazilian, and Dutch Cases," *Journal of Studies in International Education* 19, no. 2 (2015): 160-181.

⁶⁵ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (London: Routledge, 2002).

must be carried out in the scope of strategic leadership and internationalization of HEIs.

Internationalization has been supposed to play a role in higher education institutions (HEIs) springing the social, cultural, academic and economic benefits.⁶⁶ According to the literature, internationalization activities diversify the academic programs, practices, culture, and innovation resulting to prepare a group of better and competent students for a globalized world. Furthermore, internationalization accelerates education export which in turn contributes in the national scale by increasing 'institutions' revenue in times of crises and decrease of available budgets for higher education'.⁶⁷ In these points of views, the current research finds a way to SIHEIs because, it will ultimately bring positive changes in HEIs and solve the problems pertaining to enhancement of academic innovation, institutional capacity, project management support, quality of teaching, quality of research environment, regulating branches campuses of foreign universities, and all quality aspects of HEIs.

⁶⁶ Castro, Rosa & Pinho, "A Model for Stakeholders' . . ."; Eva Egron-Polak, "Monitoring Internationalization of Higher Education," *International Higher Education* 63 (2015); Jane Knight, "Internationalization Remodeled: Definition, Approaches, and Rationales," *Journal of Studies in International Education* 8, no. 1 (2004): 5-31; Muhammad Imran Qureshi et al. "Internationalization of Higher Education Institutions: Implementation of DMAIC Cycle," *Scientometrics* 98, no. 3 (2014): 2295-2310; Romuald EJ. Rudzki, "The Application of A Strategic Management Model to the Internationalization of Higher Education Institutions," *Higher Education* 29, no. 4 (1995): 421-441; 3

⁶⁷ Castro, Rosa & Pinho, "A Model for Stakeholders' . . ."

AL-SHAJARAH

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