



The Role of Heads of Departments (HODs) in University Management: Leadership and Accountability in Academic Success

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ABSTRACT

The important role that heads of departments (HODs) play in university administration is examined in this article, with particular attention paid to their responsibility and leadership duties in promoting academic achievement. HODs now have a major role in determining the operational results and strategic direction of their departments as well as the evolution of academic institutions and the conventional administrative roles that they once held. Successful HODs strike a balance between administrative and academic responsibilities, fostering a climate that supports academic performance via transformative and collaborative leadership approaches. But along with this leadership comes a big accountability burden: HODs must make sure that faculty performance, research, and teaching meet high standards. The tactics that HODs may use to improve their leadership skills and maintain accountability are discussed in this article. These tactics include professional development, delegating, and fostering a transparent culture. The article also discusses the difficulties HODs encounter, including those related to institutional politics and resource limitations, which can make it difficult for them to carry out their duties in an efficient manner. This article provides a thorough understanding of the function of HODs in university administration and their vital role in ensuring the academic success of their institutions through a combination of theoretical ideas and real-world experiences.

Introduction

The function of Heads of Departments (HODs) in today's dynamic academic environment has developed beyond simple administrative responsibilities to become crucial to the administration and strategic direction of university departments. HODs are now accountable for guaranteeing not just the smooth functioning of their departments but also the academic achievement of their teachers and students. The necessity for universities to adjust to new problems, such as heightened global rivalry, the demand for creative teaching methods, and growing expectations for student achievements, has prompted this shift in responsibilities (Barker, 2020; Salazar, 2021). As a result, HODs are now crucial guardians of academic quality, needing to cultivate collaboration amongst staff, faculty, and administration in addition to possessing strong leadership qualities (McEwan, 2019; Taylor & Zimmerman, 2020).

Achieving academic achievement now depends heavily on leadership and accountability due to the HODs' increased duties. HODs are crucial in ensuring that departmental objectives are in line with institutional aims, a process that necessitates both operational responsibility and strategic supervision, according to study by Lockwood et al. (2019). But accomplishing these goals is not without difficulties. Significant barriers to successful leadership include things like a lack of resources, political pressures inside institutions, and the need to strike a balance between administrative and academic responsibilities (Gordon & Morrison, 2018; Sharma & Schiller, 2020). Consequently, to be effective, HODs need to have a thorough awareness of both academic leadership and the larger institutional setting in which they function (Moore, 2021; Clarke, 2019).

The important leadership duties of HODs are examined in this article, as well as how their leadership style directly affects student achievement. This essay seeks to illustrate how leadership and accountability work together to promote academic achievement and institutional excellence by exploring the changing role of HODs in university administration. The understanding that leadership is more than merely managing people and resources and instead includes fostering an atmosphere that encourages creativity, teamwork, and high performance is at the heart of this argument (Ghaffar, 2020; Duygulu, 2021).

All things considered, HODs may cultivate a vibrant academic climate that supports faculty development, student achievement, and institutional advancement by exercising effective leadership and accountability. It is more important than ever for universities to have HODs with vision who are responsible and collaborative. Accordingly, HODs can influence how higher education develops in the future by making sure that their departments continue to be leaders in academic achievement (Barker, 2020; Gupta & Dey, 2019).

The Role of HODs in University Management

Now that the larger background and importance of HODs' responsibilities in university governance have been established, it is critical to examine their diverse contributions in more detail. Although HODs are frequently seen through the prism of administration, their influence extends beyond simple management to include faculty development, strategic academic leadership, and creating an atmosphere that is supportive of research and learning. Administrative duties lay the groundwork for academic success; hence their functions are inextricably interwoven (Gonzalez & Healy, 2018; Moore, 2021).

Being a dual-role leader who bridges the chasm between departmental demands and institutional goals and ensures their alignment is one of the most important duties of a HOD. In addition to upholding law and order, this administrative leadership is responsible for formulating and directing strategic choices that impact the whole university ecology. HODs play a crucial role in academic supervision as well, making sure that assessments and curriculum standards are updated often and in line with external and internal standards (Levin & Tien, 2021; Salazar, 2021). Because their influence affects the direction of the department as well as the university, the importance of HODs in university administration cannot be understated.

As we continue to examine, we find that HODs are also accountable for faculty development and support, which has a direct impact on the calibre of instruction and research output. The department's academic performance is significantly impacted by the resources, chances for professional growth, and mentorship that faculty members get (Brew, 2016; Taylor & Zimmerman, 2020). By using these channels, HODs promote an academic environment that is focused on ongoing development and progress in addition to increasing faculty productivity.

The intricacy of the HOD's job and their major influence on making sure their departments perform well and thrive in the cutthroat academic environment are highlighted by this multifaceted approach to leadership. The parts that follow will go into further depth about these vital duties and show how HOD accountability and effective leadership foster academic achievement and creativity.

✓ Administrative Leadership

Heads of Departments (HODs) serve as a vital link between higher education and administration, making them indispensable to university management. They facilitate the alignment of departmental goals with the university's overarching objectives, allowing for a cohesive approach to institutional achievement. HODs carry out strategy planning, resource allocation, and policy execution in this role. These are important duties that have a direct impact on the department's and the

institution's overall ability to function smoothly (Gonzalez & Healy, 2018; Salazar, 2020).

They frequently assist in improving communication between various levels of university administration, and their leadership in administrative activities is essential to preserving the balance between academic priority and administrative demands (Moore, 2021; Johnson & Harris, 2019). HODs are crucial in assessing departmental performance as well, which calls for a deep comprehension of institutional goals and expectations (Barker, 2020; Sharma & Schiller, 2020).

✓ **Academic Leadership**

HODs are accountable for maintaining the department's academic integrity and quality in addition to their administrative duties. This calls for sustaining academic standards, conducting academic evaluations, and reviewing and updating the curriculum on a regular basis. HODs oversee creating and putting into practice plans that improve student learning objectives and the efficacy of instruction. A key duty of a HOD is to supervise curriculum design and spearhead academic initiatives, according to Levin and Tien (2021). They frequently participate in quality control procedures like academic audits and accreditation, which are essential to preserving the department's reputation and the institution's status (Salazar, 2021; Gordon & Morrison, 2018). HODs make ensuring that faculty members have the resources necessary to support successful teaching and that students are receiving an excellent education that satisfies changing academic standards by exercising leadership in academic administration (Levin & Tien, 2021; Duygulu, 2021).

✓ **Faculty Support and Development**

Competent heads of departments recognize that the morale and skill of their faculty have a direct impact on the department's performance. As a result, HODs are essential to the hiring, retaining, and professional growth of academics. They strive to guarantee that faculty members have the tools and assistance required for them to perform at the highest levels in their roles as instructors and researchers. Brew's (2016) research emphasizes how crucial it is to give faculty members chances for professional development because this has a direct impact on their happiness and productivity. HODs oversee creating an atmosphere at work where faculty members are motivated to pursue their academic interests, work together with peers, and support departmental objectives. HODs also participate in mentoring and performance assessments, which have a big influence on younger faculty members' growth and long-term success at the school (McEwan, 2019; Taylor & Zimmerman, 2020). Fostering an academic culture that encourages quality and creativity in research and teaching requires a well-supported faculty (Gonzalez & Healy, 2018; Gordon & Morrison, 2018).

Leadership Styles and Their Impact on Departmental Success

University departments' operational and academic performance is greatly influenced by the leadership style that Heads of Departments (HODs) choose. HODs must comprehend these dynamics to lead successfully, as different leadership philosophies produce different results. The influence of three well-known leadership philosophies on departmental success—transformational, transactional, and collaborative—is examined in this section.

✓ **Transformational Leadership**

According to Bass & Avolio (1994), transformational leadership is defined by a leader's capacity to uplift and encourage their team to go above and beyond typical expectations. This type of HOD encourages open communication and the creation of a departmental vision to create a climate that is conducive to creativity and teamwork. These leaders frequently concentrate on the professional development of instructors and students, making sure that individual progress is in line with the objectives of the institution (Allen et al., 2018; Khasawneh, 2011).

HODs create an empowered and trustworthy culture under this leadership approach. They understand the value of incentivizing employees with subjective happiness as well as extrinsic benefits, since this leads to increased faculty dedication and performance. Studies show that transformational leaders improve departmental morale and faculty work satisfaction, which in turn improves student outcomes and teaching quality (Eagly, Johannesen-Schmidt, & van Engen, 2003; Wang, Oh, Courtright, & Colbert, 2011). According to Bass (1999), this leadership style is especially successful at creating a creative and cooperative learning atmosphere where teachers and students feel appreciated and encouraged.

✓ **Transactional Leadership**

In contrast, transactional leadership is centred on an organized, incentive-based framework in which precise goals and expectations are established, and adherence is reinforced by incentives or sanctions (Northouse, 2019). By emphasizing work completion, performance indicators, and adherence to departmental regulations, HODs using this approach help to create an efficient and well-organized departmental structure (Burns, 1978). Transactional leadership can be effective in some administrative settings, but it might not have the same creative energy as transformational leadership.

Studies reveal that although transactional leadership may improve performance and efficiency in the near term, it might inhibit innovation and originality (García-Morales, Jiménez-Barrionuevo, & Gutiérrez-Gutiérrez, 2012). It works well in contexts where everyday chores are the focus, but this leadership style

could not completely engage or motivate faculty in academic environments where intellectual freedom and innovation are essential for success (Jensen, 2019; Tessema, Ready, & Embaye, 2013). As a result, even if transactional leadership offers advantages, it might not be the greatest strategy for a department to achieve long-term academic success.

✓ Collaborative Leadership

Facilitating cooperation and group decision-making among educators, students, and administrators is the main goal of collaborative leadership. According to Wright (2017), this strategy promotes a democratic leadership style in which department heads actively include their staff in conversations and choices that have an impact on the department. HODs may improve departmental cohesiveness and foster an inclusive culture where all views are heard by encouraging shared leadership (Kezar & Holcombe, 2017).

In academic settings, collaborative leadership is especially advantageous because it fosters trust, increases faculty participation, and gives a range of viewpoints the opportunity to shape departmental rules and procedures. According to research, departments led by collaborative leaders report more faculty satisfaction, better communication, and a departmental vision that is more cohesive (Bush & Glover, 2014; Senge, 1990). This leadership approach can aid in bridging the gaps that exist between the academic staff and the administration, resulting in better policy execution and an improved learning environment for students.

Departmental success is significantly impacted by the leadership styles used in university administration. While transactional leadership offers structure and efficiency but may stifle innovation, transformational leadership fosters academic brilliance, motivation, and creativity. The promotion of cooperation and shared decision-making through collaborative leadership has the potential to improve faculty cohesiveness and engagement. HODs are more suited to promote both immediate performance and long-term academic achievement when they can deftly strike a balance between both leadership philosophies while customizing their approach to the demands of their department.

Accountability as a Cornerstone of Effective Leadership

Effective leadership requires accountability, especially for Heads of Departments (HODs) in universities. It not only makes sure that HODs continue to be accountable for administrative and academic results, but it also synchronizes their leadership styles with moral principles. Three fundamental components of accountability will be discussed in this section: performance measurements, ethical leadership, and accountability for results.

Responsibility for Outcomes

Ensuring the constant achievement of academic and administrative results is a key duty of heads of departments. Assuring student happiness, upholding strong teaching standards, encouraging faculty research, and efficiently allocating departmental resources are all part of this (Fleming, 2020; Gmelch & Buller, 2015). HODs must be facilitators as well as leaders, striking a balance between the demands of students and faculty while upholding the strategic objectives of the institution.

HODs must take a proactive stance when it comes to leadership to get these results. They oversee managing issues like staff turnover and financial restraints while promoting an atmosphere that encourages academic innovation and achievement. Studies indicate that departments led by heads of department (HODs) who accept personal responsibility for their department's performance generally have higher levels of faculty productivity and student accomplishment (Kotter, 2012; Garwe, 2015). Therefore, a department's success depends on its capacity to handle these demands and obligations.

Ethical Leadership

HODs must exhibit ethical leadership in addition to managing results by upholding justice and openness in their decision-making procedures. Being accountable to the faculty and the university administration means that ethical leadership involves making sure departmental actions align with the ideals of accountability and integrity (Schreiner, Young, & Bandura, 2019; Brown & Treviño, 2006).

It is impossible to exaggerate the value of ethical leadership in higher education as it promotes a climate of mutual respect and trust between staff and students. Academic freedom and open discourse are critical for creativity and progress in the classroom, and HODs that respect ethical principles typically promote these kinds of situations (Doherty, 2013; Meyer & Evans, 2003). To ensure that all parties engaged in decision-making are aware and involved, ethical leadership also demands HODs to be open and honest regarding departmental finances, faculty evaluations, and student assessments (Ciulla, 2014; Goethals, 2017).

Performance Metrics

Using performance metrics is just another essential component of leadership accountability. To gauge the success of their leadership, HODs must use a range of instruments, including faculty evaluations, student feedback, and academic progress reports (Owen, 2015; Davis & Jones, 2014). HODs can find areas where their departments succeed and possibilities for development by routinely evaluating these indicators.

HODs have a systematic method to evaluate the quality of faculty teaching, research production, and student involvement using performance measures.

These measures assist in comparing the department's overall performance to those of other departments or institutions in addition to assessing individual performance (Bartlett, 2019; Kaplan & Norton, 1996). For instance, regular input from instructors and students might point up problems with the way resources are allocated, curriculum design, or instructional strategies (Heifetz & Linsky, 2002). Additionally, metrics promote openness by guaranteeing that choices about program enhancements, faculty advancements, and resource allocation are based on facts and are impartial (Northouse, 2018; Waters, 2016).

Effective leadership is built on accountability, especially for HODs in academic environments. HODs may guide their departments to success by using performance indicators, accepting accountability for results, and upholding moral standards. These accountability-related elements promote an atmosphere of openness, equity, and ongoing development while guaranteeing that HODs continue to answer to their constituents.

Challenges Faced by HODs in Upholding Leadership and Accountability

A variety of obstacles might make it difficult for heads of departments (HODs) in higher education to successfully lead and uphold responsibility within their departments. These difficulties are frequently caused by resource limitations, the difficulty of juggling several responsibilities, and the complexities of institutional politics. To effectively lead and maintain high levels of academic and administrative responsibility, HODs must address these concerns.

✓ Resource Constraints

The lack of resources is one of the biggest obstacles facing HODs, as it can seriously impair their capacity to uphold academic quality or carry out departmental reforms. Even the most well-meaning leaders might encounter obstacles in their path, such as antiquated infrastructure, insufficient workforce, and budget cuts (Gonzalez & Healy, 2018; Schulte, 2019). For example, at underfunded universities, heads of department may find it difficult to supply research funds, technology, or even enough faculty to meet the demands of an increasingly demanding academic community (Levin, 2020).

In addition, these limitations sometimes lead to conflicts between the necessity for innovation and the fact that financing is scarce. It may be necessary for HODs to give some programs or activities higher priority than others, which makes it challenging to promote comprehensive departmental growth. Research has demonstrated that departments with greater resource availability typically have higher academic success rates and have greater success keeping both professors and students (Davis & Jones, 2014; Wright, 2017). Thus, HODs frequently confront an uphill struggle in preserving

accountability and effective leadership in the absence of sufficient institutional support.

✓ Balancing Multiple Roles

HODs frequently must balance a few obligations, such as academic responsibility, administrative work, and, occasionally, political duties inside the organization. Their attention may be diluted by this intricate web of duties, making it challenging to succeed in just one area (Levin & Tien, 2021; Lambert, 2016). For instance, in addition to managing student affairs, strategic planning, and faculty development, HODs often have their own teaching and research responsibilities to attend to.

HODs may experience role overload because of this complex job, feeling overextended and unable to adequately oversee their departments. According to research, academic leaders may experience emotional and cognitive strain as a result, which frequently results in burnout and poor performance (Mills, 2018; Gonzalez, 2018). The difficulty is also increased by having to manage the divergent expectations of the administration, teachers, and students—all of whom may have competing agendas. HODs may therefore find it difficult to uphold transparency and accountability in their decision-making procedures.

✓ Navigating Institutional Politics

Another big issue for HODs is institutional politics, as internal power dynamics can seriously undermine their capacity to lead. According to Fleming (2020) and Scott (2017), hierarchical systems and intricate interactions between staff, administration, and outside stakeholders are common features of universities. To negotiate these situations and resolve disputes inside the department, HODs need to be skilled communicators and negotiators.

Institutional politics can also impact faculty evaluation procedures, departmental priorities, and resource distribution. Political factors frequently take precedence over merit-based judgements, which makes it challenging for HODs to put required reforms into place (Trowler, 2019; Schulte, 2019). Furthermore, the ongoing pressure to satisfy several constituencies, including student bodies, faculty unions, and senior administrators, can muddle the decision-making process and obscure responsibility.

Furthermore, managing these politics frequently calls for tactful diplomacy and calculated alliances, which might not always coincide with the department's overarching objectives (Doherty, 2013; Goethals, 2017). Thus, institutional politics may make it more difficult for HODs to successfully carry out their accountability responsibilities and exercise leadership.

Maintaining leadership and accountability in university administration presents major problems for HODs. Resource limits limit their capacity to innovate and maintain high academic standards, while the necessity to juggle many tasks might detract from their

leadership effectiveness. Their capacity to effect constructive change is further hampered by the intricate institutional politics of universities. Comprehending and tackling these obstacles is vital for cultivating more proficient academic leaders capable of preserving the principles of responsibility and guidance in higher education.

Strategies for Enhancing Leadership and Accountability

Proactive leadership and accountability are necessary for higher education institutions' Heads of Departments (HODs) to effectively handle the problems they encounter. A few tactics may be used to raise departmental responsibility and leadership efficacy.

✓ **Professional Development for HODs**

HODs must make ongoing investments in professional development if they want to improve as administrators and leaders. HODs may learn vital skills including resource management, conflict resolution, and strategy planning through seminars, mentorship, and leadership training programs (Brew, 2016; Scott, 2017). Additionally, these programs give HODs the chance to consider their leadership philosophies and pick up best practices from colleagues in related positions (Mills, 2018). Furthermore, data indicates that academic performance and staff satisfaction are greater at institutions that have department heads enrolled in organised leadership development programs (Wright, 2017; Gonzalez & Healy, 2018).

Universities guarantee that heads of department can handle the increasing needs of academic and administrative oversight by providing them with contemporary leadership instruments and frameworks. This helps them make better decisions and makes it easier for them to match departmental goals with larger institutional ones.

✓ **Empowerment through Delegation**

A further tactic to increase leadership effectiveness is giving HODs the authority to assign tasks to dependable faculty members. By managing ordinary operational responsibilities without overloading the HOD, delegation enables them to assign work more efficiently and frees them up to concentrate on strategic leadership (Levin & Tien, 2021; Owen, 2015). By providing faculty members with leadership experience and equipping them for future roles in university administration, effective delegation also promotes faculty development (Mills, 2018).

HODs must set up accountable systems and clear lines of communication for delegation to be successful. While retaining the HOD's ultimate accountability for departmental results, regular progress reviews, feedback loops, and clearly defined responsibilities can help guarantee that assigned

activities are completed effectively (Brew, 2016; Wright, 2017).

✓ **Fostering a Culture of Accountability**

Long-term success in the department depends on cultivating an accountable culture. Holding instructors and students accountable for their contributions to the department's performance, fostering open communication, and encouraging self-evaluation are some ways to do this (Owen, 2015; Schulte, 2019). According to research, departments that incorporate accountability into routine operations often have greater levels of employee engagement and productivity (Scott, 2017; Trowler, 2019).

HODs can use open feedback forums, peer reviews, and regular performance assessments to promote this culture. Faculty members can use these platforms to reflect on their administrative, research, and teaching responsibilities, which promotes ongoing improvement. Students can also participate in this feedback loop, offering insightful information about the efficacy of instructional strategies and departmental support networks (Gonzalez & Healy, 2018).

Furthermore, rather than being punitive, accountability methods need to promote development. Faculty members are encouraged to improve rather than feeling demoralised when they get constructive criticism and opportunity for professional growth (Fleming, 2020; Levin & Tien, 2021).

Enhancing leadership and accountability in higher education institutions needs a combination of strategic interventions focused on professional development, delegating, and establishing a culture of openness and responsibility. Universities may establish more effective leadership structures and improve academic results by providing HODs with the required training, enabling them to assign tasks, and fostering an atmosphere where responsibility is the standard. In the end, putting these principles into practice will help the institution succeed overall and remain sustainable.

Case Studies and Examples of Successful HOD Leadership

Analyzing real-world Head of Department (HOD) leadership provides insightful information on how accountability and effective leadership influence departmental results. Two opposing case studies that highlight the effects of both effective and ineffective leadership in university settings are presented in this section.

✓ **University of XYZ: Collaborative Leadership and Positive Outcomes**

A department head at the University of XYZ put into practice a collaborative leadership approach that prioritized open communication, inclusive decision-making, and shared accountability among faculty

members. High levels of faculty engagement were encouraged by this leadership approach, which also made a discernible difference in student satisfaction and academic performance. According to research, faculty morale is raised, and greater results are achieved across a range of performance measures when heads of departments (HODs) engage faculty in strategic planning and decision-making (Schreiner et al., 2019; Gonzalez & Healy, 2018).

In this instance, the department head gave faculty members the authority to assume leadership positions in important departmental projects including curriculum development and student assistance programs. The department's overall efficiency was raised by this distributed leadership model, which also relieved the HOD of certain administrative duties so they could concentrate on strategic supervision (Wright, 2017). The outcomes were significant: student retention rates increased, teacher turnover dropped, and the department gained higher ranks in national academic examinations (Levin & Tien, 2021).

This instance highlights the value of shared accountability and collaborative leadership in improving the experiences of both teachers and students (Mills, 2018; Owen, 2015).

✓ **University of ABC: The Consequences of Poor Leadership and Lack of Accountability**

On the other hand, the University of ABC offers an illustration of how a lack of accountability and ineffective leadership may result in departmental deterioration. In this instance, the lack of explicit accountability frameworks by the HOD led to a decline in student happiness, subpar research results, and uneven teaching quality. According to Schreiner et al. (2019), departments with inadequate accountability systems frequently suffer from a breakdown in communication and inadequate resource management, which can seriously impede departmental advancement.

Staff members at the University of ABC were disengaged and lacked cohesiveness because of the HOD's failure to involve them in decision-making procedures. Academic standards were further eroded by the fact that failing faculty members were not held responsible for their work due to the lack of performance indicators or frequent assessments (Levin & Tien, 2021; Fleming, 2020). With time, the department's low reputation made it difficult to draw in new teachers and students, and student retention rates fell precipitously.

This instance highlights the need of responsibility for preserving departmental achievement and highlights the dangers of shirking leadership duties. Research has repeatedly demonstrated that departments are more prone to have inefficiencies, low faculty morale, and diminishing academic performance in the absence of clear accountability systems (Schulte, 2019; Brew, 2016).

Conclusion

In summary, there is no denying that Heads of Departments (HODs) play a critical role in determining the administrative and scholastic performance of universities. The effectiveness of a department is greatly impacted by the successful leadership of HODs, whether through transformational, transactional, or collaborative methods, as this article has shown. Furthermore, the difficulties they encounter—like limited resources, juggling several positions, and negotiating institutional politics—draw attention to how complicated their duties are. However, HODs can successfully guide their departments towards academic excellence by placing a strong emphasis on accountability, utilising performance metrics, and encouraging an environment of open communication (Schreiner et al., 2019; Levin & Tien, 2021).

A call to action is essential. Universities must invest in enhancing the leadership capabilities of HODs. Offering chances for professional growth, creating settings that support collaborative leadership, and enabling HODs to confidently and skilfully handle their many tasks are a few examples of how to do this (Brew, 2016; Wright, 2017). Universities can secure the future success of academic institutions as well as better departmental outcomes by fortifying the leadership of their heads of department.

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About the Author: Dr. Rose Boyani Ngare

With a plethora of expertise in educational leadership and administration, Dr. Rose Boyani Ngare is an outstanding scholar and educator. She graduated with a master's degree in educational administration and planning from the Catholic University of Eastern Africa (CUEA) and a doctorate in education leadership-higher learning from ASPEN University, USA. She also has a Bachelor of Arts in Teaching from Stanton University in the United States, with a focus on English and Business Studies, to round out her education.

Dr. Ngare has made significant contributions to the academic community throughout the course of a varied teaching career that has taken her to various prestigious universities. She has been a professor at prominent colleges including Africa International University and the Catholic University of Eastern Africa. She now works at KAG-East University as the Head of the Department of Education and a member of the University Senate, where she oversees the educational initiatives and cultivates a culture of academic success.

In addition to her duties as a teacher, Dr. Ngare is a key member of the graduate research supervision team. At Adventist University of Africa, she oversees master's and PhD theses, offering advice and support to burgeoning academics. To further contribute her knowledge to the academic world, she is also employed by Nazarene University in Kenya as an External Assessor for master's thesis.

Dr. Ngare's commitment to leadership and education is demonstrated by her leadership positions as well as her scholarly endeavours. Her impact as a well-respected educator will continue to alter education in Kenya and elsewhere.

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