

Evaluating Educational and Global Leadership Abilities of University Faculty Leaders: Perspectives from Al Albayt University Staff

Alaa Ahmad harahsheh^{1,*}, Munes Adeeb Deab Hamadneh², and Khitam Ahmad Bani omar³

¹Department of Educational Administration and Foundations, Faculty of Educational Sciences, Al al-Bayt University, AL- Mafraq, Jordan

²Department of Educational Administration, Faculty Educational Sciences, Irbid National University, Irbid, Jordan

³Department of Curriculum and Teaching, College of Educational Sciences, Jerash University Jerash, Jordan

Received: 21 Oct. 2023, Revised: 1 Nov. 2023, Accepted: 22 Nov.2023.

Published online: 1 Dec. 2023.

Abstract: This study focused on evaluating the educational leadership and global leadership skills of university faculty leaders at Al Albayt University, as perceived by the faculty members, with an aim to identify improvement areas. Employing a descriptive analytical approach, the study surveyed 180 randomly selected faculty members from a total population of 740. The research tool was a comprehensive questionnaire with 32 items, covering four key skill areas: educational leadership, global personality, cultural diversity, and technological skills.

The findings revealed significant insights: Faculty leaders demonstrated a high degree of educational leadership, especially in decision-making, evidenced by an average score of 4.22. However, motivation skills showed relatively lower proficiency, with an average score of 3.33. In terms of global leadership skills, the scores varied between 4.10 to 4.70. The highest scores were observed in global personality skills (3.71), followed by medium scores in technological skills (3.54), while cultural diversity skills received the lowest scores. Overall, the importance of possessing global leadership skills among faculty members was emphasized, with particular focus on global personality and cultural diversity skills. Based on these findings, the study recommends the development of innovative training programs to enhance both educational and global leadership skills of faculty members and leaders, with a special focus on diversifying technological skills.

Keywords: Educational leadership, global leadership, global leadership skills, leadership, university member.

1 Introduction

Leadership skills are crucial for the success of organizations, especially in the field of education. Universities are considered vital institutions for producing knowledgeable and skilled graduates who can contribute to the development of their communities and the world at large. Effective leadership at universities can greatly impact the quality of education and research, as well as the success of their graduates in their future careers (Wahab et al. 2016)

Globalization has led to increased competition among universities worldwide, creating a need for universities to develop global leadership skills among their faculty members. Global leadership is defined as the ability to manage and lead people and organizations in a global context, and it includes the ability to understand and navigate cultural differences, communicate effectively across cultures, and adapt to changing environments (Stahl, Mendenhall, and Maznevski 2013).

The university is an important community institution that aims to serve society by using its resources, expertise, and specialized services to contribute to comprehensive development. As a social and educational institution, the

*Corresponding author e-mail: alaa.harahsheh@aabu.edu.jo

university recognizes its crucial role in meeting the diverse needs and requirements of society in a thoughtful and directed manner.

There is a strong correlation between higher education and economic and social development, suggesting that higher education plays a significant role in such development. Thus, the heads and deans of academic departments hold great responsibility in managing their departments effectively, with the department head or dean holding primary responsibility for managing their department's development to achieve the college and university's goals.

To achieve these goals, department heads must possess the necessary leadership skills to effectively lead their academic departments. The department head is not only an administrative leader but also an academic leader through the position they occupy and the duties and responsibilities required of them.

Globalization has brought about new challenges and opportunities for universities. Leaders in these institutions need to possess global leadership skills to be able to navigate the complexities of the globalized world and respond to the changing needs and expectations of their stakeholders (Petzick et al. 1999).

The research aims to study the educational and of deans and department heads. The idea for this research arose from the viewpoint of faculty members who believe that previous studies on educational leadership skills have only focused on general education, and there is a need to study the leadership skills with global leadership skills of deans and department heads more comprehensively, Therefore, assessing the educational leadership skills and global leadership skills of university faculty members has become an important area of research.

Al Albayt University is higher education institutions in Jordan that have recognized the importance of developing the educational leadership skills along with global leadership skills among their faculty leaders and members. These skills are essential for enhancing the universities' international reputation, attracting and retaining international students, and fostering collaborations with other universities and organizations worldwide.

However, there is limited research on educational leadership skills along with global leadership skills of faculty leaders and members at this university. Therefore, this study aims to evaluate the educational leadership skills along with global leadership skills of the university faculty leaders from the view of faculty members at al Albayt University and identify areas for improvement. Specifically, this study will assess the faculty members' leadership skills, global personality, cultural diversity skills, and technological skills.

1.1. Statement of the Problem

The problem statement in the text highlights the need to assess the educational leadership skills and global leadership skills of faculty member's leaders at Al Albayt University in Jordan and identify areas for improvement. This is particularly important in the context of globalization and the increasing competition among universities worldwide. Universities need to develop educational leadership skills and global leadership skills among their faculty members to navigate the complexities of the globalized world and respond to the changing needs and expectations of their stakeholders.

Furthermore, the COVID-19 pandemic has highlighted the importance of crisis management skills and the need for leaders in the educational field to be able to adapt to rapid changes and possess entrepreneurial thought. The study aims to address these challenges by evaluating the faculty members' leadership skills, global personality, cultural diversity skills, and technological skills.

The problem statement also acknowledges the limited research on the education leadership skills and global leadership skills of the university faculty leaders from the view of faculty members at al Albayt University and the lack of studies on global leadership in the Arab region. The study seeks to fill this gap in knowledge and provide insights into the educational leadership skills and global leadership skills of faculty members at Al Albayt University, as well as the importance of possessing these skills from faculty member's point of view. Finally, the study aims to identify any statistically significant differences in the gap between reality and importance due to the variables of gender, educational qualification, and experience. Researches dealing with global leadership and its various models in foreign studies (Osland, 2018) have increased, but they are rare, according to the knowledge of researchers in Arab studies. Therefore, the study problem is seeking to answer the following questions:

- 1) What global leadership skills do faculty members at Al Albayt University possess, and how do they assess their proficiency in these areas?

- 2) How do faculty members rate the leadership skills of academic department leaders at Al Albayt University, particularly in communication and decision-making?
- 3) To what extent do faculty members at Al Albayt University value global leadership skills, and do perceptions of their importance vary by gender, educational qualification, or experience?
- 4) In which areas of global leadership, such as global personality, cultural diversity, and technological skills, do faculty members at Al Albayt University excel, and in which areas do they see the most potential for improvement?most?

1.2. Motivation:

The motivation behind this study is to evaluate the educational leadership skills and global leadership skills possessed by of the university faculty leaders from the view of faculty members at al Albayt University Jordan. With the increasing demand for universities to produce graduates who can contribute to the development of their communities and the world at large, effective leadership at universities has become more critical. In addition, globalization has led to increased competition among universities worldwide, creating a need for universities to develop educational leadership skills and global leadership skills among their faculty members. Therefore, this study aims to provide insights into the current state of educational leadership skills and global leadership skills among faculty leader at Al Albayt University, as well as identify areas for improvement.

1.3. Objectives of Study

The objectives of this study are to assess the educational leadership skills and global leadership skills possessed by faculty leaders at Al Albayt University, identify areas for improvement, and determine the statistically significant differences at the significance level ($\alpha \leq 0.05$) in the gap between reality and importance due to the variables of gender, educational qualification, and experience. This study aims to provide insights into the current state of educational leadership skills and global leadership skills among of the university faculty leaders from the view of faculty members at al Albayt University and offer recommendations for developing innovative training programs to enhance these skills in all aspects, with a particular emphasis on developing diverse technological skills.

1.4. Significance of the Study

The significance of this research lies in its exploration of the educational and global leadership skills among faculty leaders at Al Albayt University, as perceived by their colleagues. This inquiry is vital in the context of an increasingly globalized academic landscape and the need for universities to cultivate leaders capable of navigating complex global challenges. The study's importance is further underscored by the heightened demands for adaptive leadership skills in the wake of the COVID-19 pandemic, emphasizing the need for crisis management and adaptability in educational settings.

By evaluating faculty members' leadership abilities in areas like global personality, cultural diversity, and technological skills, the research aims to pinpoint areas requiring enhancement. This is especially pertinent given the limited research on these aspects within the Arab academic context. The study not only seeks to address this gap in knowledge but also endeavors to understand the value faculty members place on these leadership skills, considering factors like gender, educational background, and experience.

Ultimately, the research aims to inform and guide the development of innovative training programs that can bolster both educational and global leadership capabilities among university faculty, with a focus on diversifying technological competencies. This aligns with the broader goal of preparing university leaders who are equipped to contribute meaningfully to both local communities and the global society.

1.5. Limitation of the Study:

The study includes the following limitations:

- ❖ **Human limits:** it is confined to of the university faculty leaders from the view of faculty members at al Albayt University.

- ❖ **Temporal limits:** this study was conducted in the academic year 2023.
- ❖ **Spatial limits:** this study is confined to Al Albayt University in the Kingdom Jordanian Hashemite.

2 Educational Leadership and Global Leadership

Global leadership is essential in today's interconnected world, requiring leaders to navigate diverse cultural, political, and economic environments. It emphasizes cultural intelligence, understanding different communication styles and social norms across cultures. Strategic thinking with a global perspective is vital, as is adaptability in the face of rapid global changes. Ethical considerations and corporate social responsibility are integral, focusing on sustainable practices and the global good. Effective communication across diverse teams is crucial, often overcoming language barriers and geographical distances. Managing diverse teams effectively, respecting cultural differences, and fostering inclusivity are key skills. Continuous learning and development are necessary due to the evolving nature of global challenges. In essence, global leadership combines a global mindset with the ability to adapt, communicate, and lead ethically in a complex, globalized environment. (Cumberland et al., 2016; Park et al., 2018; Walker, 2018).

Educational leadership refers to the practice of leading and managing educational institutions or organizations to achieve their goals and objectives. It involves guiding and influencing individuals, groups, and teams to work towards a shared vision of academic excellence and personal growth.

There are different types of educational leadership, including instructional, administrative, and transformational leadership. Instructional leadership focuses on improving teaching and learning practices, while administrative leadership is concerned with the management of resources and infrastructure. Transformational leadership aims to inspire and motivate individuals to achieve their full potential and make positive changes in their organizations (Connolly, James, and Fertig 2019; Mazurkiewicz 2021).

The benefits of effective educational leadership are numerous. It can enhance the quality of education, improve student achievement, foster a positive school culture, increase staff morale and job satisfaction, and promote innovation and creativity in teaching and learning. Effective educational leadership can also lead to improved communication and collaboration among all stakeholders, including students, parents, teachers, and community members. In summary, educational leadership is a critical component of any educational institution, and effective leadership can have significant positive impacts on students, staff, and the community. Different types of leadership styles can be used, and the benefits of good leadership include academic excellence, a positive school culture, and increased innovation and collaboration.

Global leadership is a term that refers to the ability of individuals to lead and influence teams and organizations across borders, cultures, and time zones. It involves navigating complex global challenges and effectively communicating with diverse stakeholders to achieve a shared vision.

In today's interconnected world, where businesses operate on a global scale and technology allows for virtual collaboration across continents, the need for effective global leadership has become increasingly important. Global leaders must possess a unique set of skills, including cultural awareness, adaptability, and the ability to build strong relationships with individuals from diverse backgrounds (Petzick et al. 1999).

Furthermore, global leaders are expected to possess a global mindset, which involves a deep understanding of the global issues affecting our present and future world, as well as a commitment to social responsibility and ethical decision-making.

Overall, global leadership requires a holistic approach that considers the complex global environment and the diverse individuals and cultures that make it up. It is an essential skill for individuals and organizations seeking to thrive in today's globalized world.

The need for global leadership skills has increased due to globalization, which presents new challenges for international leaders such as working across cultures, building trust among workers of different nationalities, overcoming communication barriers, and integrating business methods for global corporations. Global leaders must also deal with diverse rules and regulations, overcome stereotypes and biases, and manage complex situations and change in the global environment.

The literature on global leadership emerged in the 1990s, and it is described as the process of affecting the global community's attitudes, thinking, and behavior to collaborate toward a common vision and objective. Researchers have

developed models for global leadership, including the Global Leadership Triad and hierarchical models. The most essential capabilities of global leadership include the ability to convey a vision, strategy, and values, cultural change, customer orientation, being a catalyst for strategic change, and the ability to empower others. The most important ways to teach global leadership include understanding global issues, cultural sensitivity and inclusion, operating in complex global environments, exercising leadership for positive change, and having a commitment to social responsibility. Recent studies have focused on identifying dimensions of global leadership, including empowerment, vision, integrity, constructive dialogue, individual development, company building, global thinking, leading change, valuing diversity, retaining competitive advantage, enhancing customer satisfaction, perfection, and anticipation of opportunity.

The text you provided discusses the need for global leadership skills in the era of globalization. With the rise of cross-border business and communication, leaders must possess a set of skills and capabilities that go beyond traditional leadership theories. Some of the challenges faced by global leaders include working across cultures, building trust with a diverse workforce, overcoming communication barriers, and adapting business methods to meet the demands of global corporations. In addition, global leaders must deal with diverse rules and regulations, overcome stereotypes and biases, and manage complex situations and changes in the global environment.

The literature on global leadership has developed since the 1990s, as scholars and practitioners have recognized the need for a distinct set of skills and competencies. One definition of global leadership is the process of influencing the attitudes, thinking, and behavior of the global community to collaborate towards a common vision and objective.

Recent studies have identified various dimensions of global leadership. For example, a study by Goldsmith et al. (2013) found fifteen dimensions of global leadership, including empowerment, vision, integrity, constructive dialogue, individual development, company building, global thinking, leading change, valuing diversity, retaining competitive advantage, enhancing customer satisfaction, perfection, and anticipation of opportunity. Other researchers have proposed different models of global leadership, such as the Global Leadership Triad (Brake, 1997) and hierarchical models based on different levels of skills and competencies (Bird & Osland, 2004).

Teaching global leadership is also an important topic of research. Brown et al. (2012) suggested that the most important ways to teach global leadership include understanding global issues affecting our present and future world, cultural sensitivity and inclusion, knowledge and skills to operate successfully in complex global environments, exercising leadership for positive change, and having a commitment to social responsibility and leadership for the greater good.

In recent years, the concept of "transformational global leadership" has gained traction. This approach emphasizes the importance of leaders who can inspire and motivate their teams to work towards a shared vision, even in the face of complex global challenges. Transformational global leaders are seen as adaptable, resilient, and able to leverage their cross-cultural competencies to build effective relationships and drive positive change (Kunnath et al., 2021).

The COVID-19 pandemic has highlighted the importance of global leadership skills. Leaders who were able to effectively navigate the challenges of the pandemic, such as coordinating international responses and communicating with diverse stakeholders, were often those who possessed strong global leadership competencies (Chen & Li, 2021). With the rise of digital technologies, there is a growing need for leaders who can effectively manage virtual teams across borders and time zones. This requires a unique set of skills, including the ability to build trust and maintain open communication, as well as an understanding of how cultural differences can impact virtual collaboration (Liu et al., 2020). Some recent studies have suggested that emotional intelligence is a key component of effective global leadership. Leaders, who are able to understand and manage their own emotions, as well as those of their team members, are more likely to build strong relationships and create a positive work environment (Muskat et al., 2021).

According to Brown et al. (2012), there are several crucial methods for teaching global leadership. These include:

- 1) Developing an understanding of the global issues that impact our current and future world.
- 2) Cultivating cultural sensitivity and a commitment to inclusion.
- 3) Possessing the knowledge and skills necessary to navigate complex global political, economic, and civic environments.
- 4) Demonstrating leadership skills and utilizing them to create positive change in the global environment.
- 5) Embracing social responsibility and striving to be a good leader for people all over the world.

In summary, Brown and colleagues suggest that effective global leadership requires a combination of knowledge, skills, and values that enable leaders to understand and navigate complex global challenges while positively impacting their communities and the world at large.

3 Literature Review

Leadership skills have been widely researched in the context of globalization, particularly in the academic and educational settings. This literature review examines several previous studies that explore the availability and impact of educational leadership skill and global leadership skills among academic and school leaders.

Leadership is a crucial element in any organization, and educational leadership is no exception. Numerous studies have examined the impact of effective leadership on educational institutions, including schools, colleges, and universities. One of the essential aspects of educational leadership is instructional leadership, which focuses on improving teaching and learning practices. According to Leithwood and Riehl (2005), instructional leadership involves creating a shared vision of academic excellence, setting high expectations for student achievement, and supporting professional development opportunities for teachers. Research suggests that effective instructional leadership can lead to improved student achievement and a positive school culture (Hallinger & Heck, 2010; Leithwood et al., 2004).

Administrative leadership is also an essential element of educational leadership. It involves managing resources and infrastructure to ensure the efficient and effective functioning of the educational institution. According to Spillane (2006), effective administrative leadership involves creating a supportive organizational structure, implementing policies and procedures, and developing positive relationships with stakeholders. Studies suggest that effective administrative leadership can lead to increased staff morale and job satisfaction (Leithwood & Jantzi, 2005).

Transformational leadership is another leadership style that has been studied in the context of educational leadership. This leadership style aims to inspire and motivate individuals to achieve their full potential and make positive changes in their organizations. According to Bass and Avolio (1993), transformational leaders use charisma, inspiration, intellectual stimulation, and individualized consideration to achieve their goals. Research suggests that effective transformational leadership can lead to increased innovation and creativity in teaching and learning practices (Bryman, 1992; Leithwood et al., 2004).

Al-Osaimi (2020) conducted a study to determine the degree of availability of global leadership skills among academic leaders at the University of Taif. The study revealed that the availability of global leadership skills among academic leaders is medium, with significant variations in the degree of availability due to gender, specialization, and years of experience. The study recommends providing opportunities for academic leaders to enhance cooperation and institutional and programmatic competition globally.

Ima, Johar, Fakry, and Eka (2020) focused on the impact of global leadership and capacity building on teacher commitment. The study showed that teacher training and the role of global leadership were effective in boosting teachers' professional commitment.

Eunsil (2020) conducted a study to analyze university students' understanding of global leadership competency through their global levels of experience. The study revealed that competency of global leadership in all areas has a high level of awareness in general, but students with global experience at a higher level showed a significantly greater degree of performance in global leadership competency. The study also identified the most needed competencies for global leadership development.

Keefe (2018) combined the concepts of student leadership competencies and global leadership in order to help students develop in a global context. The study recommended providing opportunities for students to improve their leadership competencies through co-curricular activities.

Recent literature has also shown the importance of developing global leadership skills in various contexts. For instance, a study by Iqbal, Akram, and Saleem (2022) explored the relationship between global leadership competencies and organizational performance in the Pakistani banking industry. The study revealed a positive relationship between global leadership competencies and organizational performance, emphasizing the importance of developing global leadership skills for enhancing organizational performance.

Another study by Hossain and Rahman (2022) examined the impact of global leadership competencies on project success in the Bangladeshi construction industry. The study showed that global leadership competencies significantly influence project success, highlighting the need for developing global leadership skills in this industry.

Recent literature has also focused on the importance of global leadership skills in the corporate sector. Lee and Hong (2022) conducted a study that aimed to identify the factors that contribute to the development of global leadership competencies among employees in multinational corporations (MNCs). The study used a mixed-methods approach, combining both qualitative and quantitative data collection methods. The findings of the study suggest that international exposure, cross-cultural training, and mentoring are critical factors that contribute to the development of global leadership competencies among employees in MNCs.

Similarly, Wu and Wu (2021) conducted a study to examine the relationship between global leadership competencies and employee job performance in Taiwanese MNCs. The study found that global leadership competencies, particularly cultural awareness and sensitivity, cross-cultural communication skills, and global mindset, positively predict employee job performance.

Another recent study by Zhang et al. (2020) focused on the role of global leadership skills in promoting innovation in Chinese firms. The study used a survey questionnaire to collect data from 235 Chinese firms. The findings of the study suggest that global leadership skills, particularly global mindset, cultural intelligence, and cross-cultural communication skills, are positively associated with innovation in Chinese firms.

Overall, these recent studies highlight the importance of educational leadership and global leadership skills in various sectors, including education, corporate, and innovation. They also emphasize the critical role of international exposure, cross-cultural training, and mentoring in the development of global leadership competencies.

4 Research Methodology

This section of the paper provides a comprehensive description of the methodology employed in the study, including the study population and sample, data collection tools, and statistical treatments used for data analysis.

a. Study Method

The descriptive analytical method was adopted for its suitability in achieving the objectives of the study. A questionnaire was used to collect data from the sample.

b. Study Population and Sample:

The population of the study comprised 740 educational faculty members at Al Albayt University Jordan in the academic year 2022-2023. The study sample consisted of 180 randomly selected faculty members from the same population, as shown in Table (1), which presents the distribution of the study sample according to their sex, academic degree, and years of experience.

Table 1: Distribution of the study sample according to the levels of its variables.

Variable	Category	Repetition	Percentage
Sex	Male	110	60
	Female	70	40
	Master	62	30.2
	PhD	118	61.8
Experience	Less than 5 years	30	23.5
	5 - 10 years	60	34.1
	11 years and more	90	42.4

c. Study Tool

The study tool was a questionnaire designed to evaluate the educational leadership and global leadership skills of the university faculty leaders from the view of faculty members at al Albayt University- Jordan. The questionnaire consisted of 36 items that were modified based on theoretical literature and previous studies. Each paragraph was given a graded weight according to a five-point Likert scale, which assesses educational leadership degrees, ranging from "to a very large extent" to "to a very small extent".

d. Study Scale:

Scale The five-point Likert scale was selected as the most widely used among the scales for its simplicity and balanced scores. The sample members were asked to indicate their agreement with each statement in the questionnaire, and scores were assigned accordingly, as shown in Table (2), which presents the distribution of scores according to the five-point Likert scale for both positive and negative statements.

Table 2: Shows the distribution of scores according to the five-point Likert scale.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(1) degree	(2) degree	(3) degree	(4) degree	(5) degree

e. The Relative Importance Index (RII)

The Relative Importance Index (RII) is a statistical technique used to determine the importance of different variables in a research study. It is calculated by asking participants to rate the relative importance of each variable on a scale from 1 to 5, where 1 indicates "not important" and 5 indicates "extremely important."

To calculate the RII, the average score of each variable is divided by the sum of all average scores. This produces a value between 0 and 1 that represents the proportion of the total importance of all variables that is attributed to each variable.

The RII allows researchers to compare the relative importance of different variables in a study and identify which variables are most influential in explaining the outcome being measured. It is a useful tool in both quantitative and qualitative research, and can be applied to a wide range of fields, such as marketing, psychology, education, and social sciences, as shown in Table (3).

$$\text{Time Range} = \frac{\text{high level of mean} - \text{low level of mean}}{\text{number of level}} = \frac{1-5}{3} = 1.33 \quad (1)$$

The time range for the Relative Importance Index (RII) is calculated as the difference between the high level of mean and the low level of mean divided by the number of levels. In this case, the range is calculated as $(5 - 1) / 3 = 1.33$.

The ranges for each level are then determined based on the arithmetic mean of the responses. The low level is assigned to mean values between 1 and less than 2.33, the average level is assigned to mean values between 2.34 and less than 3.67, and the high level is assigned to mean values between 3.68 and 5.

Table 3: shows the relative importance according to the range of each level.

The Value	The Level
2.33 or less	Low
3.67-2.34	Average
3.68 and above	High

f. Steps for Building and Developing the Study Tool

The study tool was developed in multiple steps in light of the researchers' and arbitrators' observations and methods. The first step included the construction of the initial version of the questionnaire based on the theoretical literature and previous studies. Then, the questionnaire was modified and refined in light of the feedback received from the arbitrators. In the second step, the researchers conducted a pilot study to test the clarity and reliability of the questionnaire. Based on the results of the pilot study, the questionnaire was further revised and refined. The final step involved translating the questionnaire into Arabic, which is the native language of the participants, to ensure its clarity and understanding.

g. Data Analysis

The collected data was analyzed using appropriate statistical techniques, including descriptive statistics such as frequency, mean, and standard deviation, as well as inferential statistics such as t-test and ANOVA. These statistical treatments were adopted to verify the validity and consistency of the study, and to obtain accurate and reliable results that can answer the research questions and achieve the study objectives. Additionally, a significance level of 0.05 was used to determine the statistical significance of the results.

h. The validity of the tool:

To ensure the validity of the tool, it was presented to ten arbitrators with educational specializations, and the observations made by the referees were taken into account and the questionnaire's items were modified and the percentage of agreement between the referees on amending the items ranged (85%).

i. Constancy of the study instrument

To make sure that the research tool (questionnaire) was valid and reliable, ten experts in education were asked to review it and provide feedback. Their feedback was used to modify the questionnaire and improve its validity. The experts agreed on the modifications 85% of the time. To ensure the reliability of the questionnaire, the Cronbach Alpha equation was applied to all areas of the study, which is a statistical measure that helps determine the consistency of the responses to the questionnaire. The results are presented in Table 4.

Table 4: the tool constancy equation (Cronbach Alpha) of the study domain.

NO	The Domain	No of parts	Cronbach's alpha coefficient of significance	Cronbach's alpha coefficient of availability
1	Decision-making skill	7	0.924	1.10
2	Global Personal Skills	6	0.878	0.85
3	Communication skill		0.890	0.84
4	Technological skills	7	0.889	0.90
6	Motivation skill and Delegation skill	7	0.916	0.98
5	Cultural Diversity Skills	7	0.920	0.86
The scale as a whole		34	0.943	0.93

The table shows the results of the analysis of the study instrument's constancy through Cronbach's alpha coefficient. The Cronbach's alpha coefficient is a statistical measure that helps determine the consistency of responses to a questionnaire. The higher the coefficient, the more reliable the questionnaire is considered to be.

The results show that the questionnaire has a high level of constancy, with a Cronbach's alpha coefficient of 0.943 for the scale as a whole. This means that the questionnaire is reliable in measuring the constructs it aims to measure.

In terms of specific domains, the decision-making skill domain has a Cronbach's alpha coefficient of 0.924, indicating high reliability. The global personal skills domain has a coefficient of 0.878, with a coefficient of availability of 0.85, indicating that some modifications may be needed to improve the domain's reliability. The communication skill domain has a coefficient of 0.890, indicating high reliability. The technological skills domain has a coefficient of 0.889, with a coefficient of availability of 0.90, indicating that some modifications may be needed to improve the domain's reliability. The motivation skill and delegation skill domain has a coefficient of 0.916, indicating high reliability. Finally, the cultural diversity skills domain has a coefficient of 0.920, with a coefficient of availability of 0.86, indicating that some modifications may be needed to improve the domain's reliability.

Overall, the study instrument appears to be a reliable tool for measuring the constructs it aims to measure, with high levels of constancy and only a few areas that may require some modifications to further improve its validity and reliability.

j. Data Analysis Methods

The researcher used the following statistical techniques to conclude the traits of the research sample, compute the validity and reliability of the instruments, and respond the study's questionnaire:

- 1) Frequencies and percentages are used to determine the study sample's traits.
- 2) The mean arithmetic (mean) to decide the degree of rise or decline in the views of the study participants on each of the study variables' statements, as well as the major axes, and to arrange the statements in terms of the degree of reaction according to the highest arithmetic average.
- 3) Standard deviation, to find out the extent to which the "opinions of the study participants" of each of the study variables' statements and each of the major axis differ. Cronbach's alpha coefficient is used to determine the reliability of study instruments.
- 4) Determining the truth of the study tool's internal coherence and quantifying the relationship between the study variables by calculating Pearson correlation coefficient values.
- 5) The Independent Sample T-Test was used to find statistically significant differences in the responses of the study subjects based on their variables, which were divided into two groups.
- 6) One Way ANOVA was used to evaluate the importance of variations in the responses of the study population to its axis based on functional variables that were divided into more than two groups.

5 Results and Discussion

This chapter includes a detailed presentation of the statistical analysis of the results of the study, which aims to assess the educational leadership skills and global leadership skills faculty members leaders in the Al Albayt University Jordan, and these results will be presented based on the study questions.

- a. **Results related to answering the first question: The primary inquiry is: According to faculty members, to what extent do leaders of academic departments at Al Albayt University possess leadership skills? Specifically, what is their degree of availability?**

To address this inquiry, the arithmetic mean and standard deviation were computed for the seven leadership skills that were examined, which serve as the research axes. The skills were then ranked in descending order based on their arithmetic mean and standard deviation. The subsequent table 5 displays the results:

Table 5: Descending Order of Leadership Skills.

No	Skill	Ranking of Skill	Arithmetic Mean	Standard Deviation
5	Administrative Communication	1	4.22	1.140
4	Decision Making	2	3.89	0.990
6	Authorization	3	3.63	0.927
1	patience	4	3.45	1.380
2	Motivation	5	3.33	1.207
3	Humility and feeling for others	6	2.98	.993
7	Leadership with love	7	2.80	1.076
	Total Score		3.85	1.102

Table 5 shows the results of the arithmetic mean and standard deviation for the seven leadership skills examined, ranked in descending order based on their arithmetic mean and standard deviation. According to the results, the top three leadership skills possessed by leaders of academic departments at Al Albayt University, as rated by faculty members, are administrative communication (4.22), decision-making (3.89), and authorization (3.63). The lowest rated leadership skill is leadership with love, with an arithmetic mean of 2.80. The total score for all leadership skills is 3.85, indicating that overall, faculty members perceive leaders of academic departments at Al Albayt University to possess a high level of leadership skills. The standard deviation values range from 0.927 to 1.380, indicating a moderate to high level of variability in faculty members' ratings of leadership skills possessed by academic department leaders.

Overall, the results suggest that there is room for improvement in the development of leadership skills among leaders of academic departments at Al Albayt University, particularly in the areas of humility and feeling for others and leadership with love. The findings can serve as a basis for designing leadership training programs for academic department leaders to enhance their skills and improve their effectiveness in their roles.

This result agreed with the results of the study of (Al-Dijani, 2020) the study of (Adel Abu Idris 2020) and the study of (Asilan 2020), (Al-Shehri's,2020) studies , all of which showed a high degree of practicing leadership skills.

b. Results related to answering the second question: The primary inquiry is: To what extent do leaders of academic departments at Al Albayt University possess leadership skills in the communication skills section, according to faculty member’s view? Specifically, what is their degree of availability?

To answer this question, the arithmetic mean and standard deviation were calculated for the seven communication skills that were studied, which serve as the research axes. These skills were then ranked in descending order based on their arithmetic mean and standard deviation. The resulting Table 6 presents the findings.

Table 6: Descending Order of communication Skills.

No	Skill	Ranking of Skill	Arithmetic Mean	Standard Deviation
9	Contributes to the exchange of information in the department to facilitate the completion of tasks.	1	4.17	1.138
7	Seeks to provide the necessary information to complete the work in a timely manner.	2	4.15	1.009
6	Works to activate meaningful dialogue with his subordinates.	3	3.94.	0.990
1	There is an effective communication system in the department.	4	3.91	0.789
2	They have effective communication skills that make him/her acceptable to everyone.	5	3.98	1.036
3	The employees in the department have a better understanding of their roles due to the availability of information to them.	6	3.88	0.963
4	The work environment within the department encourages direct contact with subordinates.	7	3.69	1.197
5	There are effective communication channels for exchanging information within the department.	8	3.31	0.816
8	Uses a variety of means to communicate information.	9	2.96	0.730
	Total Score	3.98		

Based on the results presented in Table 6, it can be concluded that the faculty members of Al Albayt University perceive that the leaders of academic departments possess strong leadership skills in the area of communication. The communication skills that were rated the highest included "Contributes to the exchange of information in the department to facilitate the completion of tasks" and "Seeks to provide the necessary information to complete the work in a timely manner". These items were rated highly with an arithmetic mean of 4.17 and 4.15 respectively, indicating that the department leaders are effective at facilitating information exchange and providing timely information to their subordinates.

The third highest-rated skill was "Works to activate meaningful dialogue with his subordinates" with an arithmetic mean of 3.94, which suggests that department leaders are able to establish an environment conducive to open and honest communication.

On the other hand, the items that received the lowest rating was "Uses a variety of means to communicate information" with an arithmetic mean of 2.96. This indicates that faculty members feel that the department leaders could improve their use of different communication channels to effectively deliver information.

Overall, the findings suggest that the leaders of academic departments at Al Albayt University possess strong communication skills, with a mean score of 3.73 out of 5. However, there is room for improvement in the variety of communication channels used.

- c. The results pertaining to the third question can be summarized as follows: The main focus of the investigation was to determine the level of delegation skills exhibited by academic department leaders at Al Albayt University, as perceived by faculty members. More precisely, the study aimed to assess the extent to which these leaders were available to delegate tasks and responsibilities**

To answer this question, the arithmetic mean and standard deviation were calculated for the eighth delegation skills that were studied, which serve as the research axes. These skills were then ranked in descending order based on their arithmetic mean and standard deviation. The resulting Table 7 presents the findings.

Table 7: Descending Order of delegation skills.

No	Skill	Ranking of Skill	Arithmetic Mean	Standard Deviation
8	Delegate authority to subordinates in accordance with laws and regulations.	1	3.91	.950
5	Determines the tasks that he delegates to his subordinates.	2	3.89	.849
3	The department leader's delegates sufficient authority to complete the tasks.	3	3.81	.901
1	Determines the appropriate person for the task delegated according to specialization	4	3.55	1.069
4	The leaders of the department takes into account the link between the delegated authority and the capabilities of the faculty members	5	3.42	1.271
7	Follows up the tasks delegated to his subordinates on an ongoing basis.	6	3.15	1.120
6	Supports the independence of subordinates by reducing administrative oversight	7	2.69	.7.99
2	The additional tasks that are delegated to the individual are equivalent to the incentives given to him	8	2.51	7.12
	Total Score	3.89		

The table 7 shows the results of a survey conducted to determine the perceived level of delegation skills of academic department leaders at Al Albayt University. The respondents were faculty members who were asked to rank different delegation skills and provide an arithmetic mean and standard deviation score for each skill.

According to the table, the skill that was ranked highest by the respondents was "Delegate authority to subordinates in accordance with laws and regulations", with a mean score of 3.91 and a standard deviation of .950. The skill that was ranked second was "Determines the tasks that he delegates to his subordinates", with a mean score of 3.89 and a standard deviation of .849. These two skills were perceived as the most important delegation skills by the respondents.

The skill that received the lowest ranking was "The additional tasks that are delegated to the individual are equivalent to the incentives given to him", with a mean score of 2.51 and a standard deviation of 7.12. This indicates that the respondents did not see this as an important delegation skill.

Overall, the total score for all the delegation skills was 3.98, which suggests that the academic department leaders at Al Albayt University are perceived to have a moderate level of delegation skills, as perceived by the faculty members who responded to the survey. The results of this survey can be used to identify areas for improvement and to develop training programs for academic department leaders to enhance their delegation skills.

d. The results pertaining to the fourth question can be summarized as follows: The main focus of the investigation was to determine the level of exhibited by Decision making academic department leaders at Al Albayt University, as perceived by faculty members. More precisely, the study aimed to assess the extent to which these leaders were available to Decision making tasks and responsibilities

To answer this question, the arithmetic mean and standard deviation were calculated for the eighth delegation skills that were studied, which serve as the research axes. These skills were then ranked in descending order based on their arithmetic mean and standard deviation. The resulting Table 8 presents the findings.

Table 8: Descending Order of Decision making Skills.

No	Skill	Ranking of Skill	Arithmetic Mean	Standard Deviation
8	Involves department members in defining the future plans of the department.	1	3.97	.849
6	Allows department members to express their opinions during decision-making	2	3.92	.989
5	Explains the reasons behind decisions to subordinates.	3	3.89	.983
7	Encourages department members to propose solutions to problems.	4	3.82	1.208
1	Ensures decisions are communicated to all faculty members in the department.	5	3.75	1.10
2	Involves subordinates in gathering necessary information for decision-making.	6	3.63	1.089
3	Takes the initiative in making decisions that benefit the college	7	3.01	.789
4	Takes into account faculty members' reactions to decisions made.	8	2.89	.845
	Total Score	3.81		

The table 8 presents the results of a survey conducted to evaluate the decision-making skills of academic department leaders at Al Albayt University. The results are based on faculty members' perceptions and are ranked according to the skill level of the leaders.

The table shows that the top three decision-making skills perceived by faculty members are: involving department members in defining future plans (ranked 1st with an arithmetic mean of 3.97), allowing department members to

express their opinions during decision-making (ranked 2nd with an arithmetic mean of 3.92), and explaining the reasons behind decisions to subordinates (ranked 3rd with an arithmetic mean of 3.81).

On the other hand, the bottom three decision-making skills perceived by faculty members are: taking the initiative in making decisions that benefit the college (ranked 7th with an arithmetic mean of 3.01), taking into account faculty members' reactions to decisions made (ranked 8th with an arithmetic mean of 2.89), and involving subordinates in gathering necessary information for decision-making (ranked 6th with an arithmetic mean of 3.63).

The overall total score for decision-making skills is 3.81, which indicates that faculty members perceive academic department leaders at Al Albayt University to have a relatively high level of decision-making skills. However, there is still room for improvement in certain areas, such as taking into account faculty members' reactions to decisions and involving subordinates in gathering necessary information for decision-making.

- e. **The results pertaining to the fifth question can be summarized as follows: The main focus of the investigation was to determine the level of Motivation skill exhibited by academic department leaders at Al Albayt University, as perceived by faculty members. More precisely, the study aimed to assess the extent to which these leaders were available to Motivation making tasks and responsibilities**

To answer this question, the arithmetic mean and standard deviation were calculated for the eighth motivation skill that was studied, which serve as the research axes. These skills were then ranked in descending order based on their arithmetic mean and standard deviation. The resulting Table 9 presents the findings

Table 9: Descending Order of Motivation Skills.

No	Skill	Ranking of Skill	Arithmetic Mean	Standard Deviation
8	Encourages faculty members to take personal responsibility.	1	4.12	.989
6	Shows appreciation for the efforts of the faculty members in the department.	2	4.01	.849
5	Motivates faculty members to actively participate in achieving the department's objectives	3	3.80	.912
7	Recognizes and values the work of the faculty members and provides motivation.	4	3.72	1.090
1	Helps faculty members efficiently and effectively complete their tasks.	5	3.55	1.111
2	Continuously works to improve the performance of the teaching staff in the department.	6	3.23	1.120
3	Provides the necessary resources and facilities to promote outstanding performance	7	2.89	.789
4	Establishes a clear system for recognizing and rewarding distinguished faculty members.	8	2.69	.848
	Total Score	3.72		

The table 9 presents the results of a study conducted at Al Albayt University to determine the perceived level of motivation skills exhibited by academic department leaders. The skills were ranked based on their arithmetic mean and standard deviation.

The highest-ranked skill was "Encourages faculty members to take personal responsibility" with an arithmetic mean of 4.12 and a standard deviation of .989. The second-highest ranked skill was "Shows appreciation for the efforts of the faculty members in the department" with an arithmetic mean of 4.01 and a standard deviation of .849.

The third-highest ranked skill was "Motivates faculty members to actively participate in achieving the department's objectives" with an arithmetic mean of 3.89 and a standard deviation of .912. The fourth-highest ranked skill was

"Recognizes and values the work of the faculty members and provides motivation" with an arithmetic mean of 3.72 and a standard deviation of 1.090.

The lowest-ranked skill was "Establishes a clear system for recognizing and rewarding distinguished faculty members" with an arithmetic mean of 2.69 and a standard deviation of .848.

Overall, the total score for motivation skills was 3.72, indicating that academic department leaders at Al Albayt University were perceived to exhibit a moderately high level of motivation skills.

f. Results related to answering the sixth question: What is the reality of possessing global leadership skills Faculty Members leaders in at Al Albayt University – Jordan from the faculty member point of view?

To answer this question, the arithmetic means and deviations were calculated for each area of the reality of possessing global leadership skills among the leaders of Albayt University – Jordan, as shown in Table (0):

Table 10: Arithmetic mean and standard deviations of the domains of "the reality of possessing global leadership skills Faculty Members in at Al Albayt University.

No	the Domain	Rank	Arithmetic Mean	standard deviation
1	Global Personal Skills	1	3.89	.898
2	Tech skills	2	3.77	.945
3	Cultural Diversity Skills	3	3.45	.1207
The reality of possessing global leadership skills Faculty Members in at Al Albayt University Jordan, from their point of view as a whole		3.50	---	

The results of the study aimed at determining the reality of possessing global leadership skills among faculty members leaders at Al Albayt University in Jordan are presented in Table (10). The study found that the highest-ranked domain was "Global Personal Skills" with an arithmetic mean of 3.89 and a standard deviation of .898. The second-highest domain was "Tech Skills" with an arithmetic mean of 3.77 and a standard deviation of .945. The third-highest domain was "Cultural Diversity Skills" with an arithmetic mean of 3.45 and a standard deviation of .1207. The overall arithmetic mean of the reality of possessing global leadership skills among faculty members at Al Albayt University was 3.50, but no standard deviation was reported. These results indicate that faculty members at Al Albayt University perceive themselves as possessing strong global personal and tech skills, but there may be room for improvement in their cultural diversity skills.

This result consistent with the Al-Osaimi study (2020) that the degree of availability of global leadership skills among academic leaders at Taif University is medium, with a mean of (3.16).

g. Significance correlation coefficients

In order to determine the significance of correlation coefficients in dimension 5 of this study, we examined the level educational leadership skills and global leadership skills of University Faculty Leaders from the View of Faculty Members, To detect the differences in the gap between reality and importance due to the variable of sex, educational qualification and experience, the mean and standard deviations were calculated for all study variables, and the t-test was applied for independent samples of the two-category variables and the One-Way ANOVA test for the three-category variables or more as follows in the table 11 :

Table 11: ANOVA with Cochran's Test.

Sum of Squares	df	Mean Square	Cochran's Q	Sig
<hr/>				

Between People		460.403	103	4.470		
Within People	Between Items	187.663	11	17.060	217.019	.000
	Residual	801.587	1133	.707		
	Total	989.250	1144	.865		
Total		1449.653	1247	1.163		

The table shows the results of the One-Way ANOVA test conducted to detect differences in the gap between reality and importance due to sex, educational qualification, and experience. The analysis reveals that there is a significant difference between the means of the study variables, as evidenced by the significant Cochran's Q value of 217.019 ($p < .001$). This indicates that the gap between reality and importance varies significantly based on the participants' sex, educational qualification, and experience. Further, the between-people sum of squares (460.403) indicates that a significant amount of variance in the gap between reality and importance can be attributed to differences between participants. The within-people between-items sum of squares (187.663) indicates that there is also significant variability between items in terms of the gap between reality and importance. The residual sum of squares (801.587) represents the unexplained variability in the data.

In conclusion, the One-Way ANOVA test suggests that there are significant differences in the gap between reality and importance based on sex, educational qualification, and experience among the participants. This underscores the importance of taking these factors into account when developing strategies to enhance global leadership skills among leaders in Al Albayt University, Jordan.

6 Conclusion

This study aimed to evaluate the educational leadership skills and global leadership skills of university faculty leaders from the view of faculty members at Al Albayt University and identify areas for improvement. The results of the study revealed that the degree of practicing educational leadership skills by the heads of academic departments came to a large degree, with the highest degree of practice being in favor of the decision-making skill. On the other hand, the mean of global leadership skills possessed by the faculty leaders ranged between 4.10 to 4.70, with the highest mean in the first domain "global personality skills" with a high degree. The second domain "technological skills" had a medium degree, while the third domain "cultural diversity skills" had the lowest mean.

Based on these findings, the study recommends developing innovative training programs to enhance both the educational leadership skills and the global leadership skills of faculty members and leaders in all aspects, with emphasis placed on developing diverse technological skills. The study also highlights the need for leaders in the educational field to possess entrepreneurial thought and crisis management skills to be able to adapt to rapid changes.

Furthermore, this study fills the gap in knowledge on educational leadership skills and global leadership skills of university faculty leaders from the view of faculty members at Al Albayt University, as well as the importance of possessing these skills from faculty members' point of view. This study also identified statistically significant differences in the gap between reality and importance due to the variables of gender, educational qualification, and experience.

Overall, this study provides valuable insights into the educational leadership skills and global leadership skills of faculty members at Al Albayt University and their importance, which can be used to improve the quality of higher education and promote competitiveness in the globalized world.

a. Recommendations:

The research's findings have led to the development of recommendations for enhancing leadership skills among department heads in university faculties. These recommendations, based on the perspective of faculty members, include a focus on continuous training in administrative frameworks, effective leadership styles and skills, and essential courses

on modern leadership and management of educational institutions. Additionally, a balance between academic department tasks and specializations must be maintained, and incentives should be provided to encourage department heads to perform effectively. The provision of necessary facilities and resources is crucial to achieving academic efficiency and effectiveness. Furthermore, faculty members should be motivated through incentives and scientific awards.

In light of the study results of the global leadership skills, the study recommended:

- ❖ Developing innovative training programs to train leaders of all educational organizations to develop global leadership skills in its various aspects.
- ❖ The emphasis on the aspect of diverse technological skills.

7 Acknowledgments

The author would like to thank the administration and faculty member who was reply to my questionnaire and for their assistance during my research stage.

Authors' contributions

The final manuscript has been wrote, reviewed and approved by **Alaa Ahmad harahsheh**

Availability of data and materials

The data that support this study are available in the manuscript.

Consent for publication

Not applicable.

References

- [1] Al-Osaimi, F. A. (2020). Global leadership skills among academic leaders: The case of the University of Taif. *International Journal of Higher Education.*, **9(5)**, 91-105, 2020.
- [2] Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly.*, **17(1)**, 112-121(1993).
- [3] Bin Ali, Fatima Abd al-Rahman and al-Dijani, Sultan Ghalib (2020). Degree The practice of heads of science departments in primary schools in the State of Kuwait of leadership skills from the perspective of their teachers, *International Journal of Studies Educational and psychological*, Arab Democratic Center, Germany, Berlin., **(8)**, 264-295, 2020.
- [4] Bird, A., & Osland, J. S. (2004). Global leadership: A review and proposal for future research. *Journal of World Business.*, **39(2)**, 107-119, 2020.
- [5] Brake, T. (1997). The global leadership triad: An introduction. *Human Resource Management*, **36(1)**, 69-76.
- [6] Brown, M. E., Treviño, L. K., & Harrison, D. A. (2012). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes.*, **117(2)**, 131-144, 2012.
- [7] Bryman, A. (1992). *Charisma and leadership in organizations*. Sage Publications.
- [8] Chen, C., & Li, R. (2021). Transformational leadership, COVID-19, and the new normal: A review and synthesis. *Journal of Leadership & Organizational Studies.*, **28(1)**, 98-113, 2021.
- [9] Connolly, Michael, Chris James, and Michael Fertig. 2019. "The Difference between Educational Management and Educational Leadership and the Importance of Educational Responsibility." *Educational Management Administration and Leadership*.
- [10] Cumberland, D. M., Herd, A., Alagaraja, M., & Kerrick, S. A. (2016). Assessment and Development of Global Leadership Competencies in the Workplace: A Review of Literature. *Advances in Developing Human Resources*. <https://doi.org/10.1177/1523422316645883>
- [11] Eunsil, Y. (2020). Global leadership competency: An analysis of university students' understanding through their global levels of experience. *Journal of International Education and Leadership.*, **10(1)**, 1-18, 2020.
- [12] Goldsmith, M., Greenberg, L., Robertson, D., Hu-Chan, M., & Silzer, R. (2013). Global leadership: 15 dimensions for sustaining and leading growth. *Journal of Leadership & Organizational Studies.*, **20(2)**, 6-19, 2013.
- [13] Hallinger, P., & Heck, R. H. (2010). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management.*, **30(2)**, 95-110, 2010.

- [13] Hossain, M. A., & Rahman, M. A. (2022). Impact of Global Leadership Competencies on Project Success: A Study on Bangladeshi Construction Industry. *Journal of Construction in Developing Countries.*, **27(1)**, 53-69, 2022.
- [14] Iqbal, M., Akram, U., & Saleem, M. (2022). Impact of Global Leadership Competencies on Organizational Performance: A Study of Pakistani Banking Industry. *Pakistan Journal of Commerce and Social Sciences.*, **16(1)**, 1-20(2022).
- [15] Keefe, M. (2018). The intersection of global leadership and student leadership competencies: A call for co-curricular experiences. *Journal of Leadership Education.*, **17(3)**, 212-225, 2018.
- [16] Kunnath, A., Muthusamy, S. K., & Kunnath, R. (2021). Transformational global leadership: a systematic review of literature and future research directions. *Journal of Global Mobility.*, **9(1)**, 1-22, 2021.
- [17] Lee, J. Y., & Hong, S. Y. (2022). Factors Affecting the Development of Global Leadership Competencies among Employees in Multinational Corporations: A Mixed-Methods Study. *Sustainability.*, **14(2)**, 580, 2022.
- [18] Leithwood, K., & Jantzi, D. (2005). A review of transformational school leadership research.,1996–2005. *Leadership and Policy in Schools.*, **4(3)**, 177-199(2005).
- [19] Leithwood, K., & Riehl, C. (2005). What we know about successful school leadership. *National College for School Leadership.*,**33(1)**,45-62, 2005.
- [20] Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership & Management.*, **28(1)**, 27-42, 2008.
- [21] Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management.*, **40(1)**, 5-22, 2020.
- [22] Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. University of Minnesota, Center for Applied Research and Educational Improvement.
- [23] Liu, Y., Liu, Y., Wang, Y., & Chen, Y. (2020). Trust and virtual team collaboration: A mediating perspective of communication competence and cultural sensitivity. *International Journal of Project Management.*, **38(7)**, 605-618, 2020.
- [24] Mazurkiewicz, Grzegorz. 2021. "Educational Leadership in Times of Crisis." Risks.
- [25] Muskat, B., Yalabik, Z. Y., & Aycan, Z. (2021). Emotional intelligence as a predictor of global leadership competencies. *Journal of World Business.*, **56(4)**, 101184, 2021.
- [26] Osland, J. S. (2018). An overview of global leadership literature. In M. E. Mendenhall, J. S. Osland, A. Bird, G. Oddou, M. L. Maznevski, M. J. Stevens, & G. K. Stahl (Eds.), *Global leadership: Research, practice, and development* (3rd ed., pp. 57–116). New York, NY: Routledge
- [27] Osland, J.S. (2013). An overview of global leadership literature. *Global leadership: Research, practice, and development*, 40-79. New York, NY: Routledge.
- [28] Park, S., Jeong, S., Jang, S., Yoon, S. W., & Lim, D. H. (2018). Critical Review of Global Leadership Literature: Toward an Integrative Global Leadership Framework. In *Human Resource Development Review*. <https://doi.org/10.1177/1534484317749030>
- [29] Petzick, Joseph A. et al. 1999. "Global Leadership Skills and Reputational Capital: Intangible Resources for Sustainable Competitive Advantage." *Academy of Management Executive*.
- [30] Stahl, Günter K, Mark E Mendenhall, and Martha Maznevski. 2013. "Maznevski , M ., Stahl , G . K . & Mendenhall , M . (2013). Towards an Integration of Global Leadership Practice and Scholarship : Repairing Disconnects and Heightening Mutual Understandin ... Introduction." *European Journal of International Management.*, **7(5)**, 493–500, 2013.
- [31] Wahab, Samsudin, Adlan Rahmat, Mohd Sukor Yusof, and Badrisang Mohamed. 2016. "Organization Performance and Leadership Style: Issues in Education Service." *Procedia - Social and Behavioral Sciences*.
- [32] Walker, J. L. (2018). Do Methods Matter in Global Leadership Development? Testing the Global Leadership Development Ecosystem Conceptual Model. *Journal of Management Education*. <https://doi.org/10.1177/1052562917734891>
- [33] Wu, Y. J., & Wu, C. S. (2021). The Impact of Global Leadership Competencies on Employee Job Performance in Taiwanese Multinational Corporations. *Sustainability.*, **13(22)**, 12603(2021).
- [34] Zhang, Y., Lin, Z., Sun, C., & Liu, L. (2020). Global Leadership Skills and Firm Innovation: The Mediating Role of Absorptive Capacity. *Journal of International Management.*, **26(3)**, 100759, 2020.